



A PRIVATE NONPROFIT

Community
Action
Commission

OF SANTA BARBARA COUNTY

Community Action Commission of Santa Barbara County Children's Services Program Community Assessment

2018



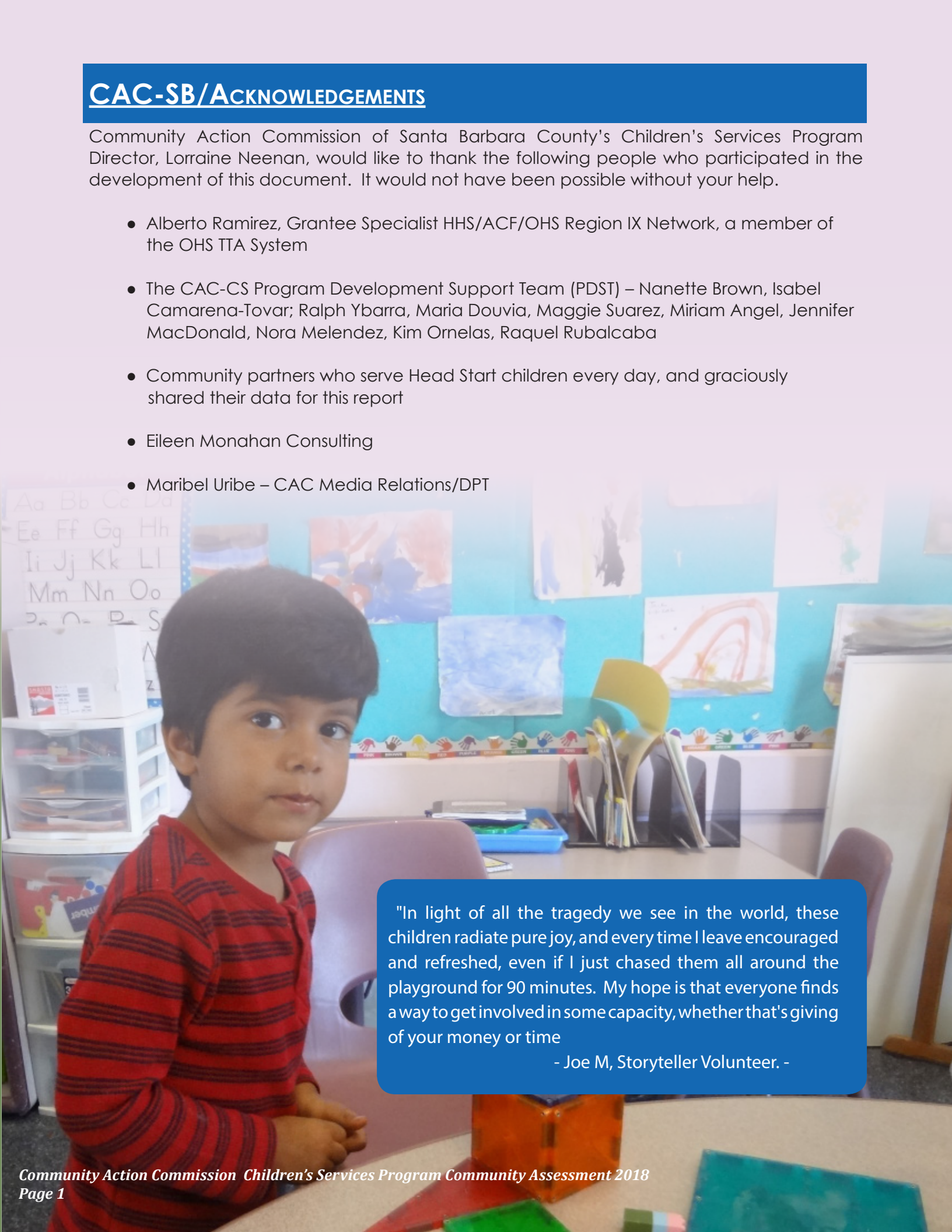
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"In light of all the tragedy we see in the world, these children radiate pure joy, and every time I leave encouraged and refreshed, even if I just chased them all around the playground for 90 minutes. My hope is that everyone finds a way to get involved in some capacity, whether that's giving of your money or time

- Joe M, Storyteller Volunteer. -

INTRODUCTION: THE COMMUNITY ASSESSMENT

All Head Start and Early Head Start Programs are required to conduct a Community Assessment (CA) every 5 years, per the Code of Federal Regulations, Section 1302.11. The Community Assessment is used to determine changes and trends in the community which may indicate a need for adaptations in program design or service delivery. Program design adaptations might include things like location of services or different options for service delivery. Other changes might be the focus of information, referral or education provided to parents regarding issues that affect them. Issues that come to light through this CA may indicate a need for staff training, or new community collaborations to be forged or strengthened.

Community Action Commission Children's Services Program (CAC-CS Program) will use the results of the Community Assessment to meet federal Head Start and Early Head Start requirements that guide the programming for children and families. Through the service lens, the CAC-CS Program will use the CA for data-informed decision-making and program planning as a way of understanding the needs of families and recognizing and responding to demographic and other changes and trends in the community. Internally, the document can be used to identify skills and competencies needed in the CAC-CS Program workforce to best meet the needs of clients, to advance cultural competence and quality improvement, and to create institutional memory. For the community, the CA can serve as a tool to mobilize resources and partnerships, educate stakeholders, and address changing priorities and policies. Overall, the CAC-CS Program will use the information in the CA to best serve Head Start eligible children and families.

The results of the Community Assessment will be used to help the CAC-CS Program make decisions in the following areas:

- Recruitment, selection criteria, and enrollment priorities
- Strategic long-term goals and measurable objectives
- Program options and calendar
- Service area, recruitment area, and program locations
- Collaborative partnerships
- Services and coordinated approaches

The CA will be updated annually, incorporating community changes, availability and assessment of publicly funded pre-K, rates of family and child homelessness, and shifts in demographics and resources.

COMMUNITY ACTION COMMISSION OF SANTA BARBARA COUNTY – HISTORY AND PROGRAMING **(THE STATE OF THE GRANTEE)**

The Community Action Commission of Santa Barbara County (CAC-SB) is a private, nonprofit agency whose mission is to create opportunities for Santa Barbara County families to achieve stability. In 1964, with nearly one-third of the American people living in poverty, the federal government established 400 Community Action Agencies nationwide to help develop solutions to the problem.

In Santa Barbara County, a 15-member Community Action Committee was appointed by the County Board of Supervisors in late 1964. The Community Action Commission (CAC-SB) developed out of this committee and was incorporated as a private, nonprofit organization in May of 1967.

CAC-SB is now the largest private social service agency serving Santa Barbara County, with approximately 400 employees providing services at 40 sites countywide and serving over 12,000 individuals each year. To promote effective service delivery, the CAC-SB Central Administration in Goleta is supported by regional program offices in Santa Maria and Lompoc.

CAC-SB is governed by a 15-member Board of Directors with equal representation from the public, private, and low-income sectors. Elected officials hold the 5 public sector seats. The inclusion of representatives of the low-income community is an important and unique part of our organization. The agency's annual operating budget of nearly \$24,000,000 is derived from a range of funding sources that include city, county, state, federal and private foundation grants, donations, and fundraising.

CAC-SB operates fifteen diverse programs serving low-income children, teens and young adults, seniors, and households through 4 service categories:

The **Family and Youth Services** (FYS) Program specializes in reaching youth and families to help them achieve a positive and productive future through a set of programs and community partnerships. In total, 1,396 youth ages 6-17 participated in CAC-SB's youth programs in 2016-17. <http://www.211santabarbaracounty.org/> **2-1-1 Santa Barbara County** is included in the portfolio on programs and is a comprehensive information and referral system. Dialing 2-1-1 connects people to over 2,800 health and human services, disaster relief, and public information resources. 2-1-1 is free of charge, available 24 hours a day / 7 days a week in multiple languages. In 2016-17, 5,136 people were assisted by the 2-1-1 helpline and 8,761 through the <http://www.cacsb.org/low-income-assistance/teensyoung-adults/>

Energy Services is dedicated to energy conservation and keeping low-income homes safe and warm through education, home weatherization, assistance paying utility bills, and appliance repair or replacement. In 2016-17, a total of 1,787 family were helped in CAC-SB's Energy Services. <http://www.cacsb.org/low-income-assistance/energy-programs>

Through **Health and Nutrition Services**, meals are provided to seniors, preschoolers, school-age children, and community groups such as the Friendship Center and Juvenile Hall. Food is prepared from scratch in our North and South County Kitchens. Over 400,000 meals were prepared by CAC-SB chefs and served to children and seniors in 2016-17.

<http://www.cacsb.org/low-income-assistance/childrens-lunchsnack-program/>

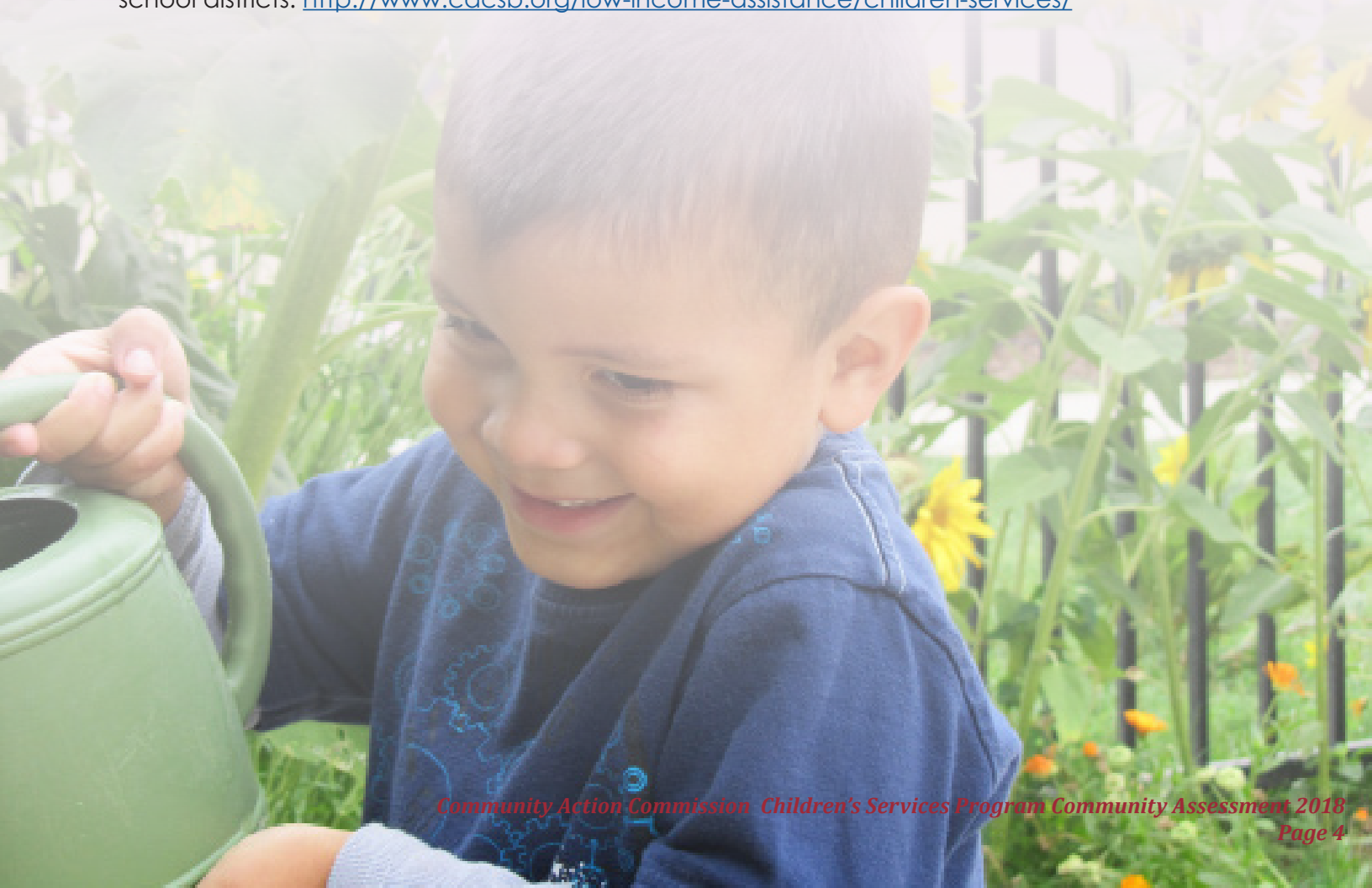
Seniors <http://www.cacsb.org/low-income-assistance/senior-nutrition>

Children's Services Program works with parents as their child's most important teacher. Infants, toddlers, and preschoolers are provided with high quality early care and education (ECE) and comprehensive services. At the core of CAC-SB's ECE services are Head Start and Early Head Start programs, which prepare our most vulnerable young children to succeed in school and in life. To achieve this, Head Start programs deliver services to children and families by focusing on the areas of early learning, health, and family well-being while engaging parents as partners every step of the way.

California State Preschool and Child Development Services are also offered and blended with Head Start services. Together, these programs provide full and part-day early care and education for children ages 0 to 5 as well as home-based services for pregnant women and young children 0 to 3 years old. In 2016-17, 1,242 children received services through 24 sites across the county.

As an auxiliary service, the CAC-CS Program operates a "Children's Waiting Room" at two Court locations, one in Santa Barbara and one in Santa Maria through a contract with the Superior Court. Through this innovative program, children were provided a child-friendly place to wait, with qualified staff providing educational activities, while their parents were in family court.

The Children's Services Program management team is organized into three distinct regions, each with a regional manager. The largest service region of the county is in the northern part of the county. Two program managers are located in this region due to its size and service level. Each region has Health Specialists and Enrollment Specialists supervised by the Program Manager and also has a Mental Health service team. Working regionally allows the CAC-CS Program greater connection and relationship building with local community partners, including school districts. <http://www.cacsb.org/low-income-assistance/children-services/>



History of CAC

Community Action Commission of
Santa Barbara County
1967 - 2015



1964 "War on Poverty"

Is declared -Board of Supervisors creates Community Action Committee



1967 Head Start & Energy Programs Being

Agency incorporates as Community Action Commission - a private non-profit



1974 Senior Meal Program Begins

Offering daily hot lunches at senior centers and home delivery



1993 Central Kitchen Opens

After CAC assumes operation of an unused Santa Barbara County Kitchen Facility



1997 Family and Youth Services Added

Los Compadres is the first youth program offered



2000 CAC MID-COUNTY Regional Office Opens

On Chestnut Avenue in the city of Lompoc



2004 North County Kitchen Breaks Ground

After CAC assumes operation of an unused Santa Barbara County Kitchen Facility



2011 Cal-SOAP Joins CAC

Helping make college a reality for local high school students



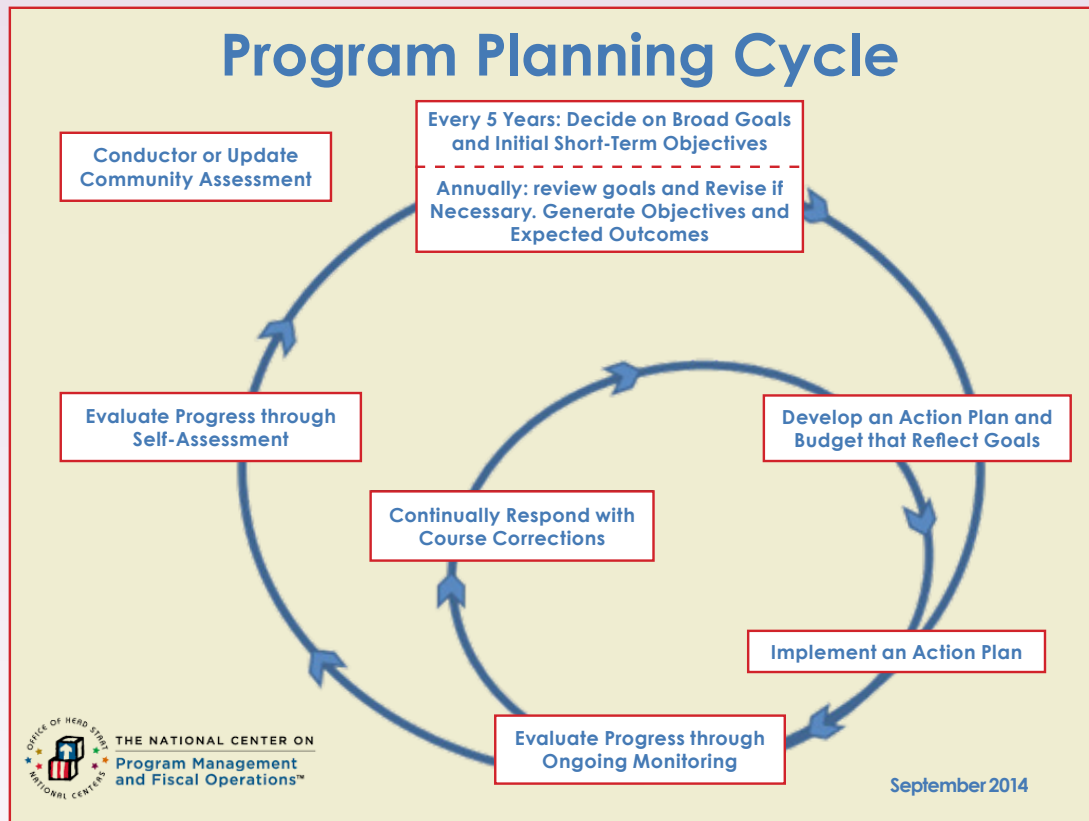
2015 All CAC Head Start Center Are Accredited

Helping make college a reality for local high school students

ABOUT THE COMMUNITY ASSESSMENT

THE COMMUNITY ASSESSMENT PROCESS

Community Assessment (CA) for Head Start programs informs the process of planning, rather than being a static report. The following diagram depicts the Program Planning Cycle being used by Santa Barbara County:



For Santa Barbara County's Community Assessment, a team was formed in September 2017 to support the project, and a consultant was hired to conduct the work. The Program Development Support Team (PDST), consisting of the Program Director, seven Program Managers, and four Program Support Specialists, led the development of the report, with assistance from a Region IX Grantee Specialist. Community Action Commission Children's Services Program Policy Council provided input, and Community Action Commission of Santa Barbara Board approved the report March 7, 2018.

The CAC-CS Program has two committees that meet and provide input that influences documents such as the CA – the School Readiness and the Health and Disabilities Advisory committees. These committees keep the CAC staff up to date on what is happening in the community in these areas. Internal and external data and information was collected and analyzed for trends and significance as it related to low-income families.

SOURCES FOR THE CA INFORMATION

For this Community Assessment, both quantitative and qualitative data was collected. Information was gathered from parents, staff, and community partners over the past 4 years, since the last CA, which provided an abundance of community information in an ever-changing environment. Data was also acquired through existing assessments, ongoing monitoring, program data, demographics, and studies from other agencies and sources.

Methods of data collection and analysis

Internal data:

- Child outcome assessments
- Demographic and child data from ChildPlus database
- Family outcomes assessment
- Internal monitoring
- Most recent community assessment (2013)
- Parent surveys
- Performance data
- Program self-assessments
- Program service data from Program Information Report (PIR)
- Staff surveys
- The most recent (2016) HS/EHS application

External data:

- 2010 and 2016 census data
- California QRIS (Quality Counts CA) <https://qualitycountsca.net/>
- Kids Network Scorecard 2017
- Collaborative partners
- Economic forecast project
- Kidscount.org
- Kidsdata.org
- Media
- National Association for the Education of Young Children (NAEYC) <https://www.naeyc.org/accreditation/early-learning/standards>
- Other agencies and programs that conduct regular community assessments
- Santa Barbara County Child Care Planning Council Needs Assessment
- School district data
- Workforce Investment Board

DEFINITION OF SERVICE

Community Action Commission of Santa Barbara County (CAC-SB) is the grantee for the Head Start service area of County of Santa Barbara, one of 58 counties in the State of California. The following is a snapshot of services, goals, clients served, and trends.

HEAD START AND EARLY HEAD START PROGRAMMING

Community Action Commission's Children's Services Program (CAC-CS Program) offers Head Start, Early Head Start, and California State Preschool, which are designed to give children ages birth through 5 a strong start in their education and in their lives. *Available to qualified low-income families, these exceptional services are sensitive to each family's ethnic and cultural heritage. A strong emphasis is placed on the solid role of parents as their child's first, and most important, teacher, with a focus on those families' and children's strengths. Additional supports for families and children are provided through other CAC-CS Program services, such as the Family Wellness Program and mental health consultation.*

Head Start Program Performance Standards section 1302.102(a)(1) requires agencies to set measurable program goals and objectives that "include strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment." The 3 goals from the CAC Children's Services Program 5-year plan (2015-2020) are:

- Family Engagement/School Readiness - Strengthen family engagement and encourage participation in activities, and a sense of connection
- Education/School Readiness/Child Outcomes - Educational services will build language literacy skills and English language development to lay foundation for school and life success
- Health and Safety Goal - 100% supervision of children at all times

This story has touched me deeply. Monica was our Policy Council Chairperson for two school years, 2014 to 2016. She is now an Assistant Teacher at CAC Maggie Espinoza Center in Guadalupe and is a very happy team member in the classroom there. She continues to attend college to attain her Teacher Permit. - The CAC-CS Program staff member Raquel -



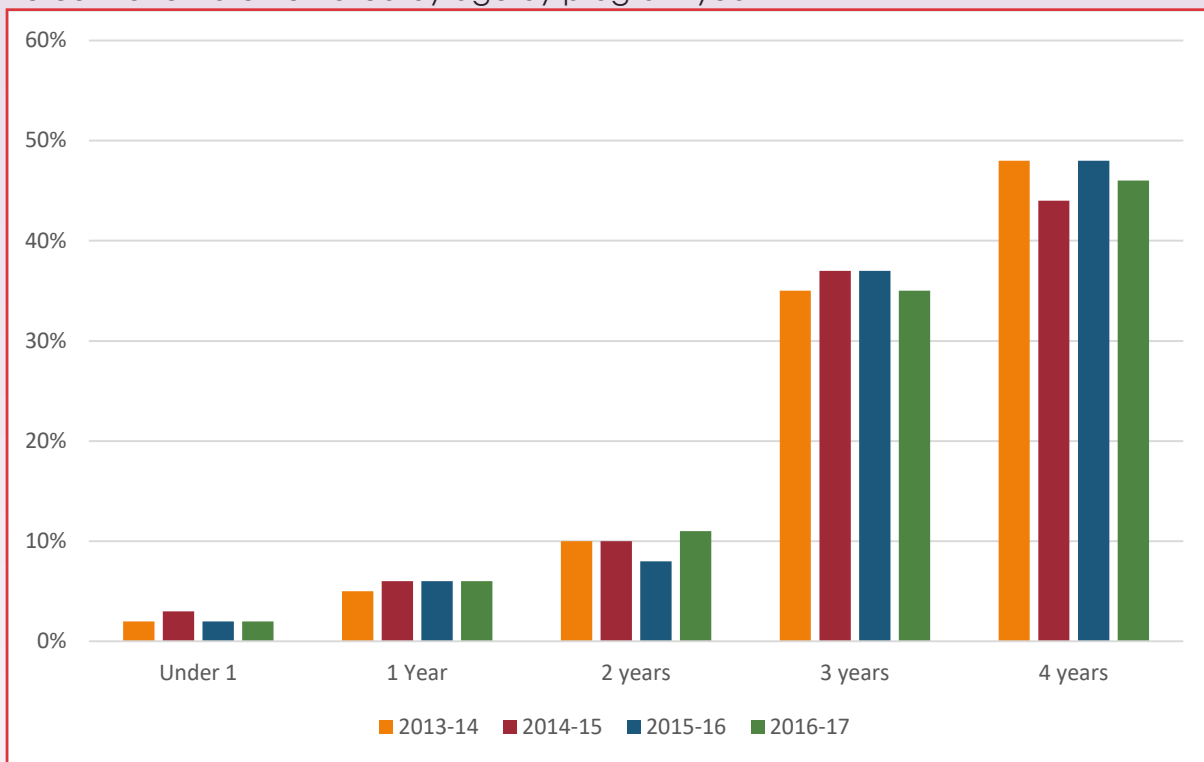
Eligibility

The CAC-CS Program has an Enrollment and Selection Criteria committee that meets annually and includes parents, staff members, and community partners. Local priorities are analyzed for HS and EHS enrollment and recommendations are made for changes to the selection criteria. Standard criteria include income, parental status, age and disability. Additional factors could include homelessness, referral for high risk from another agency, siblings currently enrolled, etc.

Children Enrolled 2016-17: For program year 2016-17, the total number of Head Start spaces available for ages 0-5 was 1003. A total of 1,242 children, (1,032 3-4 year olds in HS and 210 0-3 year olds in EHS) were served in the Children's Services Program.

(Table 1)

Percent of children enrolled by age by program year



(Source: 13-14, 14-15, 15-16, 16-17 PIR)

Partners: The CAC-CS Program has contracted for 15 years with Storyteller Children's Center in Santa Barbara, which specializes in serving homeless and other vulnerable children and families. The CAC-CS Program contracts for a classroom of 20 Head Start children, paying a portion of the daily cost. To provide comprehensive services across the county, the CAC-CS Program also contracted with seven high quality family child care providers to serve Head Start and/or Early Head Start children (25 children in 2016-17). Through the family child care model, Head Start children are blended with other children who are not funded through Head Start. Family child care services provide families high quality programming, flexibility, and mixed age groups. These numbers are included in all data showing number of Head Start and Early Head Start children served. All the programs maintained full enrollment during the year.

Funding: Funds from the California Department of Education are blended with Head Start funds to provide full-day services to 280 preschool children and 16 toddlers while their parents work and/or attend school. (Program Options 2016-2017) This practice of “blending funding” is a challenge administratively but has historically been implemented at the CAC-CS Program as it best serves the families’ needs.

The CAC-CS Program submitted their federal Head Start funding application in 2015 with changes to reflect new federal Head Start Performance Standards (HSPS) encouraging full day/full year programming, as well as more infant/toddler care due to reduced demand for 4-year-old care and the continuing high demand for infant/toddler care.

Beginning in the 2016-17 school year, there were 51 part-day HS spaces (3 classes), which had operated for 3.5 hours per day and were increased to 6 hours per day. In 2017-18, 66 additional spaces were increased to 6 hours per day. The federal standard that requires longer hours of early care and education reflected research that shows the benefits to the children's growth and development. (HSPS EHS 1302.21(c)(1); HS 1302.21 (c)(2)(iii) and (v)) The existing 48 HS Home-Based spaces were converted to EHS, resulting in 30 more Home-Based slots for infants and toddlers in north- and mid-county. The change can be seen in the chart next page, which shows an increase in EHS and a decrease in HS spaces over time.

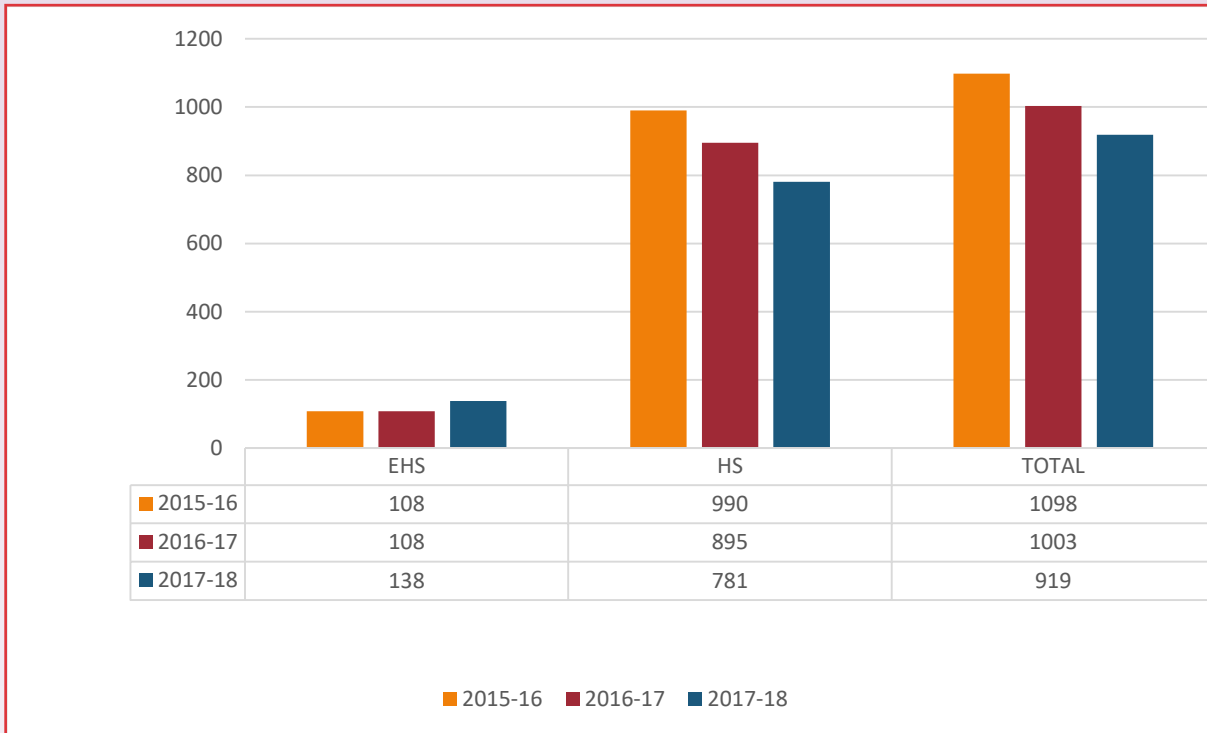
Although this program change is beneficial for children enrolled, it naturally reduced the number of spaces available across the county, as can be seen in the chart next page, as morning and afternoon sessions were scheduled with half-day programming.

“I have benefited from working with the CAC Children’s Services Program program because you guys help us maintain compliance with all of the licensing regulations, which may have been more difficult otherwise. Also, you guys are an amazing resource for whatever we need. As a newer provider you have helped with activity ideas, any difficult situation that has come up, brought us toys/chairs/supplies and much, much more. We are so happy to be a part of CAC who constantly makes us feel that our work with families is important.”

-Contracted FCC Provider-

(Table 2)

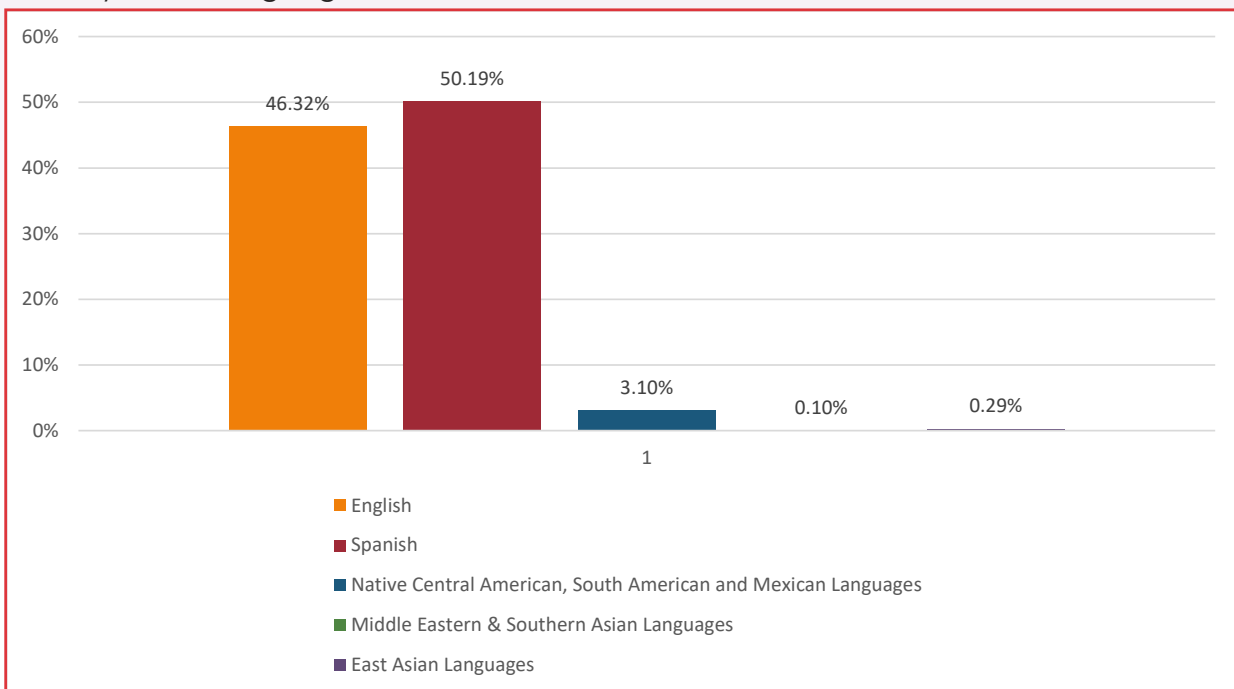
Spaces by program and program year



(Source: PIR 16-17)

(Table 3)

Primary home language of families



(Source: PIR 16-17)

(Table 4)

Ethnicity of children enrolled

	Hispanic or Latino origin	Non- Hispanic or Latino origin	Hispanic or Latino origin	Non- Hispanic or Latino origin
American Indian or Alaska Native	0%	1%	0	2
Asian	0%	2%	0	3
Black or African American	0%	14%	1	22
Native Hawaiian or other Pacific Islander	0%	2%	0	3
White	4%	64%	38	101
Biracial/Multi-racial	1%	6%	9	10
Other – Hispanic	96%	10%	1,037	16
	1	1	1,085	157

(Source: PIR 16-17)

Quality Services

For children to receive the tremendous benefits of early care and education programs, those services must be high quality. (Early Edge, The Benefits of High-quality Early Learning www.earlyedgecalifornia.org/research)

The CAC-CS Program participates in local and state guided quality improvement activities which require extra rigor and effort to meet standards which are significantly higher than State licensing. All the CAC-CS Program centers participate in the National Association for the Education of Young Children (NAEYC) accreditation program, <https://www.naeyc.org/accreditation/early-learning/standards>, California's Quality Rating and Improvement System (CA-QRIS <https://qualitycountsca.net/>), and numerous other efforts that are woven throughout the programs policy, staff development, curriculum, and classroom practices.

The program helped us reestablish a home and a healthy and safe job for my family. It is of great help that as a single mother, I can count with this program for my son."

-Storyteller parent-

Kindergarten Readiness – The results of these quality efforts are reflected in outcomes for children. The CAC-CS Program administers the Desired Results Developmental Profile (DRDP) assessment 3 times per year for all children enrolled. For the third DRDP reporting of the 2016-17 year, 73% of four-year-olds were at or above the California Early Learning Foundation Expectation in math. Early Head Start children scored high in Language and Literacy, with 63% at or above the expectation for their age. (Source: *The CAC-CS Program Self-Assessment 16-17*) See 1302.102(a)(2) School readiness goals that are aligned with HSELOF Birth to Five.

Accreditation - all the 24 Head Start centers are nationally accredited through NAEYC. To put this in context, 65 of the 148 licensed centers across Santa Barbara County are accredited (44%), which includes Head Start/Early Head Start programs, and 5% of centers in California are accredited. (Source: First 5 Santa Barbara County Evaluation Report 2016-17)

Santa Barbara County's Quality Rating and Improvement System (QRIS) Quality Counts, is part of a state-wide effort to increase the quality of care for all children, with an emphasis on high needs children, including those in low income families. Using 7 research-based elements, programs conduct quality improvement work, participate in trainings, receive independent quality assessments and are rated on a 5-point scale. Santa Barbara County's QRIS is unique in that it requires accreditation to rate in the top tier. Of the 24 CAC-CS Program sites, all rated at the top of the scale, with 10 rated as 4 and 14 rated as 5. (Source: First 5 Santa Barbara County QRIS data system)

Outdoor Classroom – The CAC-CS Program embraces the Outdoor Classroom concept, which is dedicated to increasing the quantity, quality, and benefit of outdoor experiences for children in early care and education programs. The Outdoor Classroom principles are incorporated into all 24 sites, as part of the initiative which includes 78 other centers across the county. Two of the CAC-CS Program centers were early adopters of this effort and became demonstration sites, which affords other programs in the community the opportunity to visit and learn from the design and implementation. (<http://outdoorclassroomproject.org/ocp-community/demonstration-site-network/santa-barbara-county/>)

Family Support – The CAC-CS Program provides strengths-based comprehensive services to families across the county and has a planning system that involves parents in developing School Readiness goals, program planning, setting program goals, and Program Self-Assessment (PSA). A Family Portrait (Appendix A) is used to gather important information about the child and their family when first enrolled. A Family Partnership Agreement helps staff and families create a plan together for each family. (Appendix B)

These goal-directed relationships are part of the two-generational approach of working with children and adult family members that is at the core of the Head Start and Early Head Start programs.

Parent and family engagement in Head Start and Early Head Start is about building relationships with families that support family well-being; supporting strong relationships between parents and their children; and nurturing ongoing learning and development for both parents and children.

“Ever since my son has been here, he has had a stable safe environment for the days”

-Storyteller parent-

To that end, a Parent Education Consultant has been hired in collaboration with a community partner in north- and mid-county regions, and the research-based Parent Education curriculum, Nurturing Parenting is offered. In the south county region the CAC-CS Program has hired a Parent Education Consultant to deliver the Nurturing Parenting classes. The consultant also provides training on various topics for parents at monthly center parent meetings, first aid, and CPR certification training for parents and staff county-wide.

The graphic below shows the Parent, Family, and Community Engagement (PFCE) Framework, a research-based tool developed by the Office of Head Start that the CAC-CS Program uses as a roadmap to adapt programs to ensure positive outcomes for children and families. This tool clearly lays out the comprehensive nature of the CAC-CS Program's Early Head Start and Head Start programs, guides the work with children and families, and serves as the data-gathering structure through which progress is measured.



As part of the Family Engagement Outcomes, families are encouraged to volunteer at the CAC-CS Program, and are offered a variety of opportunities to strengthen their families, support their child's school readiness, and develop leadership skills. Parents can help in the classroom, take materials home to prepare for use by children in the classroom, and serve on committees. In 2016-17, 593 enrolled or former parents volunteered a total of nearly 7,000 hours with the CAC-CS Program, and 70 of the 204 staff members are current or former parents. (Source PIR 2016-17)

STRENGTHS-BASED SERVICES

The CAC-CS Program prides itself on having a “strengths perspective” in working with families. The core of the work involves those who receive services being involved in guiding those services through input, participation in committees, and on the board. Staff are community members or former child or parent participants and view parents as partners and collaborators.

According to Sustaining Community, the strengths perspective and strengths-based approaches offer service providers ways of working that focus on strengths, abilities, and potential rather than problems, deficits and pathologies. The following are the seven important principles of the strengths perspective, according to Sustaining Community:

1. People are recognized as having many strengths and the capacity to continue to learn, grow, and change.
2. The focus of intervention is on the strengths and aspirations of the people we work with.
3. Communities and social environments are seen as being full of resources.
4. Service providers collaborate with the people they work with.
5. Interventions are based on self-determination.
6. There is a commitment to empowerment.
7. Problems are seen as the result of interactions between individuals, organizations or structures rather than deficits within individuals, organizations, or structures.

With this perspective, change can only happen when you collaborate with clients' aspirations, perceptions, and strengths and when you firmly believe in them.

<https://sustainingcommunity.wordpress.com/2012/05/30/what-is-the-strengths-perspective/>

“This program has helped me and the other parents pursue something we didn’t think was possible. Two days a week we watch each other’s children so that we can attend class. I am working towards my GED and I watch the other parent children so that they can attend ESL classes. The Home Educator supports both families and prepares materials so that the children can benefit from one another during the home visits. We will both accomplish our Family Partnership goal with the support of this entire team. Please make sure CAC knows how much this means to me.”

- Head Start parent -

Building strong teachers and strong relationships with children – The following quality enhancements are aimed at supporting teachers in the classroom, and children in their development, especially when children exhibit behaviors that require heightened sensitivity and skill from teachers. According to the CAC-CS Program Administration, both the depth and stress of poverty being experienced by families is growing. The number of children for whom this specialized teaching is required has been growing in recent years, making these supports critical for teacher success, and to ensure the services positively impact child outcomes.

- **CSEFEL**, a program by the Center on the Social and Emotional Foundations for Early Learning, is focused on promoting the social emotional development and school readiness of young children birth to age 5. It is a national resource center funded by the Office of Head Start and the Child Care Bureau. The CAC-CS Program participates in the local CSEFEL programming that is offered across the county. To augment CSEFEL work, a Behavior Specialist has been hired to directly support and train teachers in the classroom. The specialist looks at the dynamic of the teacher and child and works one-on-one with teachers to adjust classroom environments and routines and suggests individualized activities to improve behavioral success.

“This is such a great program! I know that CAC Children’s Services program has given me and my family so much more than I can ever give back.”

- Head Start parent -



Pyramid Model

Promoting Social and Emotional Competence in Infants and Young Children



- **Quality Coaching** - To support teachers using the CLASS tool, the CAC-CS Program offers a special program called Teachers Learning and Collaborating (TLC). Through this program, 24 teachers receive direct coaching for ten, 2-hour sessions every two to three weeks, for 6 months. Each year the coaching focuses on a specific CLASS element. The goal of this intensive coaching is to ensure that teacher-child relationships are strong and fully support children's development. Coaching is also provided to Family Service Advocates. EHS caregivers and home educators receive coaching through Reflective Supervision, a tool to create a relationship-based organization.

Reflective Supervision has benefitted me in ways to improve my working skills and set goals for myself to become a more experienced teacher. Jennifer has helped in guiding me in ways to work with children and helps the staff and I in providing materials needed for the children to use in the classroom.

- The CAC-CS Program staff member Daisy -

Workforce

Research has demonstrated that early care and education classrooms are of higher quality when the teacher holds a Bachelor's (BA) degree, and when children have consistent caregivers (Barnett, 2004). In Santa Barbara County, where costs are high, adequate wages can address both issues, helping teachers afford continuing education, and helping retain them. The Early Childhood Workforce Index 2016 https://www.sylvaniacourt.com/wp-content/uploads/2014/07/PARENTING_CLASSES.pdf by the Center for the Study of Child Care Employment at the University of California, Berkeley states:

Mounting evidence about how poor compensation and associated working conditions erode the well-being of educators and undermine efforts to improve quality and attract and retain skilled educators lends urgency to finding strategies to disrupt the status quo. Nonetheless, as demonstrated in Earnings and Economic Security, low wages persist within the early childhood sector, despite increased expectations for teachers.

The study goes on to recommend either raising base pay and benefits, offering periodic supplements to teachers' pay, or creating refundable tax credits. As child care compensation is a national issue, there are strategies for federal funding, state efforts, and individual program responses.

Head Start Program Performance Standard 1302.91 requires that all center-based teachers have at least an AA or BA degree in child development (or equivalent), and that fifty percent of all Head Start teachers, nation-wide, have a BA in child development (or equivalent).

A full 100% of the CAC-CS Program Head Start teachers have Child Development permits from the California Commission on Teacher Credentialing and 72.5% have bachelor's degrees. (16-17 PIR) Compared to the 35% of preschool teachers nationally in 2016 with bachelor's degrees, the Santa Barbara County Head Start teachers are excelling in their education levels. <http://cscce.berkeley.edu/files/2016/Early-Childhood-Workforce-Index-2016.pdf>

The high cost of living in Santa Barbara County often makes living at the typically low child care teacher's wage unsustainable. At the CAC-CS Program, and in child care programs across Santa Barbara County, it is difficult to recruit qualified teachers who can accept the wages offered. The annual CAC-CS Program staff survey bears this out, with staff responding "higher pay" in the top 3 answers to two questions asking what would make staff love their job more and be more committed to their job. (Source: Staff survey 2017 – Appendix C)

According to the CAC-CS Program administrators, recruitment of qualified teachers is currently the most challenging it has been in the agency's history. The current (2017-18) hourly wage for the CAC-CS Program teaching staff ranges from \$13.78 to \$21.01. As can be seen below on the Bureau of Labor Statistic's Living Wage statistics for Santa Barbara County, the teacher salary range starts above poverty and minimum wage, but below the living wage for the county. Only those teachers who have another adult working in the family can make ends meet with the current salary range.

(Table 5)

Wage comparisons

Hourly Wages (full time)	1 Adult	1 Adult 1 Child	1 Adult 2 Children	2 Adults (1 Working)	2 Adults (1 Working) 1 Child	2 Adults (1 Working) 2 Children	2 Adults (Working) 1 Child	2 Adults (Working) 2 Children
Living Wage	\$14.48	\$29.31	\$34.58	\$22.57	\$26.49	\$29.72	\$15.68	\$18.99
Poverty Wage	\$5.00	\$7.00	\$9.00	\$7.00	\$9.00	\$11.00	\$4.00	\$5.00
Minimum Wage	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00
The CAC-CS Program Teacher Range				\$13.78 to \$21.01 per hour				

Note: The living wage shown is the hourly rate that an individual must earn to support their family, if they are the sole provider and are working full-time (2080 hours per year).

(Source: Bureau of Labor Statistics, Occupational Employment Statistics, stats on Average Hourly Wage for Selected Occupations, Living Wage <http://livingwage.mit.edu/counties/06083> and Cost of Living <http://www.bestplaces.net/>)

There is also a need to encourage and incentivize teachers to continue their education, with the high education levels required by Head Start, Accreditation, and QRIS. Financial supports that have been available for teachers to pay for and guide, their higher education have diminished, leaving low paid teachers with the expectation of degree attainment. Fortunately, the CAC-CS Program provides educational stipends to teachers which help, although they do not fully cover the costs.

"TLC (Teachers Learning and Collaborating) coaching is a positive tool for Teachers because they are able to learn from each other and implement the learning in the classroom"
- The CAC-CS Program staff member Carla -

Most staff providing family support services have each earned a Family Development Credential through a professional development and credentialing program. Through this program, frontline family services staff are trained in the knowledge and skills they need to coach families to set and reach their own goals for healthy self-reliance in their communities. The program focuses on a strength-based partnership approach that develops workers both professionally and personally.

OVERVIEW OF THE SERVICE AREA AND RECRUITMENT AREA



Santa Barbara County is home to more than 440,000 residents over 2,700 square miles. The County is bordered by San Luis Obispo County to the north and Ventura County to the east and south. The county is geographically stretched and includes isolated rural communities and agricultural enterprises, small to mid-sized cities and suburbs, beach communities and ranches, Vandenberg Air Force Base, Lompoc Federal Prison, and the Chumash Reservation.

To ensure the most effective service delivery, the CAC-CS program mainly addresses the county in 2 regions: 1) the North County region, including the cities of

Santa Maria, Guadalupe, Lompoc, Solvang, Buellton, and Cuyama; 2) the South County region, including the cities of Santa Barbara, Goleta, and Carpinteria. The North region has proportionately more children than South County. When 3 regions are used to describe local data, a Mid County region is extrapolated, which includes Lompoc, Solvang, and Buellton.

"Being accepted in the TLC class twice was very exciting. It gave me the opportunity to be reflective in my craft, not only with myself but with other professional educators. Being evaluated in a positive environment and guided by Kim, has been a really valuable experience."

- The CAC-CS Program staff member Angie

The total population of Santa Barbara County in 2016 was 446,717, with children age five and under making up 7.6% of the total population. Total births countywide hover steadily in the range of 6,000 per year.

The overall population of the county grew by just under 5% from 2012-2016.

(Table 6)

Santa Barbara County Total Population	Number by year				
	2012	2013	2014	2015	2016
	428,584	433,360	438,612	443,018	446,717

(Source: As cited on Kidsdata.org, California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, Population and Housing Estimates for Cities, Counties and the State, 1990-2000, 2001-2010, 2011-2016; U.S. Census Bureau, Current Population Estimates, Vintage 2015 (Jun. 2016).)

In 2016, of the nearly 100,000 children under 18, there were 34,124 children between the ages of 0 and 5.

(Table 7)

Santa Barbara County children by age and gender			
	Female	Male	Total
0-2 Years	8,503	8,841	17,344
3-5 Years	8,251	8,529	16,780
6-10 Years	13,599	14,007	27,606
11-13 Years	8,008	8,291	16,299
14-17 Years	10,318	10,836	21,154
Total 0-17	48,679	50,504	99,183

(Source: As cited on Kidsdata.org, California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000-2010, 2010-2060; U.S. Census Bureau, Current Population Estimates, Vintage 2015 (Jun. 2016).)

(Table 8)

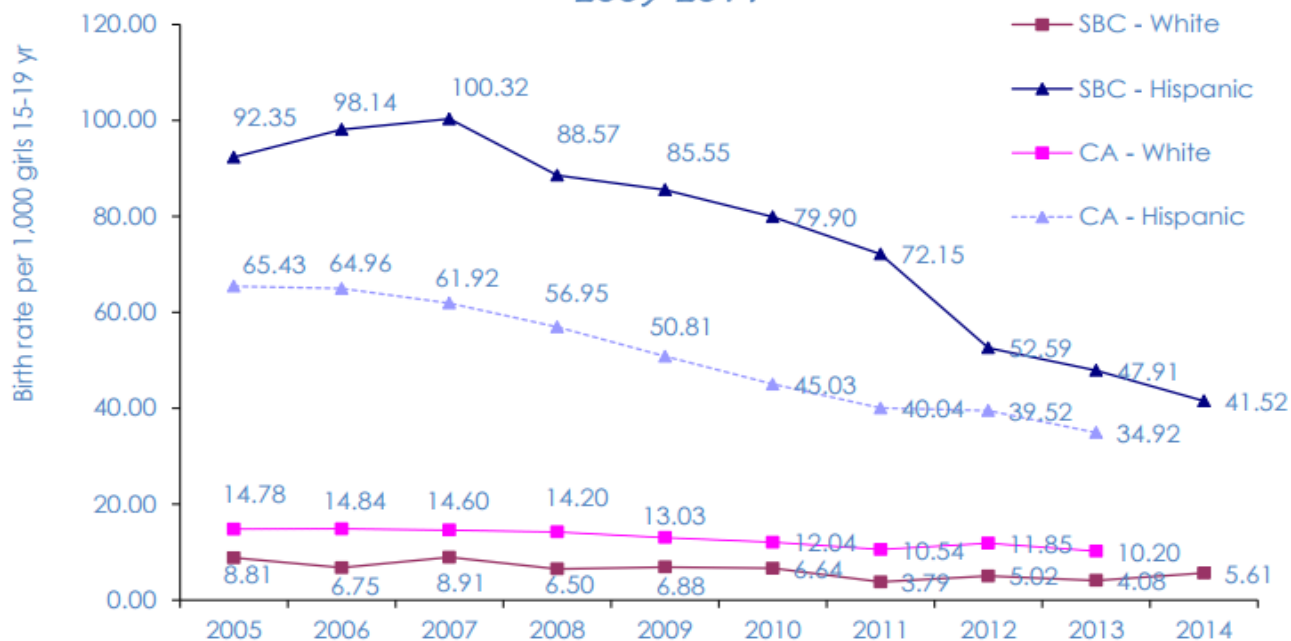
Santa Barbara County Birth Rates	Number by year						
	2007	2008	2009	2010	2011	2012	2013
	6,289	6,319	6,039	5,819	5,803	5,584	5,753

(Source: As cited on Kidsdata.org, California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000-2010, 2010-2060)

As can be seen in the chart on the next page Santa Barbara County's teen birth rate (age 15-19) rose to the highest in the state in 2007 but has since been on the decline. In 2007, 100.32 of every 1000 births were to teen parents. In 2015, the California rate was 17.6, and Santa Barbara County had dropped to 19.7, ranking 30th out of the 58 counties. The following chart shows the trend and highlights the fact that nearly all the births to teen mothers, both in the county and the state were to Hispanic mothers.

The adolescent birth rate in California declined 62% between 2000 and 2015. Between 2014 and 2015, the rate declined 10%. (Source: California Department of Public Health Adolescent Birth Rates 2015)

Birth Rates to Mothers 15-19 years old by Ethnicity Santa Barbara County and California, 2005-2014



* Source: PHD Birth Records, 2005-2014; Population data provided by the CA Department of Finance: State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2010-2060. Sacramento, CA, December 2014.

According to the Santa Barbara Economic Forecast:

In 2016, 83 percent of the 6,714 households living in poverty in North County were families with children. 77 percent of the 2,081 households living in poverty in South Coast are families with children. This indicates that many children in the Santa Barbara County may be going without some of the basic needs that are crucial in children's early development. (Santa Barbara Economic Forecast 2017)

The CAC-CS Program Head Start center locations and services match the child and low-income populations of Santa Barbara County. Based on community assessment data, the largest eligible populations of children live in Northern Santa Barbara County. The distribution of Head Start centers and Family Child Care option reflects this demand. Services are targeted in several isolated, rural communities within the county such as Buellton, Guadalupe, Tanglewood, and Cuyama. These smaller communities have far fewer services available to families to meet a variety of needs. Head Start is a crucial family resource service and an important source of employment for the community.

According to the 2017 economic Forecast Project, net migration will be positive over the 2017-2022 period, with an average of 440 net migrants entering the county each year. Northern Santa Barbara County will be characterized by positive net migration, while Southern Santa Barbara County will lose residents through out-migration.

According to the CAC-CS Program staff, community populations are changing due to family migration, which impacts enrollment. For example, in Cuyama, the population is aging, and young adults are moving away from the rural area and new families are not moving in. Thus, there are fewer children, which affects Head Start enrollment, which has led to high turnover rates in the preschool classroom. The CAC-CS Program is surveying school district parents to see how many young children are currently living in the area to forecast current and future enrollment.

Number of children whose parents dropped them from the program because of a move out of the area due to high cost:

(Table 9)

2015 - 2016	42
2016 - 2017	44
2017 - 2018	44

(Source: ChildPlus)

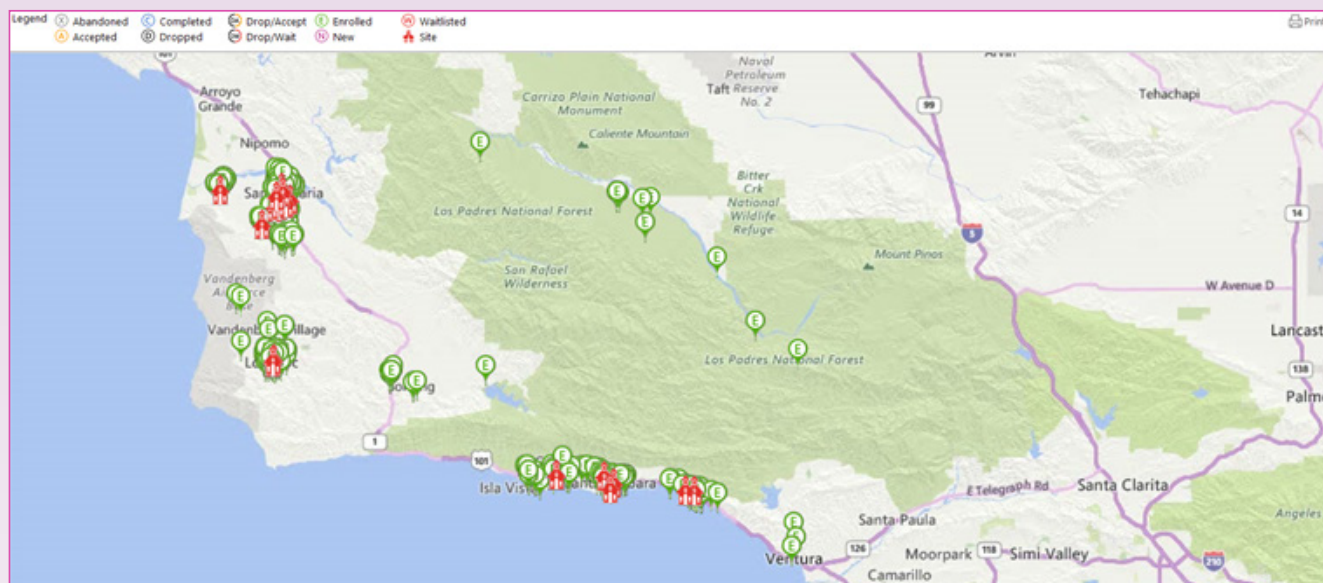
Recruitment takes place all year with the bulk of activities occurring in the late winter and early spring for the subsequent school year. Recruitment occurs throughout the service area with concentration in areas identified by the Community Assessment as well as from input from current parents and community partners. In the last few years the Enrollment Specialists have intentionally increased their connections with the Department of Social Services. This has resulted in an increase of referrals and children in foster care enrolled in the program.

To provide as many children as possible with a quality preschool experience, the CAC-CS Program has agreements for referrals with school districts that operate California State Preschool programs per Head Start Information Memorandum (IM 08-18).

The CAC-CS Program also coordinates with other State preschools, school districts and the Child Care Planning Council to solicit family referrals to maximize the reach of Head Start school readiness and parent support services throughout the county.

The following map shows the distribution of Head Start and Early Head Start families and sites across Santa Barbara County.

Children enrolled, children on wait list, compared to Head Start sites, 2017-18, by region



(Source: ChildPlus 2017-18)

The CAC-CS Program and natural disasters in Santa Barbara County - The needs of children and vulnerable families are often not planned for in disaster preparation and response. Any emergency or disaster can be traumatic for children, and responses need to consider the long-term impact to children's wellbeing.

In December of 2017, Santa Barbara County experienced the Thomas fire, the largest fire in modern California history, followed in January by heavy rains in the burn area that triggered devastating mudslides, claiming the lives of at least 21 people, injuring others, and wiping out neighborhoods.

Child care programs were affected by both the smoke and ash of the fire, and the subsequent mudslides. The main freeway was shut down for an extended period, which cut off Santa Barbara county from Ventura county. Many people were unable to get to work and access services.

The CAC-CS Program staff were quick to respond to the crisis and attempted to continue services by shifting staff and using other creative strategies. In the end, most centers had to be closed for anywhere between 2 and 11 days, as did many other centers in the county. In total, 787 children/families lost a total of 3,023 school days of child care. The Carpinteria center was cut off from the rest of Santa Barbara County, making it inaccessible by CAC Food Services, so lead staff used the train to deliver food for the week. The CAC-CS Program staff were shifted to work at sites they could safely access, and all were paid during the disaster.

The resiliency, tenacity, and flexibility of administration, staff, and families during this crisis enabled services to continue with the least amount of disruption possible.

"A grandparent contacted me recently to thank me for helping both her and her daughter to enroll her two grandchildren into CAC's Head Start program. Grandmother shared that at that time, the mother and children had to move out of their home and live at a hotel temporarily. Mom is a single parent working full time, barely making ends meets, and cares for her children at the same time. Both children have disabilities and were in so much need of socialization and interaction with other children their age. She told me that enrolling the children into the program was the best thing that could have happened to her daughter and grandchildren."

- The CAC-CS Program staff member Marisol -

DATA COLLECTED AND FINDINGS

The following data is discussed below first countywide and then with comparative HS/EHS data, and the CAC-CS Program's response to the need, for each applicable data category. Many of the challenges reflected in the data mirror the issues described by parents and community members who attended the Community Services Block Grant (CSBG) Public Hearing held by CAC-SB on April 7, 2017. (Appendix D)

EMPLOYMENT PATTERNS

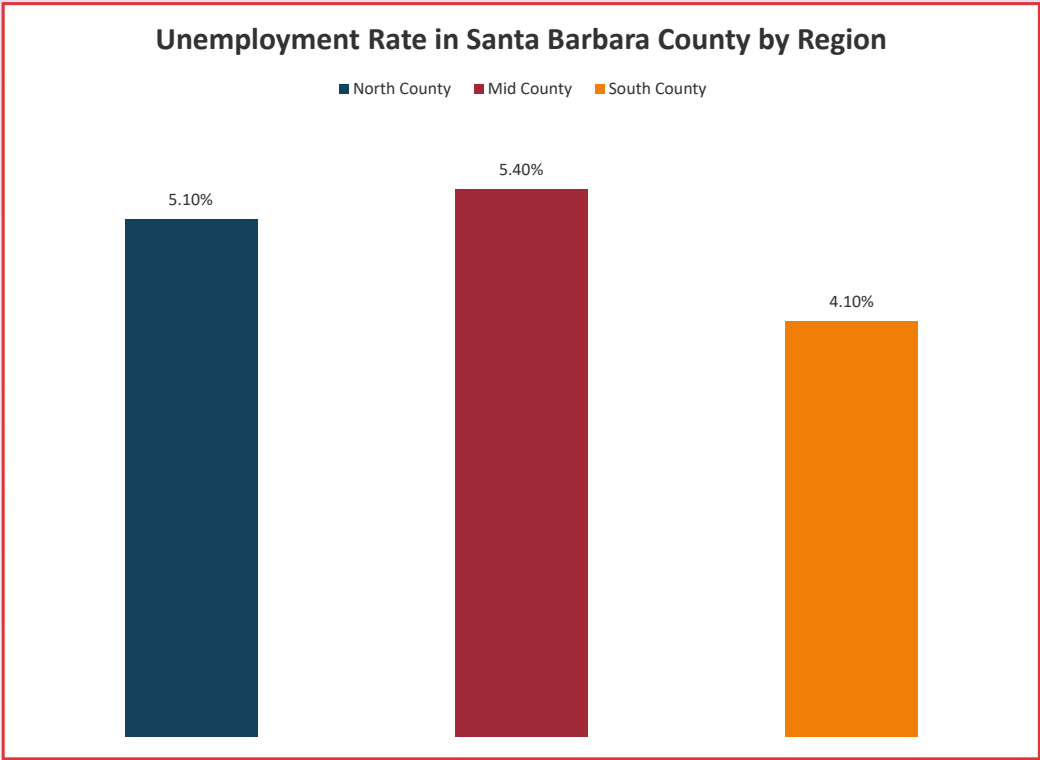
Employment landscape in the county is improving for many sectors, but not as much in the North County. The bulk of families live in areas with fewer advancement options. Head Start families have greater ability to work and learn new skills due to support from the CAC-CS Program.

Countywide:

As with the rest of the United States, Santa Barbara County experienced a dramatic spike in unemployment and a slow job growth during the Great Recession (2008-2010). However, the County has made a good comeback, albeit not in every sector. This trend echoes both State and National job growth according to the Department of Labor, (U.S. Bureau of Labor Statistics, 2017).

In 2017, the unemployment rate for the county was at 4.5%, down from 6.1% in 2014. This reflects a growth rate of nearly two percent for Santa Barbara County. In North County the rate (5.1%) was higher than South County (4.1%), with Mid County the highest (5.4%),

(Table 10)



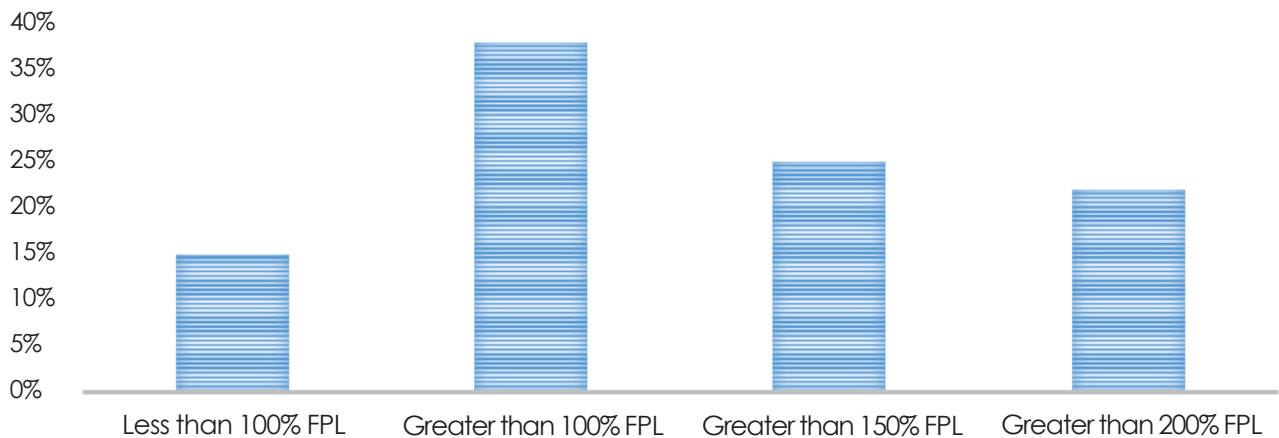
(Source: California Employment Development Department, 2017).

Santa Barbara County is experiencing low unemployment but much of the growth is in low-wage and low-skill sectors. Northern and Central County experiences a smaller portion of high-wage/high-skill and medium-wage/medium-skill jobs in comparison to South County. Businesses continue to identify workforce housing affordability, access to larger facilities, and qualified employees as barriers to business growth. Growth is expected to be in health care and professional services over the next 5 years. There is a need for career pathway tools for people to move from tier 3 to tier 1 jobs. (Workforce Investment Board)

To support a family of three at the Federal Poverty Level, a resident of Santa Barbara County would need to earn \$20,160 a year, or \$10.08/hour, working 2,000 hours per year. However, according to the UCSB 2017 Economic Forecast, 15% of jobs pay less than that and another 22% pay just 200% of the Federal Poverty Level. This concentration of lower wage jobs is higher in North County than South County as referenced on the next page.

PERCENT OF JOBS PAYING WAGES RELATIVE TO THE FPL

■ Percent of jobs Paying Wages Relative to the FPL



(Source: UCSB 2017 Economic Forecast)

A total of nine broad industry clusters make up nearly 60% of the County's total workforce. The table below summarizes these clusters, the percentage of the workforce they represent in the county, and the mean hourly wage for the cluster. The mean hourly wages for these clusters are above the County average for all, excluding agriculture, food, and beverage (highest concentration in North County), and Tourism and Hospitality. (Source: Santa Barbara County Workforce Investment Board, 2015)

(Table 11)

Industry Clusters of Santa Barbara County Workforce	Percentage of workforce	Mean Hourly Wage
Tourism and Hospitality	11.5	\$15.33
Agriculture, Food, Beverage	11.3	\$11.82
Healthcare	10.3	\$28.57
Information and Communication	6.6	\$37.92
Business Services	5.6w	\$29.51
Building and Design	5.0	\$32.30
Life Sciences	2.2	\$35.11
Aerospace and Defense	2.1	\$36.05
Energy and Environment	1.9	\$36.48

(Source: Santa Barbara County Workforce Investment Board, 2015)

The CAC-CS Program Head Start and Early Head Start

(Table 12)

Employment characteristics of parents	
2 working parents	27.8%
1 of 2 parents working	60.0%
Single parent working	60.3%

(Source: 2016-17 PIR)

Program Design Highlight: Support working and student families, minimize transitions, and maximize continuity for children

The CAC-CS program is intentionally designed to minimize transitions and maximize continuity for children. Efforts are made to accommodate children and families as employment or school/training schedules fluctuate. Centers are purposely created to house full day and part day classrooms. Four centers have both Head Start and Early Head Start options onsite or nearby. This allows families in the half day option who obtain employment to transition to a full day option without leaving the center, which operates as a stable micro community for the child and family. It also allows children to move to a part day classroom with less disruption, if the parents no longer qualify for full day child care. In the program year 2017-18, there were 525 center-based, 70 Home Based, and 28 Family Child Care spaces funded through Head Start and 296 spaces “blended” using Head Start and Child Development funds. (Program Options 17-18)

PARENT EDUCATION LEVELS

Parent education levels across the county show that lower income families have lower education levels. Head Start supports families to attend school while children are enrolled.

Countywide:

In Santa Barbara County, 80% of adults over 25 years old have a high school diploma and 32% hold a bachelor's degree. (Census – American Community Survey, 2016)

The CAC-CS Program Head Start and Early Head Start

The chart below shows the education level of parents of children enrolled in Head Start or Early Head Start in the 2016-17 program year.

(Table 13)

Parent/Guardian Education	
BA	1.6%
AA, vocational, some college	22%
HS Diploma, GED	21.4%
Less than HS	55%

(Source: PIR 2016-17)

“I feel that with my children in a safe and loving setting, I can continue to build my career for my family's sake.”

-Storyteller parent

Family Partnership agreement goals for some parents included enrollment in GED, college certificate, or degree program while children were enrolled in HS/EHS. A total of 211 parents were enrolled in such programs in 2016-17. In addition to providing child care and other supports that allow parents to attend classes, the CAC-CS Program provides funds for tuition and book costs for eligible families. As a result, 167 parents received a GED, certificate, or diploma by the end of the program year, a remarkable accomplishment for any parent

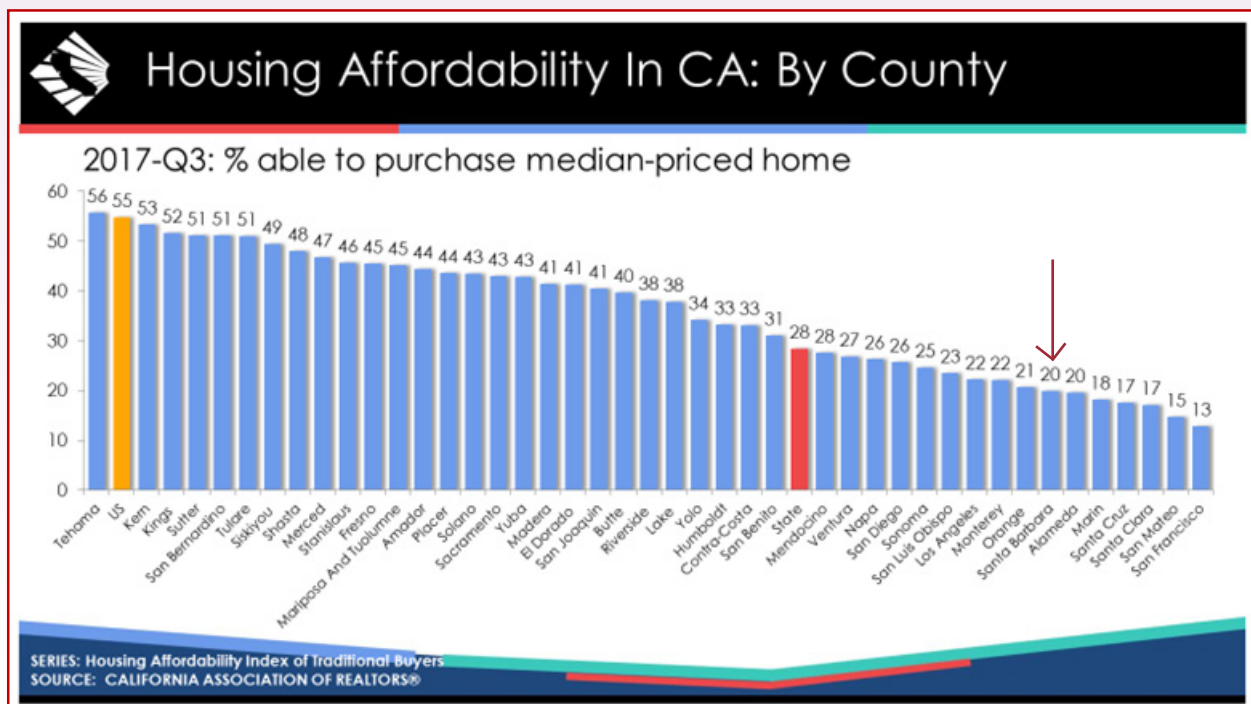
Housing Patterns

Housing prices are extremely high in Santa Barbara County. Many families are in a variety of unstable housing situations. HS and partner services help support these families to secure stable housing.

Countywide:

Low wages and high living costs lead directly to another issue for families: affordable housing. Many low-income families live with many other families in what would be described as a "single family home". In Santa Barbara and Santa Maria, it is estimated that only 3.2 percent of the population can afford a home. Other families also live in undesirable locations or places, such as shelters, cars, motel/hotel rooms, campgrounds, and garages.

In 2015, the median housing cost in Santa Barbara County was \$464,000, and by October 2017 it rose to \$653,000 (California Association of Realtors). The chart below shows the county's housing affordability, seventh from the bottom, compared to all other California counties.



Rent vs Own

51.3%

2016 HOMEOWNERSHIP

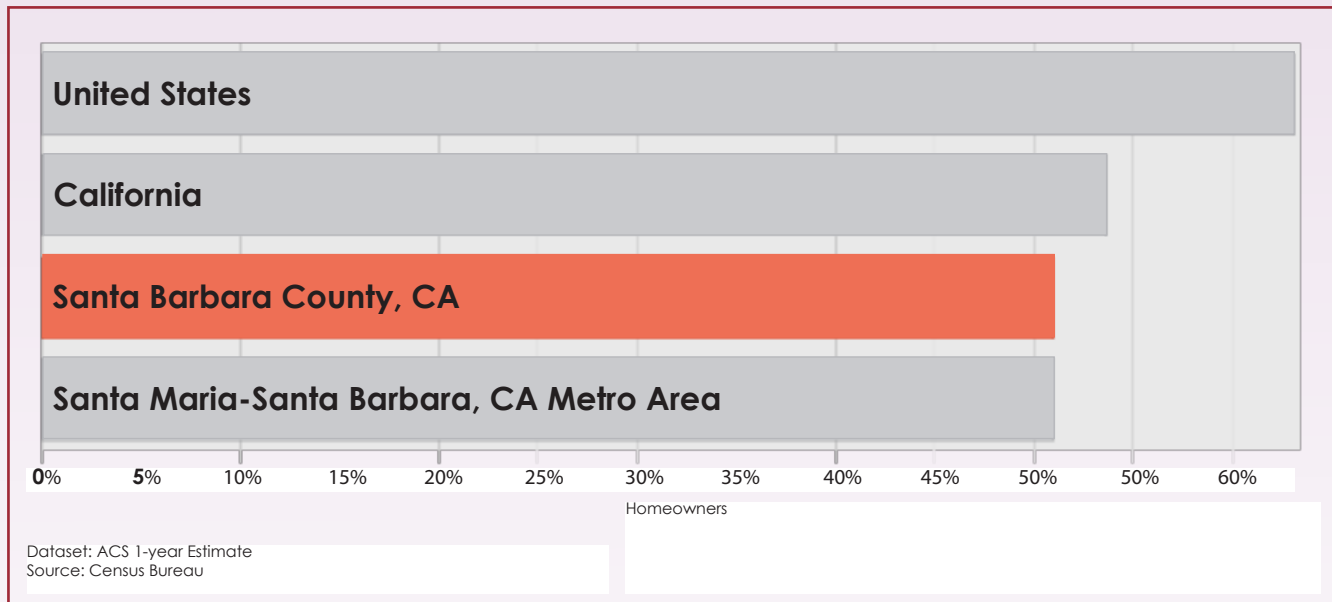
52.2%

2014 HOMEOWNERSHIP

In 2016, 51.3% of the housing units in Santa Barbara County, CA were occupied by their owner. This percentage declined from the previous year's rate of 52.2%.

This percentage of owner-occupation is lower than the national average of 63.%. This chart shows the ownership percentage in Santa Barbara County, CA compared to its parent geographies.

Dataset: ACS 1-year Estimate
Source: Census Bureau



Beverly A. was our New Mexico State University intern from August 2017 to end of November 2018. She received her bachelor's degree in Public Health from NMSU. Beverly is also a past parent of Head Start. Her son finished in June 2017. We are so proud of her!

- CAC-CS Program staff member-

"I really appreciate all the time and effort you guys put into helping me! I couldn't have done it without you! Thank you!"

- Beverly A., past Head Start parent, former intern at CAC Children's Services Program, and NMSU Graduate

Housing is one of the most significant issues facing Santa Barbara County. High housing costs impact the ability of County residents to pay for other basic needs, and they contribute to commute patterns, overcrowding, and homelessness. (A Snapshot of Poverty in Santa Barbara County 2012)

When housing options decline, some families slip into homelessness. Data on the following page from EdSource shows the high rate of homeless students in Santa Barbara County (grades K-12), and specifically in Santa Maria, in 2016. In fact, Santa Maria Bonita School District ranks third in number of homeless students in the state. Students are designated as homeless if their primary nighttime residence is: a shelter, hotel, or motel; shared housing with others due to loss of housing, economic hardship, or similar reason; or no shelter.

Rents in Santa Barbara have skyrocketed in recent years and 20 percent in the last year alone with one-bedrooms priced at \$1,500 or sometimes significantly higher. The simple calculus of supply-and-demand is partly to blame. With a vacancy rate below 0.5 percent, a crisis figure, the housing market is at the mercy of landlords. Nor are there enough subsidized units to make up the shortfall for low-income renters or plans to build sufficient numbers of new ones to meet the need, advocates say. "Santa Barbara's housing market is broken and has been," explains Chuck Flacks, executive director of the Central Coast Collaborative on Homelessness.

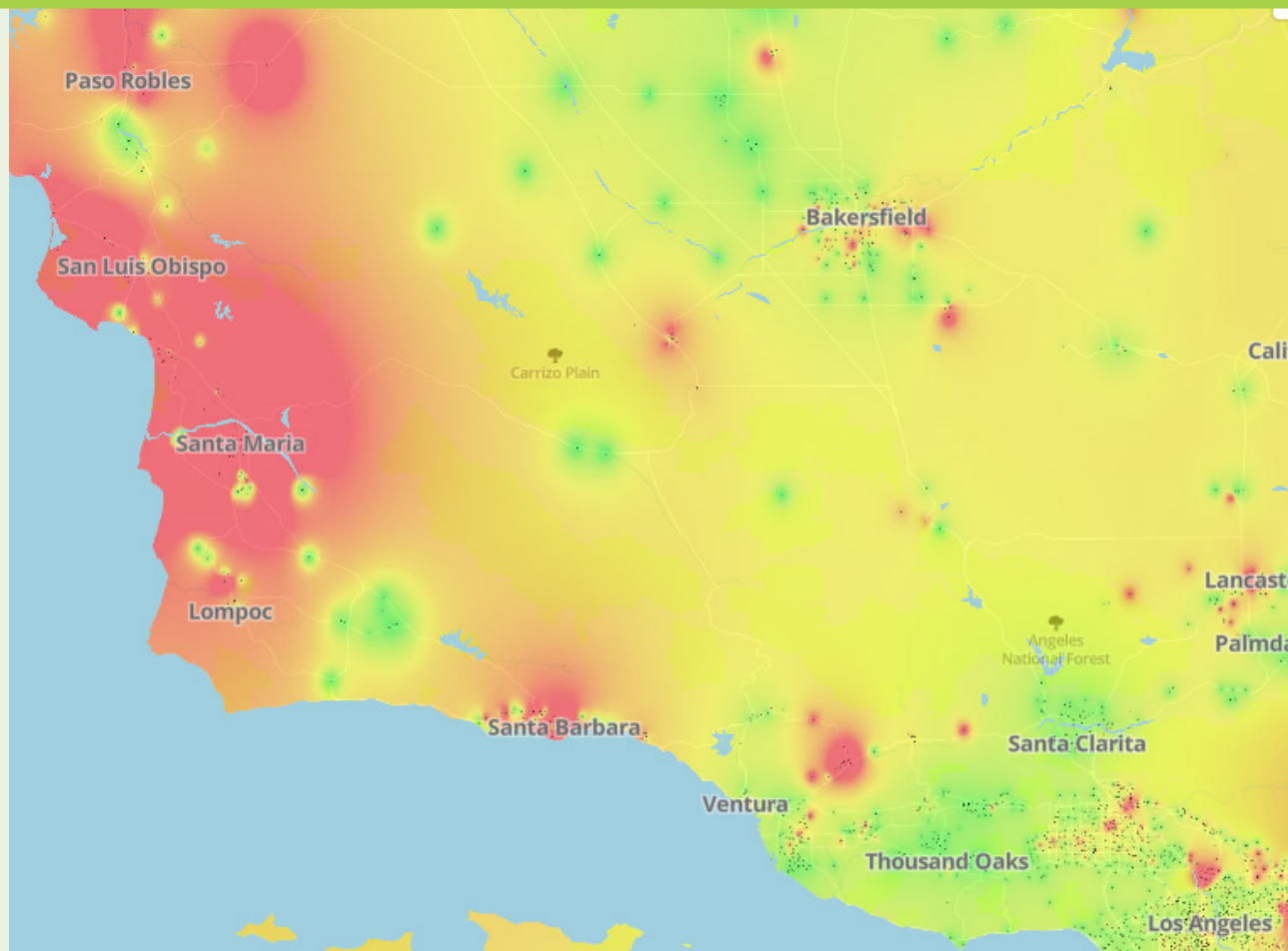
[\[source:https://www.thenation.com/article/homeless-in-the-shadow-of-santa-barbaras-mansions/\]](https://www.thenation.com/article/homeless-in-the-shadow-of-santa-barbaras-mansions/)

Across Santa Barbara County, agencies are responding to the homeless crisis by securing funding and developing programs. Some examples include:

- The Housing and Community Development Division of the County has the Continuum of Care, Emergency Solutions Grants, HOME, and the Homeless Management Information System programs aimed at addressing the needs of individuals and families who are homeless, or at risk of homelessness. <http://cosb.countyofsb.org/housing/default.aspx?id=50541>
- Path Santa Barbara offers interim housing and services to homeless individuals and families. <http://site.epath.org/site/PATHSantaBarbara/home.html>
- The Central Coast Collaborative on Homelessness is a county-wide agency that works in partnership with service providers and stakeholders to reduce the number of people experiencing homelessness, and to minimize the impacts of homelessness in Santa Barbara County. <http://c3hsantabarbara.org/>
- Home for Good, led by United Way of Santa Barbara, speeds up the process of placing chronically homeless into permanent housing. <http://www.liveunitedsbc.org/homeforgoodsbc.html>
- City and County Housing Authorities, along with People's Self-Help Housing, focus on addressing the housing needs of low income individuals and families.

The following charts depict the percent of homeless students across the county.

CALIFORNIA'S HOMELESS STUDENTS: UNDERCOUNTED, UNDERFUNDED AND GROWING

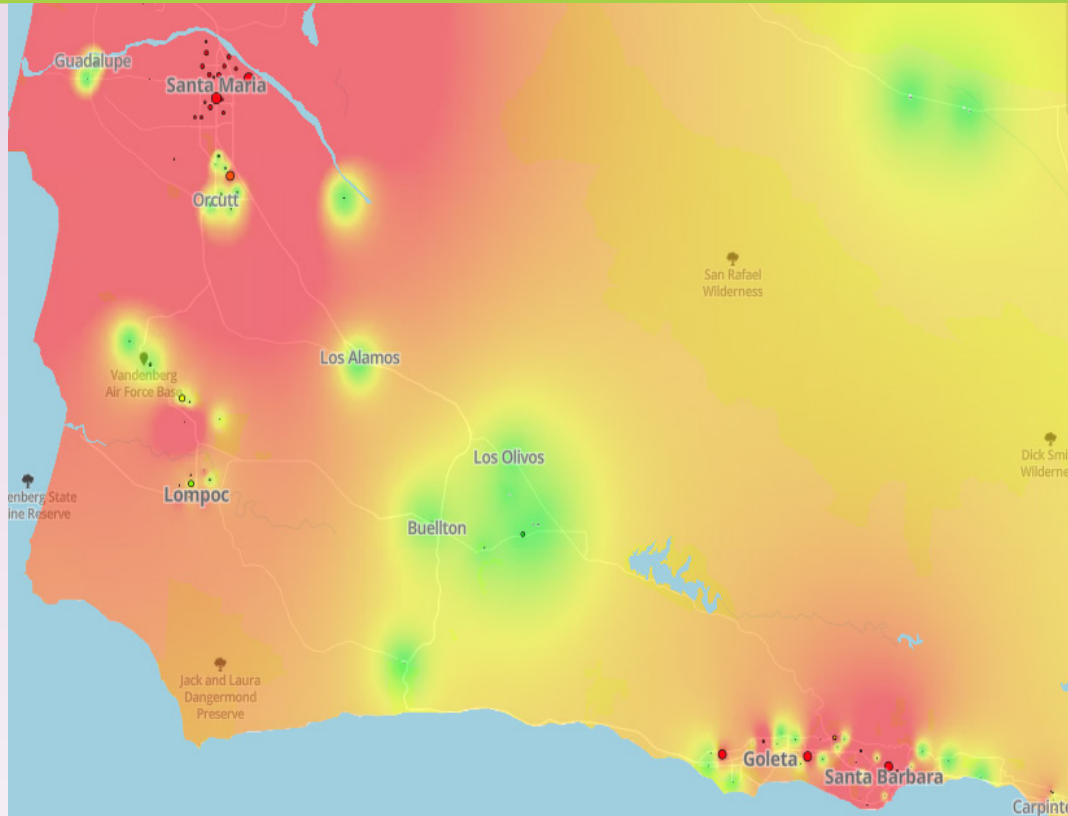


This map shows the percentage of homeless students as reported by California's more than 10,000 schools.

In 2016-17, just over 200,000 students, or 3 percent of all students, reported living conditions counted as homeless: motel, shelter, trailer park, car, park, emergency housing or — due to economic hardship — with friends or family.

The map's colors reflect the percentage of homeless reported by each school from 0 (green) to average (yellow) to two or more times average (red).

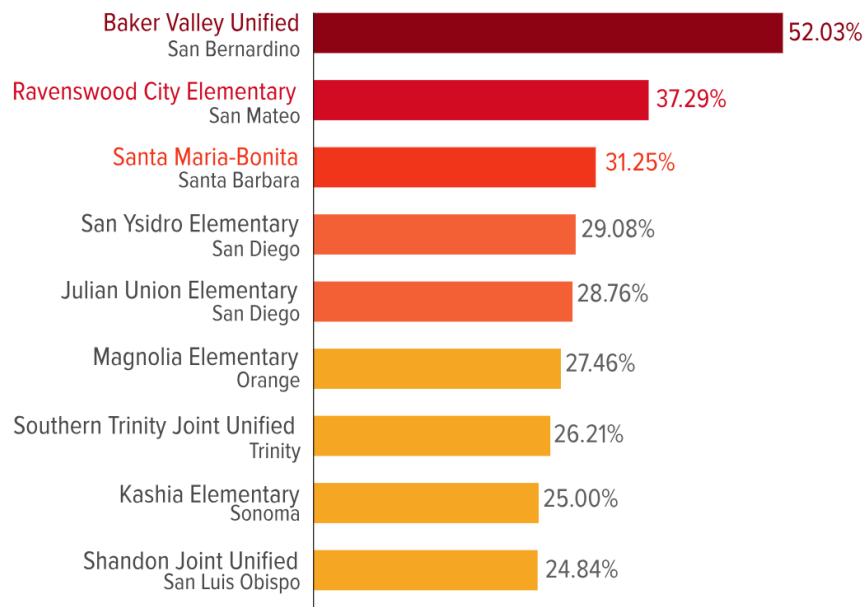
CALIFORNIA'S HOMELESS STUDENTS: UNDERCOUNTED, UNDERFUNDED, AND GROWING



(Source: <https://edsource.org/2017/california-map-shows-hot-spots-of-homeless-students/588165>)

CALIFORNIA'S HOMELESS STUDENTS: UNDERCOUNTED, UNDERFUNDED, AND GROWING

California districts with highest percentage of homeless students in 2016



Data source: California Department of Education data; EdSource analysis Graphic by Yuxuan Xie.

EdSource

The CAC-CS Program Head Start and Early Head Start

The housing challenges in Santa Barbara County have a strong impact on the CAC-CS Program staff, who earn wages that, although in keeping with nonprofit and child care salaries, are not sufficient to afford the high cost of housing in the area.

Many CAC-CS Program families, who live at the poverty level or below, find it nearly impossible to afford housing, so adapt by using the methods mentioned above – shared housing, living in cars, etc.

Of the families enrolled in EHS and HS in 2016-17, 152 families with 158 children were homeless, but 31 acquired housing during the year.

Of the 99 children who dropped from services in the 2017-18 program year, as of February 16, 2018, 39 moved out of the county. (ChildPlus, as of Feb 16, 2018)

The CAC-CS Program partners with other child care programs and works closely with the local Transitional Youth Program and housing coalitions to provide support to families with housing insecurity.

PUBLIC SCHOOL PATTERNS & TRENDS

Hispanic/Latino and low-income students still lag in grade level achievement, but trends show improvement. The CAC-CS Program Services ensure more children are ready for kindergarten.

Countywide:

Of the 37,489 elementary school children enrolled in Santa Barbara County schools, 69% are Hispanic/Latino. The highest concentration of 0-5 and elementary school-age children are in North County, which also has the highest poverty rate. It is due to these trends that the CAC-CS Program sited the highest concentration of Head Start Centers in North County. (SBCEO pupil enrollment data 2013-2014)

(Table 14)

Math and English Proficiency by Ethnicity	Percent Math Proficiency	Percent English Proficiency
Students who are considered low-SES meet grade level standards	21	32
Hispanic/Latino students meet grade level standards	22	33
White students	58	70
Asian students	64	69
Multiracial students	49	64

(Source: Kidsdata.org 2016)

High School Graduates, by Race/Ethnicity: 2010 - 2015

The percentage of public high school students who graduate from high school, based on the four-year cohort graduation rate, by race/ethnicity, is shown on next page. Graduation rates for nearly all groups of children have increased steadily since 2010.

(Table 15)

Santa Barbara County	Percent					
Race/Ethnicity	2010	2011	2012	2013	2014	2015
African American/ Black	74.4%	83.0%	90.8%	91.5%	82.4%	86.1%
American Indian/ Alaska Native	81.5%	87.0%	86.7%	87.9%	83.3%	80.6%
Asian American	87.8%	89.3%	96.6%	94.8%	98.0%	96.6%
Filipino	94.3%	94.0%	94.0%	91.5%	86.8%	91.9%
Hispanic/Latino	76.0%	77.9%	81.2%	80.7%	80.7%	85.6%
White	87.6%	89.7%	90.7%	91.0%	89.8%	91.8%
Multiracial	91.3%	91.8%	91.3%	88.5%	92.9%	96.3%

(Source: Kidsdata.org, California Dept. of Education, California Longitudinal Pupil Achievement Data System (CALPADS) May 2016).

As access to technology is increasingly important to students' success, a number of efforts are being made county-wide to help bridge the digital divide:

- Cox Communications offers Connect2Compete, which makes broadband available at a reduced price to thousands of income-eligible families with K-12 students. The program has connected more than 160,000 low-income individuals in Cox's 18-state service area, which includes Santa Barbara. Remarkably, more than half of those families report improved grades for their children. (Source: https://www.noozhawk.com/article/how_one_company_is_helpingfamiliesafford_the_internet_20170514)
- Computers for Families operates in south Santa Barbara County elementary schools. Teachers identify students lacking technology at home and their families are invited to a distribution event. There, families receive training and a refurbished computer as well as information about applying for discounted Internet through Cox Communication's Connect2Compete (C2C) program. (Source: <http://partners.sbceo.org/programs/computers-for-families/>)
- The Santa Maria Chamber, through its affiliated Santa Maria Valley Community Foundation, partners with the Santa Barbara County Education Office, local businesses, and organizations to provide computer packages to needy children/families enrolled in local schools. Schools identify students who do have access to computers within their homes and who cannot afford to purchase equipment on their own. Selected students are provided a laptop, software, and printer. The recipients often have siblings in the home who will also use the computer and students often teach their parents to do word processing and how to email, which in some cases may be important steps in helping them find new or better employment. To date, more than 200 computers have been distributed since the program was launched in 2002. (Source: <https://santamaria.com/chamber-programs>)
- Across Santa Barbara County in 2016, 86% of households had a Broadband internet subscription, up from 83.6 in 2015. (Source: [Factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk))

The CAC-CS Program Head Start and Early Head Start

In Santa Barbara County, the low achievement of students from non-English-speaking households living in low socioeconomic contexts was found to be associated with academic skill gaps evident at kindergarten entry. As a result, in 2002, researchers from the University of California, Santa Barbara, along with Santa Maria Bonita School District, and First 5 Santa Barbara County, began studying “school readiness” and developed the Kindergarten Student Entrance Profile (KSEP) as a screening tool used to measure children’s readiness for kindergarten. (http://www.michaelfurlong.info/KSEP_2014/)

Santa Maria Bonita School District continues to assess all children entering kindergarten within the first 3 weeks of school. KSEP data from 2016-17 (chart below) show a large distinction between the readiness of Head Start students and those students who did not attend preschool or transitional kindergarten. Over 62% of children who attended Head Start were Ready or Almost Ready, compared with just under 49% with no early education program experience prior to kindergarten. Expanding the number of children in Head Start and increasing the number of years they participate by adding infant and toddler programming could have a dramatic effect on the education trajectory for children in Santa Maria.

(Table 16)

	% Ready	% Almost Ready	% Emerging	% Not Yet Ready
Kindergarteners with Head Start	20.73	41.97	30.05	7.25
Kindergarteners with no preschool or transitional kindergarten	15.50	33.33	36.79	14.38

(Source: Santa Maria Bonita School District KSEP data 2014-16)

TRANSPORTATION PATTERNS & TRENDS

Transportation services exist but are not always available at the day/time needed. The CAC-CS Program places sites in areas of greatest need to reduce access and transportation issues.

Countywide:

All cities in the County have available public transportation, although known barriers include geography, times of service, and number of connections. When it comes to traveling by bus with young children, it can be a challenge if multiple transfers are required.

According to "A Snapshot of Poverty in Santa Barbara County", a report commissioned by the Santa Barbara County Board of Supervisors in 2012:

Santa Barbara County's geography poses significant transportation barriers, especially for those low-income residents without a car. Only four percent of workers in the County use public transit to get to work, likely reflecting the limited public transit options. Stakeholders interviewed and survey respondents commonly cited transportation challenges that prevented many residents from accessing needed services and employment opportunities.

The CAC-CS Program Head Start and Early Head Start

Many low-income people do not have reliable transportation, yet they must travel between South and North County for employment and services. The CAC Community Assessment has identified the need for transportation as a priority for many years. In response, CAC places service sites close to bus routes and in low income neighborhoods close to where potential clients reside. Families are assisted in navigating the bus routes as needed. Transportation is provided to families for needed medical, dental, or other critical services, and to the Policy Council or other committee meetings.

In Santa Barbara County's smallest, most rural, and geographically isolated agricultural community of Cuyama, the CAC-CS Program has a Head Start center at the elementary school. Through an MOU with the school district, transportation to and from the center is provided on the district's school buses to 14 children.

HEALTH

Many health services exist in the county. The CAC-CS Program partners with a variety of these agencies to meet the specific needs of HS families and provides as many services as possible in-house.

General Health: According to common indicators of health, our population is faring well in many areas. The table below summarizes key indicators in the Santa Barbara County youth population for the State, Santa Barbara County, and HS/EHS children (where available).

(Table 17)

Indicator	2017	2015	2015	2011
Source	HS/EHS	State	SB	SB
Health Insurance coverage – (ages 0-5)	98.9%	97.6%	98.6%	91.8%
Usual Source of Health Care (Medical Home in clinic, hospital, Dr. office, HMO)	98.9%	91.1% (2013-2014)	91.1% (2013-2014)	95.6% (2005)
Immunizations	99%	92.8%	94.9%	93.6%
Low-birth weight	---	6.8%	6.5% (2013)	6.2%
Mothers receiving pre-natal care in the first trimester	31%*	83.6%	76.5% (2013)	73.9% (2008)
Substantiated cases of child abuse and neglect (under age 18; rate per 1,000)	---	8.2	5.5	7.1
Children with an asthma diagnosis	3%	15.2%	8.1% (2013-2014)	10.2% (2005)
Children in Foster Care (rate per 1,000)	5%	5.8%	3.7	4.4

(Source: The CAC-CS Program PIR 2016-17;

<https://www.Kidsdata.org/region/2/california/results?fmt=97,393,63,91,94,2490>)

*Note: The 31% represents how many pregnant women were enrolled in EHS during their 1st trimester. All 13 pregnant women enrolled in 2016-17 reported receiving prenatal care.

The CAC-CS Program Head Start and Early Head Start

The CAC-CS Program incorporates health education, support, and practices into all EHS and HS programming, and participates in local coordination for health insurance education and outreach to families. Information is provided both individually and through group education about accessing health insurance and other available resources.

Behavioral Wellness and Family Support services are in demand in Santa Barbara County, and are a focus of public and private agency efforts.

Behavioral wellness supports relationship-building, daily interactions, decision-making, and the ability to respond appropriately to social and situational cues. It affects one's ability to be self-aware and to manage emotions, to adapt to change, and to cope with stress. Behavioral health is primarily influenced by biology and personal experience. When behavioral health is compromised, symptoms of mental illness may become apparent.

Kids Network Scorecard 2017

The Santa Barbara County Department of Behavioral Wellness serves as the lead agency in the Children's System of Care (CSOC) Action Team. This group focuses on the behavioral health needs of children and youth, and includes representatives from county clinics, community-based organizations, and other departments who work with children, youth, and families, as well as Child Welfare, Probation, schools, and family support organizations.

Santa Barbara County's Network of Family Resources Centers provides resource hubs for families that are linked in a coordinated system of mutual support. Eleven agencies offer 54 of these Family Resource Center sites across the county. The Centers use evidence-based practices and follow the California Standards of Quality for Family Strengthening and Support that integrates the 9 Family Support Principles and researched-based, evidence-informed, Five Protective Factors framework. The Network agencies and others across the county have adopted the five Protective Factors as a framework for supporting families.

The CAC-CS Program Head Start and Early Head Start

The CAC-CS Program offers extensive mental health and family support services to families through its Family Wellness Program, which aims to provide early intervention services to children identified as at-risk for mental health issues. Through a contract with the Department of Behavioral Wellness that involves Medi-Cal billing, three full time Mental Health Practitioners (MFTs) and four Mental Health Caseworkers serve children and families in the classroom or at home.

Referrals to the Family Wellness Program can be made by teachers and site supervisors, with the permission of the parent(s). Mental Health staff respond to referrals by providing observations, assessment, and the development of a mental health service plan for qualified children.

The development of a case plan begins as a collaboration between parents, teachers, and the mental health worker. The CAC-CS Program maintains strong working relationships with agencies in CSOC to ensure robust services for families.

The National Association for the Mentally Ill (NAMI) provides support groups, in English and Spanish, to family members of people suffering with mental illness. The local Child Abuse Listening and Mediation (CALM) agency has been providing some support groups for postpartum depression, and Dignity Health Fighting Back Santa Maria Valley and Family Service Agency provide Nurturing Parenting Classes in collaboration with the CAC-CS Program, who provides the venue for child care during the classes.

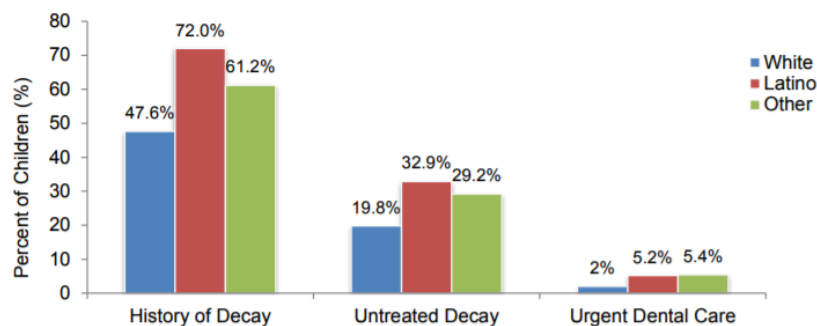
Oral health has consistently been identified as a major unmet need in Santa Barbara County. According to Kidsdata.org:

Oral health affects overall health and is essential for healthy development. Tooth decay is the most common chronic disease and the greatest unmet health need among children in California and the U.S. Untreated dental problems, such as cavities and gum disease, can affect a child's health and quality of life by causing pain, loss of teeth, impaired growth, sleep and speech issues, self-confidence problems, poor school performance, and increased school absences, among other issues. Nationwide, children miss more than 51 million hours of school each year due to dental problems.

Because of this research, and knowing many children are not receiving proper oral health care, the community has rallied around the issue, applying partnerships and resources, with strong results. The following graphs show some of these results for California, and for Santa Barbara County through the Santa Barbara County Education Office's Health Linkages Program's work with State Preschools and School Readiness Programs.

Many California children with dental caries are not being treated, which is likely to result in more extensive and serious oral health issues. In California, 28 percent of kindergarteners had untreated tooth decay. (Source: California Smile Survey 2006, Healthy People 2020)

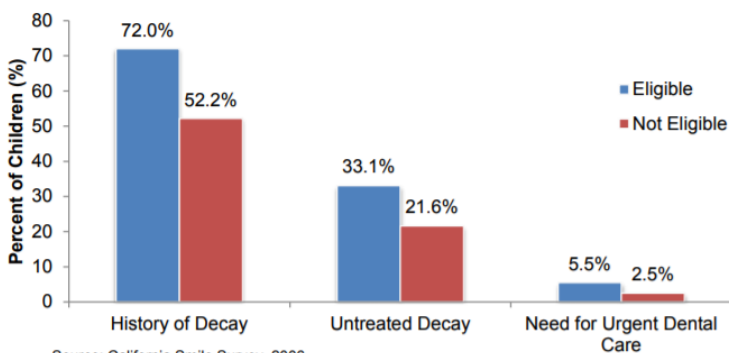
Figure 6. Oral Health of Kindergarten and Third Grade Children in California by Race and Ethnicity, 2004–2005.



Source: California Smile Survey, 2006.

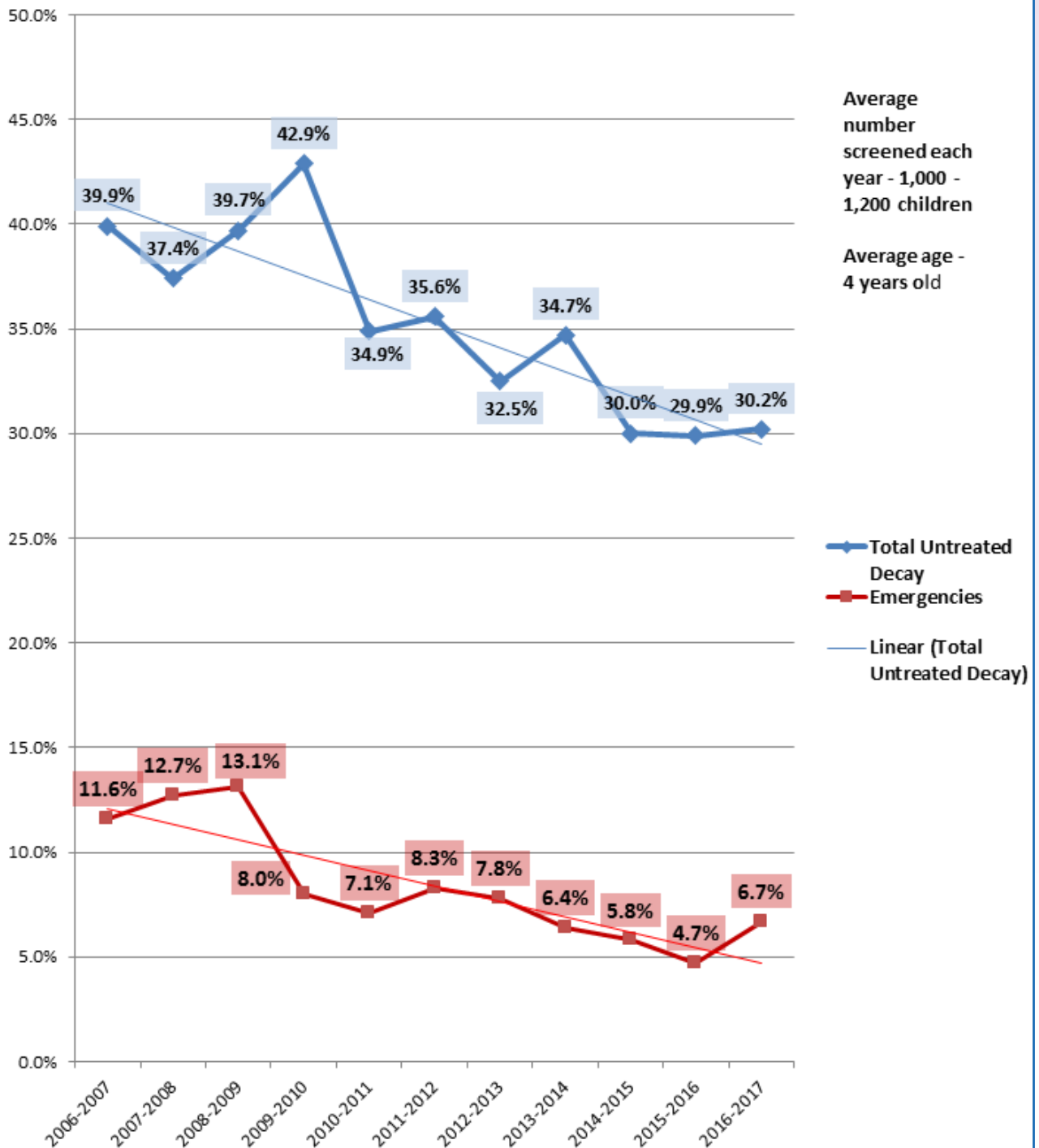
'White', 'Latino', and 'Other' are the only race/ethnic demographic categories considered for this survey

Figure 10. Oral Health of Kindergarten and Third Grade Children in California by Eligibility for the Free/Reduced Price Lunch Program, 2004–2005

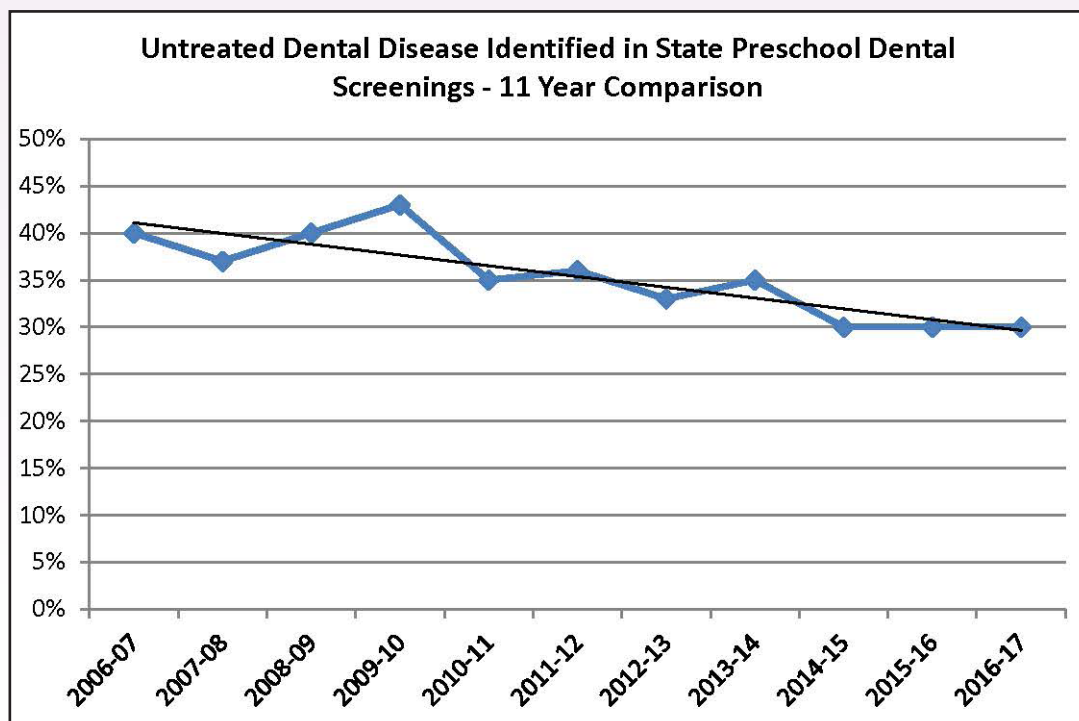
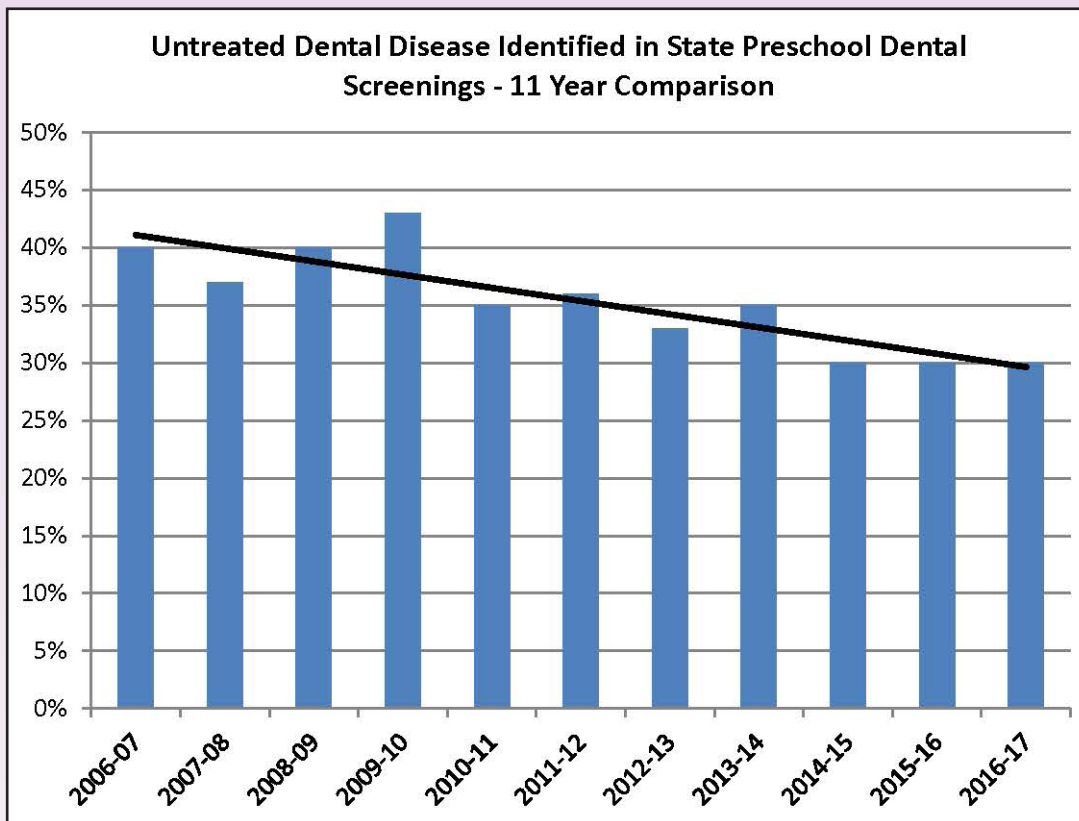


Source: California Smile Survey, 2006

Santa Barbara County 2006-2017: County-Wide Dental Disease Rates/Trends for State Subsidized Pre School and School Readiness Programs



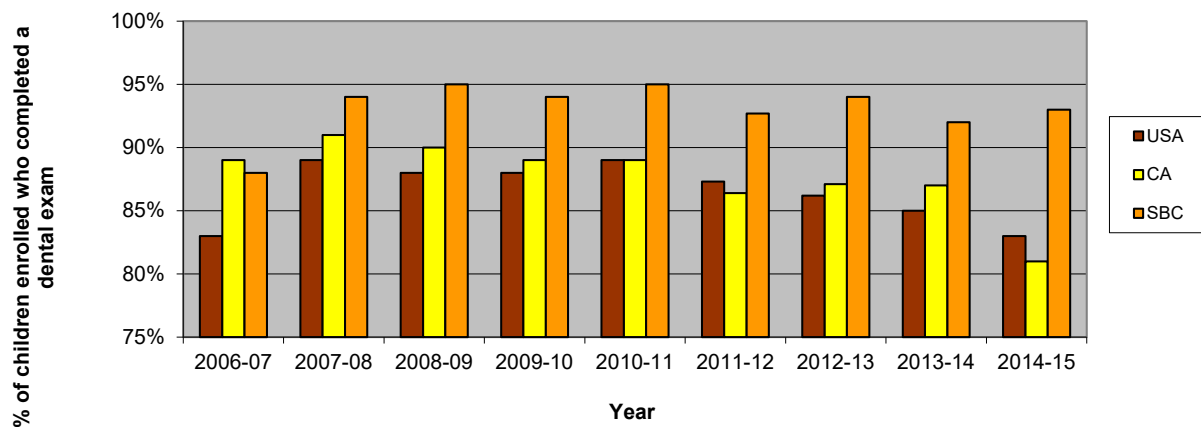
Source: Data gathered from Health Linkages/ SMBSD/ Healthy Start Screenings and Health Fairs



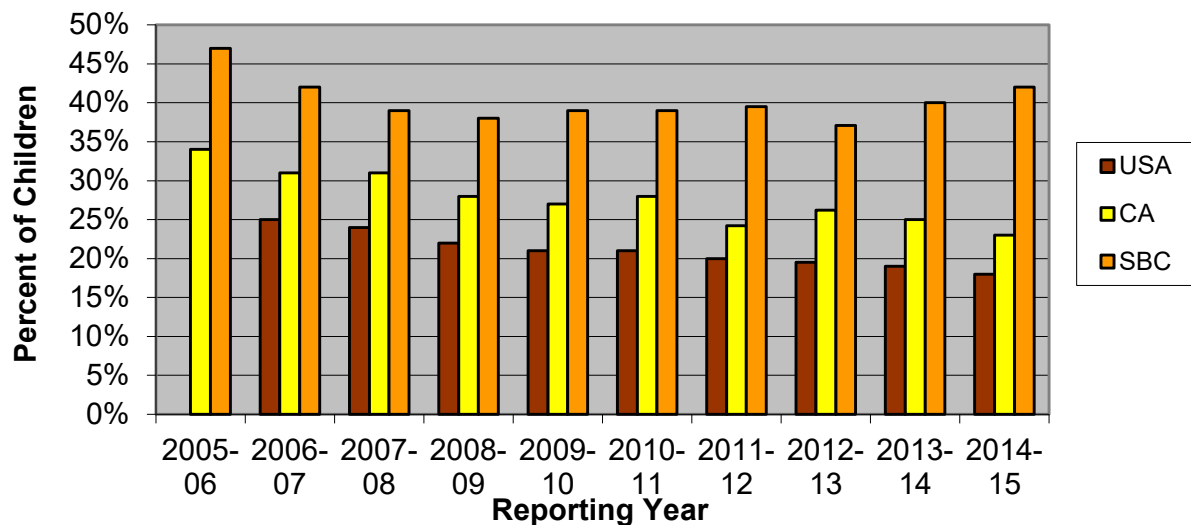
The CAC-CS Program Head Start and Early Head Start

The CAC-CS Program provides oral health education to parents and children within the Children's Services Program. Teachers engage children in oral health and hygiene during curriculum lesson plans and daily tooth brushing. On-site Fluoride varnish is provided for preschool and toddlers 2 times per year with the CAC-CS Program's partner Health Linkages. The graphs below show services and dental health of the CAC-CS Program enrolled children.

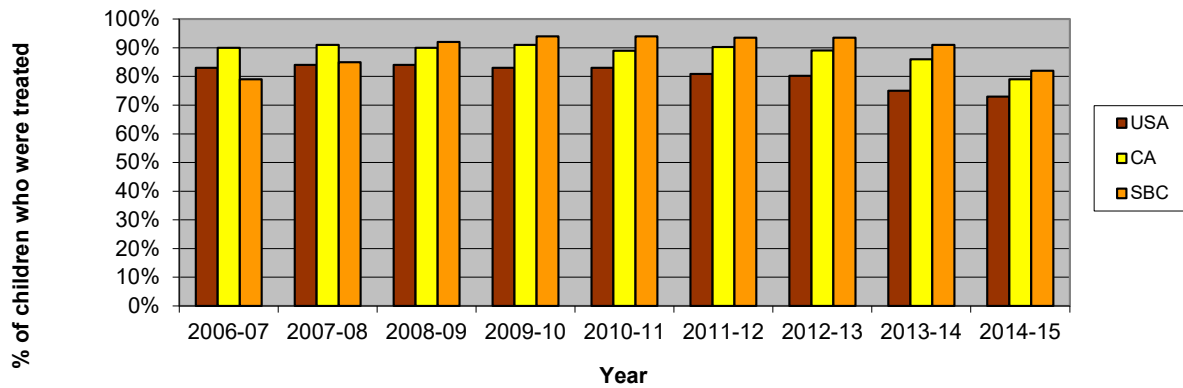
Head Start Preschool Children with Completed Dental Exam



Head Start Children Needing Dental Treatment



Head Start Children Receiving Dental Treatment



Health Linkages has submitted a grant application that, if received, has the potential to expand oral health prevention services provided to children and families and sustain those which are currently facing cuts for next year. The grant offers the benefit of being part of a nation-wide research study to see how effective these activities are to have access to evidence-based tools and staff training provided by the grant.

Nutrition, Food Security, and Healthy Weight

Obesity is the second largest health concern within Santa Barbara County and for the children enrolled in the HS/EHS programs. The topic has received significant attention at the national level and is often a topic of conversation and health promotion efforts. For families in the Women Infants and Children program in Santa Barbara County, approximately 11,000 children 2 – 5 years old were overweight/obese: 27.6%, down from 33.6% in 2010.

(Source: Healthy Weight Promotion and Obesity Plan - Santa Barbara County Public Health Department 2011 & 2015)

The CAC-CS Program Head Start and Early Head Start

The CAC-CS Program is the main source of food for many of the children in EHS and HS. The program provides nutritious USDA-approved meals to children, along with nutrition information and workshops to parents within the Children's Services Program.

Often the CAC-CS Program's enrolled families struggle on a continuous basis to have enough food throughout each month. Through partnerships with the Food Bank and Catholic Charities, food is distributed to families at least one time or on an on-going basis depending on family circumstance. Staff members work closely with parents to ensure they have food when they need it. There are a variety of reasons why families cannot provide food for their families: no money, in between pay periods, loss of work or income source, loss of assistance (food stamps, WIC, etc.). All centers have staff that go to the food bank monthly to bring staples to families. Most centers also have food on hand for families when needed.

In the 2016-17 program year, 1,028 children in the Head Start program were assessed on weight according to the 2000 CDC BMI-for-age growth charts, with the following results:

(Table 18)

Category	% of HS Children	Definition
Underweight	1%	BMI less than 5th percentile for child's age and sex
Healthy weight	61%	At or above 5th percentile and below 85th percentile for child's age and sex
Overweight	15%	BMI at or above 85th percentile and below 95th percentile for child's age and sex
Obese	23%	BMI at or above 95th percentile for child's age and sex

(Source: PIR 2016-17)

The CAC-CS Program launched the “Rethink Your Drink” campaign as a response to the health concern of children not drinking enough water, and partners with First 5 Santa Barbara County on the Potter the Otter campaign. The CAC-CS Program is an active member of Partners for Fit Youth and the Children’s Health Initiative which tracks data about what works to reduce obesity for parents as well as for children.

In addition, Head Start has adopted the ‘I’m Moving, I’m Learning’ and Outdoor Classroom initiatives and provides newsletters for parents on physical activity. And, enrolled children are scoring high on the physical activity scales of the developmental assessments.

The CAC-CS Program Head Start and Early Head Start

Special Needs:

Data on children with disabilities is based on the definition of a child with an Individualized Family Support Plan (IFSP) or Individualized Education Program (IEP). Two entities are responsible for tracking the number of children with disabilities in Santa Barbara County - the Tri-Counties Regional Center, Part C (TCRC) and Santa Barbara County Special Education Local Plan (SELPA). This data is collected by the California Department of Education (CDE).

Of the 845 children with disabilities in the county identified through Special Education, 134 were served by the CAC-CS Program's Head Start and Early Head Start (see table # 23). For more information see the "Types and locations of child care for children with disabilities" section of this document.

SOCIAL AND ECONOMIC STATUS OF POPULATION

Families struggle to make ends meet in a county with a high cost of living, and are helped through the free HS services. The high cost of living also means even more children are living in poverty, but don't qualify for HS services because their incomes are above the national level.

Countywide:

The recession of 2008-2010 hit low income families hard; communities and programs responded, and continue to do so. There are several ways to measure the level of impact to community families, with the most typical being the number of people in poverty. The federal poverty level is the most commonly used indicator but does not consider the cost of living in different areas across the nation, and thus underestimates the economic hardship for families in high cost areas such as Santa Barbara County. Two other indicators – the California Poverty Measure and the Supplemental Poverty Rate – take the high cost into account to paint a more accurate picture of family wellbeing in the state.

Federal Poverty Level: The Federal Poverty Level (FPL) is based on family income and size. Santa Barbara County and Yazoo County, Mississippi, for example, use the same federal poverty level to measure economic wellbeing and eligibility for services, such as Head Start. The cost of living, though, for a family with two adults and two children is 33% higher in Santa Barbara. Yazoo \$65,467; Santa Barbara \$96,412. (Source: Economic Policy Institute Family Budget Calculator <https://www.epi.org/resources/budget/>)

According to the Public Policy Institute of California (PPIC), federal child poverty rates in California remain substantially higher than before the recession that began in 2007. In 2016, the child poverty rate was 19.9%, down from 2015, but well above the 2007 rate of 17.3%. Santa Barbara County's rate in 2015 was 15%.

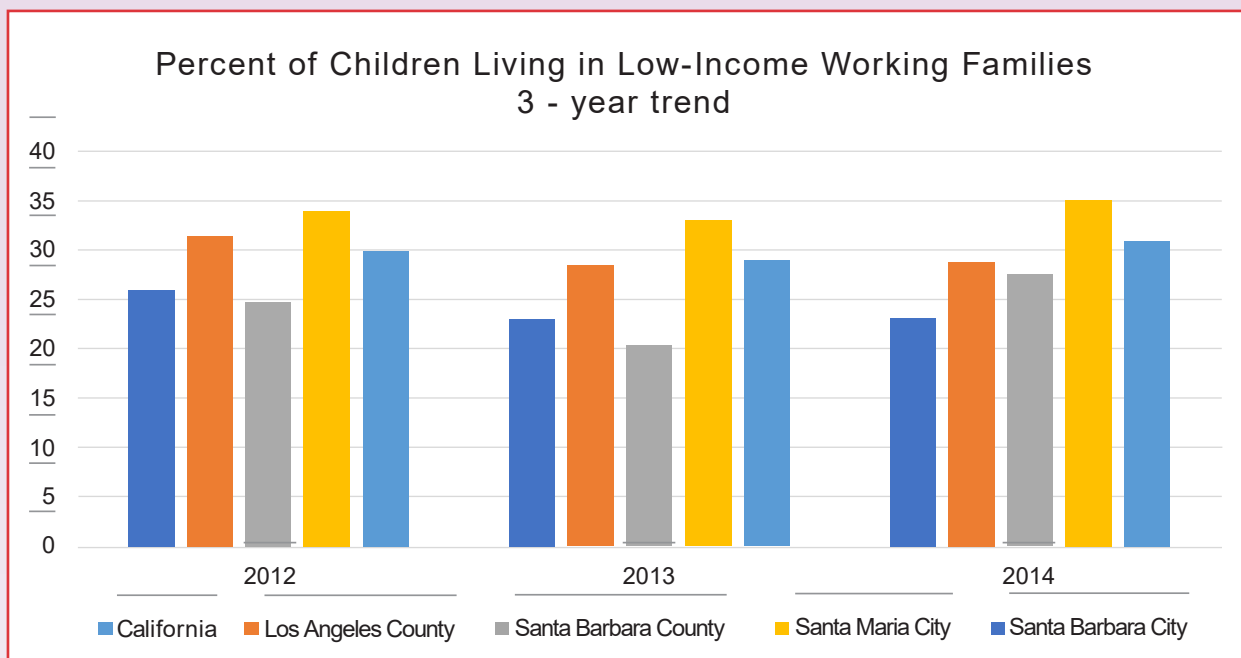
Income disparity across the county can be seen through a breakdown of FPL data. The chart below shows that there are over 3 times as many households living below the poverty level in north county as south county, and most of those households have children. North county has a larger percent of families in poverty with children, and a larger percent of Hispanic households in poverty with children.

(Table 19)

Households living below the FPL (Federal Poverty Level) by Region.		
	North County	South County
Number of Households (Total Countywide = 8,795)	6,714	2,081
Percentage of households with children	83%	77%
Percentage of Hispanic households in poverty with children	46%	30.80%
Percentage of White households in poverty with children	10%	7.80%

(Source: U.S. Census Bureau, American Community Survey (Sept. 2016))

We can see on the next page how the county and its two main regions compare to the state and Los Angeles for low-income families. California and Los Angeles rates of children living in low income working families dropped in the 3-year period of 2012-14. Santa Barbara County, Santa Barbara city area and the Santa Maria area all ended up higher in 2014 than in 2012, with Santa Maria consistently higher than all other areas across all 3 years.



(Source: Low Income Working Family 3-year trend ([Population Reference Bureau](https://www.census.gov/population/reference-bureau/), analysis of data from the U.S. Census Bureau's [American Community Survey](https://www.census.gov/programs-surveys/acs/data/pums.html) microdata files (March 2016). Retrieved from: <https://www.census.gov/programs-surveys/acs/data/pums.html>)

California Poverty Measure The Public Policy Institute of California (PPIC) developed the California Poverty Measure (CPM), which considers, in addition to income, cost of living, expenses such as medical and child care, and safety net benefits. Without safety net resources such as CalFresh and the Earned Income Tax Credit (EITC), 36.0% of children in California (about 3.4 million) would live in poverty. Because many safety net programs focus specifically on helping children, they keep a larger share of children than adults from falling into poverty.

Using the California Poverty Measure, Santa Barbara County had the second highest child poverty rate in the state in 2015 with 28.8% of children rated as “poor” (Santa Cruz County had the highest rate of 29.8%). The positive aspect of this fact is that just one year earlier (2014), Santa Barbara County had the highest rate of child poverty in the state, at 30.8%.

In the following table these adjusted child poverty rates for Santa Barbara County are compared with overall poverty rates and with adjacent counties.

(Table 20)

Adjusted Poverty Rates according to the California Poverty Measure Santa Barbara and Adjacent Counties (Public Policy Institute of California, 2015)				
County	CPM Poverty Threshold (Family of 4)	CPM Child Poverty Rate	CPM Poverty Rate	Official Poverty Rate
San Luis Obispo County	\$30,478	21.9%*	19.7%	12.9%
Ventura County	\$32,711	23.4%	18.6%	10.2%
Los Angeles County	\$30,681	28.3%	24.9%	17.2%
Santa Barbara County	\$31,419	28.8%	24.6%	15%

(Source: Public Policy Institute of California, 2015)

Free and Reduced Lunch

According to EdData 41,382 elementary, middle, and high school students were eligible for free and reduced lunches through their schools in 2016-17. This number represents a rate that has been consistent over the past 5 years (around 60%). Just over 31% of those children attend Santa Maria Bonita School District (13,744), where 81.5% of the children qualify. In Santa Maria Joint Union District, over 69% (5,479) students qualify.

(Source: EdData Santa Barbara County Summary <https://www.ed-data.org/county/Santa-Barbara/>)

The CAC-CS Program Head Start and Early Head Start

Families in poverty are supported by the comprehensive services offered by CAC, with child care and other services that allow parents to work, food and other basic needs that help sustain the family, and programs that strengthen families' wellbeing. All of these services are provided free, further helping families thrive. Through the 2-generation model used by Head Start and Early Head Start, where both parents and children share the focus, the cycle of poverty can be broken.

LANGUAGE AND CULTURAL BASE OF POPULATION

Children who are dual language learners (DLL) continue to lag behind other children in elementary and high school. Head Start focuses on providing the strongest start for children who are Dual Language Learners by ensuring services are based on the latest research and best practices.

Countywide:

Among county residents over 5 years old in 2016, 60% spoke English only, while 40% spoke another language at home, and 72% spoke English "very well".

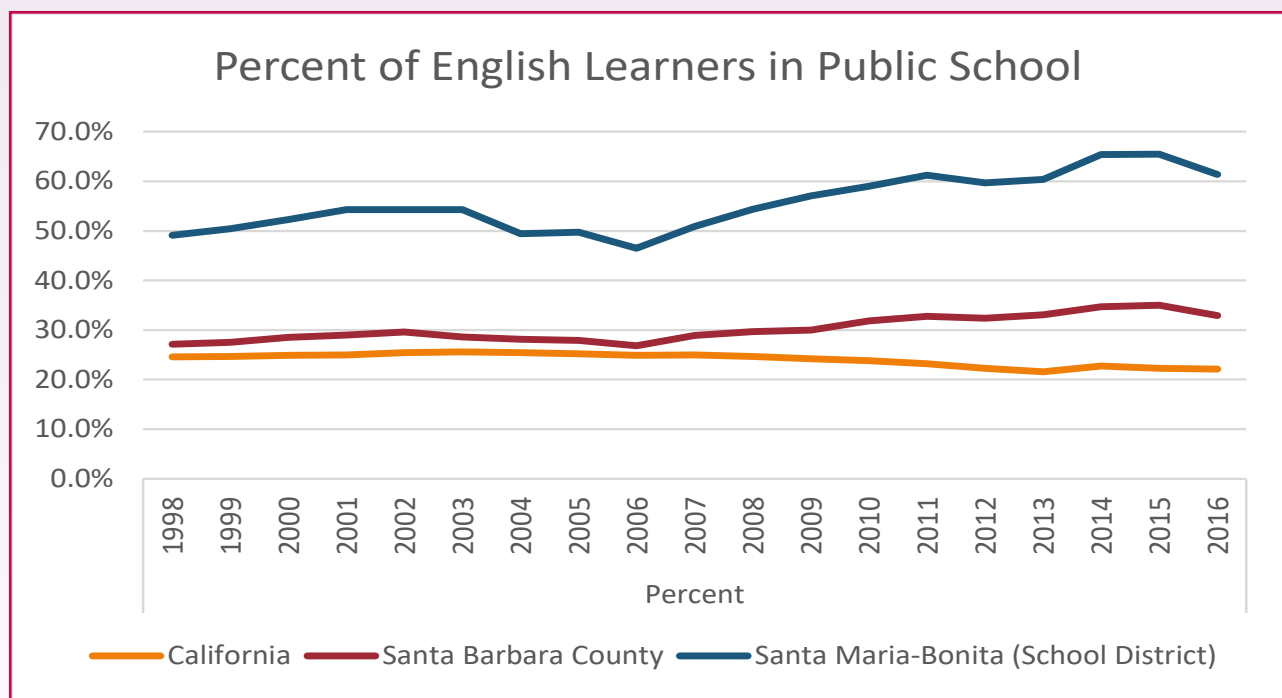
(Source: U.S. Census Bureau, American Community Survey Sept. 2016)

English Learners in Public Schools: 1998 to 2016

'English Learners' is defined by Kidsdata as students with a primary language other than English and who lack the defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in a school's regular instructional programs.

Students proficient in reading are more likely to be engaged in school, graduate from high school, and go to college. Students with limited reading abilities have a harder time keeping up across multiple subjects, including math and science, and those who fall behind in the early grades often stay behind. Early intervention is critical for children who are struggling with reading. Limited reading skills can have effects into adulthood, too, as reading proficiency is associated with better employment and income prospects, and adults with limited reading abilities are likely to have children who struggle with reading. (Kidsdata)

The English Learner public school student population in the state has hovered around 25% since 1998 and has reduced in recent years. Santa Barbara County's rate has also been stable but has increased since 2006. Santa Maria Bonita School District though, has nearly always had more than 50% of students who are English learners, reaching as high as 65.5% in 2014, and landing at 61.4% in 2016. Santa Barbara Unified School District students have reflected the California rate over the years.

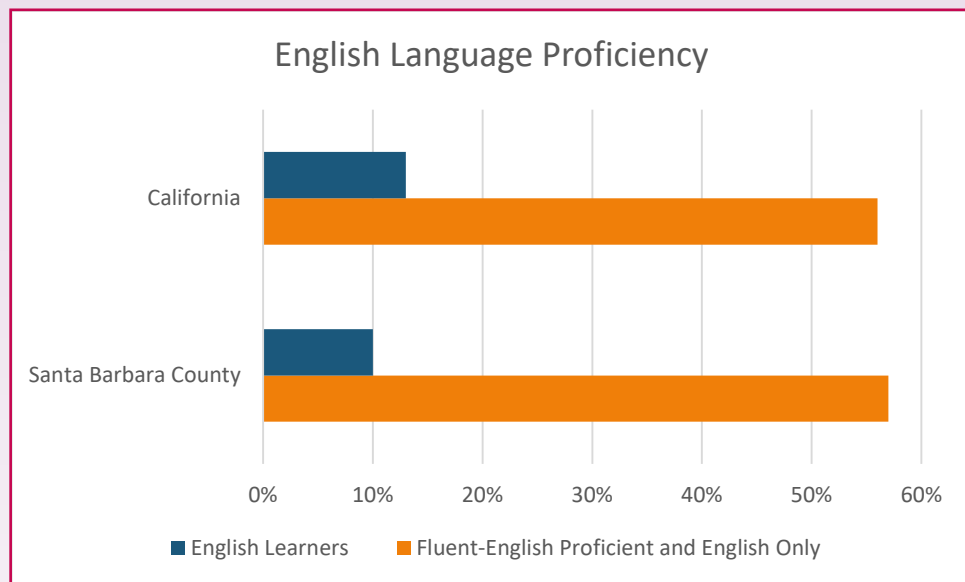


Data Source: As cited on Kidsdata.org, California Dept. of Education, DataQuest (May 2016).

Students Meeting or Exceeding Grade-Level Standard in English Language Arts (CAASPP), by English Language Fluency: 2016

Of all of the public-school students in the county who completed the English Language Arts/Literacy assessment, just 10% of “English as a Second Language” (ESL) students met grade level language arts standards in 2016, compared with 57% of “English only” or “Proficient” students.

(English Language Fluency: All)



Definition: Percentage of all public school students tested who completed the English Language Arts/Literacy (ELA) California Assessment of Student Performance and Progress (CAASPP) test with a score of “Standard Met” or “Above”, by fluency in English (e.g., in 2016, 13% of English Learner students in California scored at or above their grade-level standard). Data Source: As cited on Kidsdata.org, California Dept. of Education, CAASPP Test Results (Oct. 2016).

Santa Barbara County has one dual language emersion school, in the Santa Barbara Unified School District. Other districts are considering similar programs, supported by the Santa Barbara County Office of Education, which provides trainings and support to districts on models and best practices.

North Santa Barbara County is home to many immigrants from indigenous regions of Mexico, many from the state of Oaxaca in Southern Mexico (Oaxaqueño). They speak a variety of indigenous languages, including Mixtec, Tyrique, and/or Zapoteca, with the majority in Santa Maria speaking Mixtec. (Indigenous Oaxacan Communities in California: An Overview. November, 2007)

Local community agencies are attempting to bridge the language and culture gap to ensure services are available to this population. For example:

- Marian Medical Hospital:
 - o Created Mixteco picture books and Promotores are trained to assist Mixtec families. (Santa Barbara County Maternal Child and Adolescent Health Community Profile 2015-16)
 - o Offers education and support groups to Mixteco and Spanish speaking pregnant women. (Dignity Health Marian Regional Medical Center Community Benefit 2017 Report and 2018 Plan)
- Santa Barbara County's Behavioral Wellness department has made a commitment to culturally competent services through policy and procedures and offers trainings and resources about ethnically and culturally diverse communities, including Oaxaqueño. (Behavioral Wellness Website <https://www.countyofsb.org/behavioral-wellness/cultural-competence.sbc>)
- Santa Maria Bonita School District hired a Mixteco/English Interpreter to facilitate conversations between school personnel and families (http://smbds.org/UserFiles/Servers/Server_3140011/File/Departmental%20Docs/Human%20Resources%20Docs/Classified/Job%20Descriptions%20Docs/Trilingual%20District%20Translator.%20Board%20Approved%206-21-17.pdf)

The CAC-CS Program Head Start and Early Head Start

CAC-SB continually trains and supports its teachers to best support children who use, or are learning, two languages. A Language/Culture Profile is completed with each family upon enrollment. (Appendix D) To support the enrolled children from the growing Mixteco population in Santa Maria, CAC-SB connects families to community resources, such as Promotores and agencies with staff who speak the language, and contracts internally with consultants to translate for enrolled families.

Additionally, the CAC-CS Program is working with California State Channel Islands, which is conducting a research study that includes the CAC-CS Program's Head Start Program. The study focuses on the appropriateness of two classroom quality instruments in preschool classrooms with Spanish-speaking dual language learners. The study will analyze the relative significance of the Classroom Assessment Scoring System (CLASS) and the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA), two classroom language models, and initial language performance in predicting language outcomes for young dual language learners (DLLs). Currently, data is being collected in Migrant Head Start and Regional Head Start preschools (N=120) and 1,000 Spanish-speaking DLLs in California and Florida.

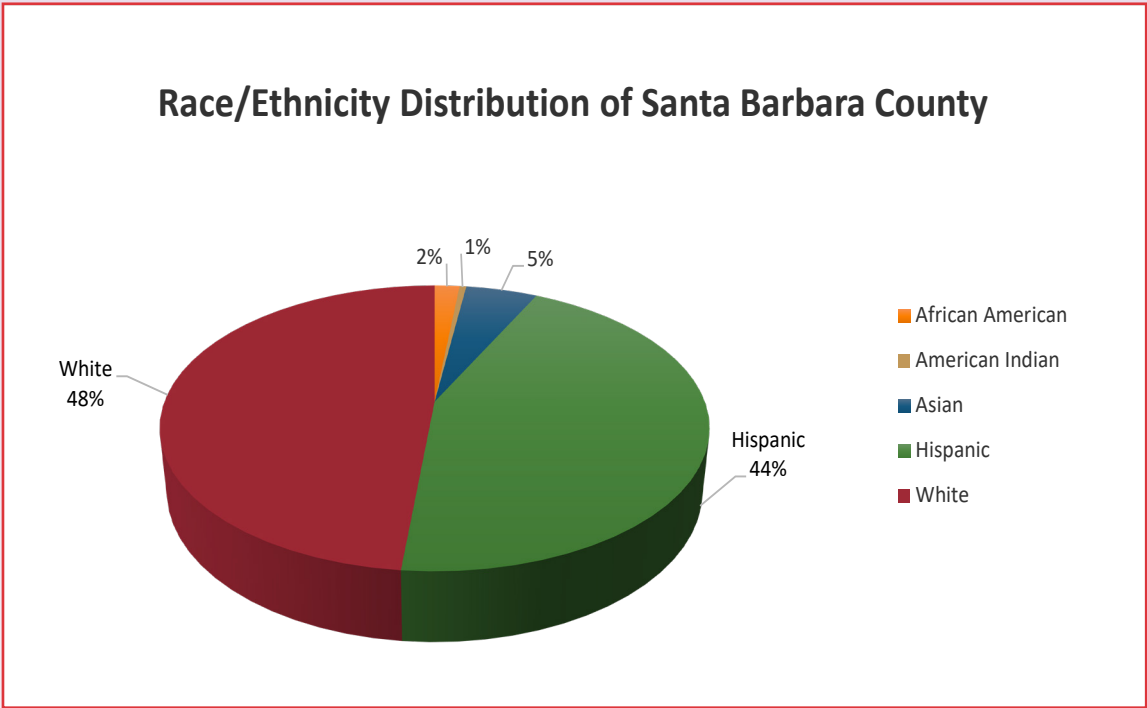
RACIAL AND ETHNIC CHARACTERISTICS OF POPULATION

Countywide:

Santa Barbara County's largest ethnic groups are non-Hispanic white, (48% of the population,) and Hispanic 44%. However, North County nearly 50% are Hispanic and in the City of Santa Maria, where most the CAC-CS Program's Head Start centers and other services are located, 70% are Hispanic. There are also smaller county populations of African American residents (1%) and Asian residents (5%).

In 2013, an estimated 15,000 – 25,000 people in the Santa Maria Valley were from the indigenous regions of Mexico, mostly from the state of Oaxaca.

(Table 21)



(Source: Ca Dept. Finance Population Estimates for 2015, accessed 2017)

The Mexican state of Oaxaca is home to 17 indigenous groups, each with a distinct cultural and linguistic heritage. Indigenous Oaxacans have historically engaged in subsistence farming. In recent years, numerous factors (e.g., population growth, economic crises) have forced people off the land. Although, many displaced Oaxacans have migrated to cities within Mexico, increasing numbers have been making their way to the U.S., seeking a better life for themselves and their families in California. Indigenous farmworkers from the state of Oaxaca are currently the fastest growing farmworker population in California. Current estimates place the population of indigenous Oaxacans in California at 100,000 to 150,000, at a minimum. There are six regions with large communities of indigenous Mexicans from Oaxaca in California. These include the Central Valley, Los Angeles, San Diego County, Ventura County, the Central Coast (including the Santa Maria and Salinas Valleys) and the area north of San Francisco. Indigenous Oaxacans are subject to numerous factors that affect their health and wellbeing. The most significant factors include poverty, lack of health insurance, substandard housing and high levels of stress and anxiety, which may be associated with alcohol abuse, domestic violence and depression. Limited Spanish skills and lack of written indigenous languages are some of the most significant barriers to outreach among this population. Other factors limiting access to health and social services include fears associated with immigration status, limited professional interpretation services and limited access to transportation, particularly in more rural and isolated communities. (Indigenous Oaxacan Communities in California: An Overview. California Institute for Rural Studies November, 2007)

The CAC-CS Program Head Start and Early Head Start

(Table 22)

	Hispanic or Latino origin		Non-Hispanic or Latino origin	
	EHS	HS	EHS	HS
American Indian or Alaska Native		0		2
Asian		0		3
Black or African American		1	4	18
Native Hawaiian or other Pacific Islander		0		3
White		38	18	83
Biracial/Multi-racial		9	4	6
Other – Hispanic	183	854	1	15

(Source: PIR 2016-17 – repeat of information in Definition of Service section)

A growing community of Mixteco families live in the north county City of Santa Maria. About 46 Mixteco families were served by the CAC-CS Program in 2016-17, and are included in the Hispanic data categories above.

TYPE AND LOCATIONS OF CHILD CARE PROGRAMS AND ARRANGEMENTS

There is a shortage of child care for all ages in the county, but especially for infants and toddlers. As many parents enroll their 4-year olds in TK, there is less need for HS services for that age group. The CAC-CS Program made adaptations to best serve the families' needs.

Countywide:

There is a great need for child care in counties across the state. In Santa Barbara County, though, the high cost of living affects not only the cost of developing new child care facilities, but also affects the cost of care for parents. Additionally, many areas of the county are densely populated, with little land available for facilities with outdoor space. The greatest need overall is for infant and toddler care, in both centers and family child care.

(Source: Santa Barbara County Child Care Planning Council Needs Assessment 2017)

Like transportation and housing, childcare availability and affordability is a significant issue in Santa Barbara County, especially in high poverty areas. Access to high quality, affordable childcare enables parents to go to work or school and children to thrive later in life. (Source: A Snapshot of Poverty in Santa Barbara County 2012)

To help in this effort, the CAC-CS Program works closely with other providers of Early Childhood and family support services in the county through active membership in local collaboratives and coordinating bodies. For instance, the CAC-CS Program is an active member of the local Child Care Planning Council whose purpose is “to lead and collaborate in planning, coordinating and advocating for high quality, affordable, and accessible early care and education for all children in Santa Barbara County.”

The Child Care Planning Council is charged by the California Department of Education with completing a Community Needs Assessment (NA) for child care, including part-day preschool every 5 years, which is updated annually. The Child Care Planning Council (CCPC) sets priorities of child care need for the county, which are submitted to the California Department of Education, Child Development Division, and reported to the Santa Barbara County Board of Supervisors. All of the following charts and information are from the 2017 CCPC needs assessment, unless otherwise indicated. (www.cdp.sbceo.org/ccpc).

County-wide child care capacity findings in the CCPC (NA):

- There is still a critical shortage of licensed early care and education spaces for all age groups of children in Santa Barbara County.
- The greatest shortage is for infant-toddler spaces.
- The greatest decline of available spaces in the past five years has been in family child care homes.
- Many children are cared for in unregulated settings where there is no monitoring of basic health and safety standards or program quality. The quality of any early care and education program is critical for children's positive outcomes.

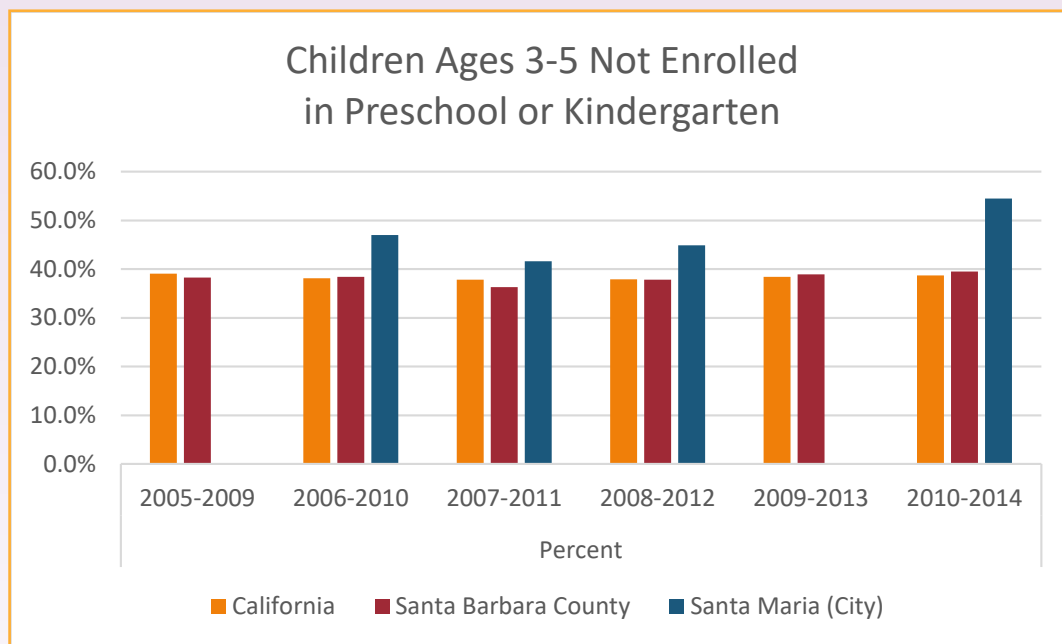
The chart below shows the child care need versus capacity in 4 regions of the county. The capacity is at 52% for all ages across the county. For infants, though, there is just one space for every 5 babies, with a county-wide capacity of 23%. A full 77% of the unmet need for all ages is in north county (including Lompoc). It is important to note that these numbers represent state-licensed care, and not all spaces are available. Many providers choose not to enroll to licensed capacity, in order to provide higher quality care. Additionally, if child care spaces are poor enough quality that parents will not enroll their children, those spaces are not available in a different sense.

Child Care Need and Capacity by age and region

Region	Infant - Toddler		Pres-school	
	Need	Capacity	Need	Capacity
South County	2,222	687	4,452	4,098
Santa Ynez Valley	221	43	482	464
Lompoc Valley	942	190	1,877	984
North County	3,143	575	6,062	3,136
Countywide	6,528	1,495	12,873	8,682

The following graph highlights that for just preschool age children (ages 3-5) across the county, an estimated 39.5% were not enrolled in preschool or kindergarten, slightly higher than California's average of 38.7% for the same time period (2010-2014). In Santa Maria, though, that estimate is much higher at 54.5%. Many factors could contribute to the high percentage:

- Capacity – the availability of child care spaces does not meet demand, as shown in the previous table
- Cost – many low and middle-income families struggle to afford child care rates
- Insufficient subsidies - the limited availability of subsidized spaces for middle and lower income families
- Parental choice - some families choose (and can afford) to have a parent stay home with children
- Family culture - some families are more comfortable having a family member care for children when parents are working



(Source: Kidsdata.org, Population Reference Bureau, analysis of data from the U.S. Census Bureau's American Community Survey microdata files, Mar. 2016).

Average Monthly Cost of Early Care and Education, by age and region, 2015

	Infant		Preschool	
	Center	FCC	Centers	FCC
North County/ Lompoc Valley	\$720	\$706	\$515	\$654
South County/ Santa Ynez Valley	\$1,154	\$865	\$902	\$799
Countywide	\$1,008	\$735	\$704	\$677

A family at the median income of \$61,782 and with a preschool age child and an infant cared for in a family child care home, will spend as much as 28% of their annual income for early care and education services. That same family enrolling their children in an early care and education center will spend as much as 35% of their annual income for early care and education services. (CCPC NA 2017)

SUBSIDIZED CARE

In addition to the CAC-CS Program's Head Start/Early Head Start, there are five other government-subsidized programs operating in Santa Barbara County: State preschool, general child care, alternative payment programs, CalWORKs, and Head Start migrant programs operated by Community Action Partnership of San Luis Obispo. Descriptions of these programs can be found on the next page. The economic downturn beginning in 2008 reduced the number of subsidized spaces by close to 1,000, and although the number of spaces has increased, the capacity has not returned to previous levels.

Cal Safe, a program for teen parents which has operated for many years in the county, was defunded by the State, but two of the sites remain open with other funding.

It is important to keep in mind that although most Head Start eligible children would also be eligible for the other programs, due to the more generous income eligibility thresholds of those programs, the reverse does not hold. However, statistics do not exist regarding what percentage of strictly Head Start eligible children are enrolled in the other programs.

The CCPC NA estimates that 15,867 children ages 0-5 were income eligible for subsidized early care and education services in 2013, and of those children, 8,625 needed child care. In that same year, just 2,940 publicly funded spaces were available (capacity to serve 24% of need). Although the number of subsidized State Preschool spaces have increased since then, the overall number of Head Start spaces has decreased. The following charts show the number of subsidized spaces filled in 2013, and the geographic and age spread, which are thought to be relatively the same in 2016-17.

Number of subsidized spaces filled by age, voucher type and geography, 2013

Zip Codes	Community	Infant		Toddlers		Preschool		
						Pat-Day	Full-Day	
		Non-Voucher	Voucher	Non-Voucher	Voucher	Non-Voucher	Non-Voucher	Voucher
South County								
93013	Carpinteria	4	4	9	4	44	40	11
93067	Summerland	0	0	0	0	0	0	0
93101	Santa Barbara	8	3	0	7	138	40	22
93103	Santa Barbara	0	1	0	3	200	0	18
93105	Santa Barbara	0	0	0	0	38	9	6
93108	Montecito	0	0	0	0	0	0	0
93109	Santa Barbara	0	1	0	1	36	20	0
93110	Santa Barbara	0	0	0	1	0	0	17
93111	Santa Barbara	0	2	0	1	24	0	9
93117/93106	Goleta/UCSB	32	1	24	3	103	60	23
Total		44	12	33	20	583	169	106
Santa Ynez Valley								
93427	Buellton	0	0	0	0	20	0	1
93440	Los Alamos	0	0	0	1	24	0	3
93441	Los Olivos	0	0	0	0	0	0	0
93460	Santa Ynez	0	0	0	0	48	0	3
93463	Solvang	0	0	0	0	0	0	0
Total		0	0	0	1	92	0	7
Lompoc Valley								
93436	Lompoc	13	16	15	36	252	84	78
93437	Lompoc	0	0	0	1	48	0	3
Total		13	16	15	37	300	84	81
Lompoc Valley								
93254	Cuyama	0	0	0	0	0	0	0
93429	Casmalia	0	0	0	0	0	0	0
93434	Guadalupe	0	2	0	5	34	20	6
93454	Santa Maria	28	24	9	44	272	80	69
93455	SM/Orcutt	0	9	0	11	94	0	35
93458	Santa Maria	16	11	8	33	375	80	62
Total		44	46	17	93	775	180	172
Countywide Total		101	74	65	151	1,750	433	366

(Source: Child Care Planning Council Needs Assessment 2017)

State Preschool: The California Department of Education funds State Preschool, which is offered in center-based part-day or full-day early care and education programs for children aged 3-5 years. Children across the county are enrolled in State Preschool, and many attending Santa Maria Bonita School District's State Preschools are income-eligible for Head Start services.

General Child Care: This full-day program serves low income families. Historically, many of the children enrolled in General Child Care programs are income-eligible for Head Start. (General Child care funds are used by the CAC-CS Program in a blended funding stream to create full-day/full-year opportunities.)

Alternative Payment Program: This voucher program--which includes a significant amount of informal, in-home child care--provides funding for low-income and at-risk children.

Child Care for Teen Parents: (formerly CalSAFE) Centers provide services to pregnant teenagers and teenage parents who are enrolled at all area high schools. Parents qualify for the program until age 19; children qualify while they are under five years of age.

CalWORKs: Offers a child care voucher component that provides care for participating families who are working or in training. Most slots for these are in South County, but a larger waitlist exists in North County. All families receiving cash aid would be Head Start eligible.

Storyteller Children's Center: In addition to providing Head Start services, offers no-cost child care to children who are homeless and/or otherwise disadvantaged.

Migrant Head Start: Community Action Partnership of San Luis Obispo operates Migrant Head Start Programs in Guadalupe and Santa Maria. The CAC-CS Program has an MOU with CAPSLO to coordinate and cooperate with training resources, recruitment, and assisting families to access services.

Transitional Kindergarten: In addition to the state-funded early care and education services listed above, statewide in California, and throughout Santa Barbara County, K-12 and Early Childhood have been adjusting to the Fall 2012 implementation of Transitional Kindergarten. Transitional Kindergarten (TK) aims to give some young children an additional year of kindergarten to support their success. With TK, children's age of eligibility for kindergarten shifted from December 2 to September 1.

The impact of Transitional Kindergarten has recently been analyzed and reported on by the American Institutes for Research. The CAC-CS Program provides information and education to parents about the opportunity for TK and will continue to develop its relationships with school districts to help bridge the transition for children. Additionally, TK has influenced the program structure of Head Start in Santa Barbara County. With more Head Start eligible 4-year-olds attending TK, the CAC-CS Program enrolled more 3-year-olds in Head Start services. Section §1302.14(a)(3) of the Head Start standards states that If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children for enrollment. Because Head Start programs have a limit on the percentage of 3-year-olds (vs 4-year-olds) they can serve in each classroom, an enrollment challenge is created by this shift.

The CAC-CS Program Head Start and Early Head Start

As a county-wide agency with centers in many areas, the CAC-CS Program can more easily scale up and increase capacity than other programs, but finding facilities is an issue for child care in general. In addition, most of the current CAC-CS Program facilities are old and in need of repair and maintenance. With more facilities and funding, the agency could serve more children – especially infants and toddlers for whom few spaces exist.

The CAC-CS Program is well coordinated with other early care and education providers and strives to collaborate and to assist families in finding services to meet their needs. To augment services to Head Start families, the CAC-CS Program has strong collaborations and connections to agencies such as the Department of Social Services, foster care, Community Care Licensing, and those serving homeless families.

Utilizing Memorandums of Understanding (MOU) with school districts that operate state preschool programs, the CAC-CS Program receives referrals of potentially eligible Head Start families. The purpose of these MOUs is to coordinate recruitment and enrollment efforts to the greatest degree possible to maximize the use of resources and connect families to a program that meets their needs.

As mentioned previously in this document, the federal poverty levels are set for the entire country, leaving families in Santa Barbara County, and those in rural Mississippi, with the same income guidelines for wildly different economies. Fewer and fewer families in Santa Barbara County are eligible for Head Start services because their income is just above the federal poverty level. With the high cost of living, though, many families above the poverty level are in essence still in poverty. These families cannot afford tuition yet need high quality child care to give their children the best start in life and to break the cycle of poverty.

TYPES AND LOCATIONS OF CHILD CARE FOR CHILDREN WITH DISABILITIES

Across the county, it is understood that there is not enough available qualified child care for children with disabilities. There are some programs in place, but more are needed. Head Start has a specific focus on enrolling children with special needs, provides supports for families, and trains staff to best meet the children's needs. The CAC-CS Head Start Program exceeds the federal standard of 10% special needs children enrolled.

As mentioned in the Health section, data on children with disabilities is based on the definition of a child with an Individualized Family Support Plan (IFSP) or Individualized Education Program (IEP). Two entities are responsible for tracking the number of children with disabilities in Santa Barbara County - the Tri-Counties Regional Center, Part C (TCRC) and Santa Barbara County Special Education Local Plan (SELPA). This data is collected at the California Department of Education (CDE) and is the source of the following information.

In Santa Barbara County in 2016-17, there were 845 children ages three to five identified as having special needs, each with an IEP. Of these, the majority were determined to have speech and language delays (585). The second largest number were on the autism spectrum (179), and the remaining children had intellectual disability (28) or other health impairments, including hearing and orthopedic impairments (42).

Of these 845 children, the CAC-CS Program enrolled 134 – 15.8% of the county's total. Of these 134 children, 12.9% were served in Head Start, and 20.8% (32 children) in Early Head Start (nearly 15% of total enrollment). Most of the children with special needs had speech and language delays.

(Table 23)

Special Education Enrollment - Children Ages 3-5, December, 2016, by Type of Disability; and Head Start and Early Head Start Enrollment of Children with IEP			
	Santa Barbara County	CAC-SB Head Start (included in County numbers)	CAC-SB Early Head Start (not included in County numbers)
Intellectual	28	5	
Speech/Language	585	106	
Other Health Impaired	42	7	
Multiple Disabilities	11		
Autism	179	16	
Hearing Impaired		1	
Orthopedic Impaired		1	
Traumatic Brain Injury		1	
	845	134	41

(Source for County: California Dept of Education Enrollment by Age and Disability 12/20/16; the CAC-CS Program Child Plus 6/20/17)

As evidenced by the percent of children with disabilities enrolled in the HS and EHS program, compared to the general population, the CAC-CS Program has effective recruitment and early identification of children with disabilities.

The CAC-CS Program has taken a leadership role in the county to ensure access to quality services for children with disabilities and is an active member of the Inclusive Child Care Action Team (ICCAT) in Santa Barbara County. The action team helps support all early care and education providers, including family child care providers, to include children with disabilities in their care. The CAC-CS Program has taken the extra step of contacting families on the waiting list who have a concern about their child's development in order to provide them with resource and referral information while they are waiting for a child care space. The ICCAT and the CAC-CS Program Health and Disabilities Advisory Committee have been working with local pediatricians and the California Child Health and Disability Prevention program (CHDP) to provide effective early identification through developmental screenings and referrals for children who may have a delay.

"It is exciting to visit our CAC/SBCEO Inclusion programs. Staff and families are able to see that ALL students can learn and develop relationships with one another. Staff also realize that some of the strategies utilized by special education teachers benefit all of the students." Linda C., Coordinator Special Education, Santa Barbara County Schools.

The CAC-CS Program has MOUs with the Part B provider – Special Education Local Plan Area (SELPA) and Part C provider – Tri Counties Regional Center. The CAC-CS Program Disabilities Specialist serves on relevant committees and networks with other agencies and providers.

Program Design Highlight: Inclusion Collaboration Classrooms

The Head Start program operates 5 Inclusion Collaboration classrooms throughout the county. These collaborations are with Santa Barbara County Education Office (LEA) who provides special education services to 3-to 5-year-olds. Eight children with significant disabilities and needs are enrolled at College, Tanglewood, Los Padres, and Buena Vista sites, a total of 32 children. A varying number of children are enrolled at the Cuyama site. Santa Barbara County Education Office provides a special education teacher and assistants to these classrooms to provide support and team teaching with the Head Start teachers. Without these collaborations the children would most likely be placed in a special day class with only children with disabilities enrolled. We strongly believe in the benefit of inclusion, not only to the children with disabilities and their family, but also to all the children and families enrolled and the community as a whole.

Agencies providing Foster Care services in the community refer eligible clients to the CAC-CS Program to access the free, comprehensive, family wellness services. Family Wellness staff training and years of experience with foster families ensures that services are appropriate and effective.

A CAC-CS parent, while in the process of adopting her foster child, invited staff to be a part of the adoption at the courthouse, as part of the list of people involved in the life of the child. The foster mom stated that she could not have made it through the process without the help and support from the CAC-CS Program.

The table below shows the numbers of children at risk of abuse or neglect, by allegations of abuse or neglect, substantiated cases of abuse or neglect, and the numbers of children who were taken into foster care. Compared with previous years, the total number of children taken into care has declined from 381 in 1999, 423 in 2001, 362 in 2004 and 297 in 2009.

Children at Risk of Abuse or Neglect, 2013					
	<1 year	1-2 years	3-5 years	6-12 years	TOTAL
ALLEGATIONS	366	522	1032	2365	4285
SUBSTANTIATIONS	89	83	120	255	547
ENTERED CARE	57	33	50	82	222

(Source: Child Care Planning Council Needs Assessment 2017)

Program Design Highlight: Homeless Children

Through creative programming and partnerships, the CAC-CS Program intentionally reaches out to serve homeless families.

- Through Head Start and Early Head Start services, the CAC-CS Program served 158 children who were considered homeless. (PIR 16-17)
- Storyteller Children's Center I and II. Storyteller, a private nonprofit agency in Santa Barbara specializes in serving homeless families. Storyteller is contracted by the CAC-CS Program to provide Head Start services to 20 children and serves an additional 60 children, most of whom are Head Start-eligible, that are not part of the contract.
- Transition House, a program for homeless individuals, has an infant/toddler child care center with spaces for 8 infants who would be Head Start eligible.
- One of the CAC-CS Program Head Start centers is located on the campus of a large homeless shelter, Good Samaritan, in Santa Maria, serving 54 children. The CAC-CS Program works with the same agency to enroll mothers and children who are living in their sober women's homes.

STRENGTHS AND NEEDS OF HEAD START ELIGIBLE CHILDREN AND FAMILIES

AS DEFINED BY THE HEAD START PROGRAM

The annual Family Profile/Interest Survey that is requested from all EHS and HS parents includes questions on the families' wellbeing, including financial security, housing, child education, and parenting skills, among others. The CAC-CS Program uses this information, and working with families, sets goals. Staff and families then strive during the year to help families along these criteria and use the scores at the end of the year to measure improvement in family wellbeing as well as an indicator of the degree to which the agency supports the families in these areas. The results of the 2016-17 survey showed nearly a 3-point increase since the beginning of the year, indicating success for both families and agency staff.

AS DEFINED BY THE HEAD START PARENTS THEMSELVES AND LOCAL INSTITUTIONS SERVING THEM

Beginning in 2017-18 Head Start and Early Head Start families were asked for program feedback annually using the California Department of Education's Desired Results Developmental Profile Parent Survey. Questions ask about the quality of services received, support needed, and how well the programs met their needs. Areas where families needed additional support were child's health care, emotional well-being, language/literacy, and education.

(Table 24)

Parent Survey Analysis - Head Start and Early Head Start 789 surveys returned: 376 English 413 Spanish	
<u>Four overall areas assessed:</u>	
Family Well Being and Involvement	75% very satisfied
Health and Safety	84% very satisfied
Individual Child Development	86% very satisfied
Program Operations	80% very satisfied
<u>Strengths:</u>	
Feel their child is safe in the program	100%
Feel their child is happy in the program	99%
<u>Top 3 areas of Parents that are "Very Satisfied"</u>	
How the program promotes your child's learning and development	87%
Languages spoken by the staff	87%
How program staff communicate with you	87%
<u>Lowest 3 areas Percentage responding "Very Satisfied"</u>	
Meet other parents and families	67% very satisfied 28% satisfied 5% not satisfied
Parent Involvement	70% very satisfied 26% satisfied 3% not satisfied
Hours of operation	76% very satisfied 23% satisfied 1% not satisfied

(Source: DRDP Parent surveys May, 2017)

As referenced in the introduction to the Data Collected and Findings section, community partners had opportunities to help the CAC-CS Program identify family needs through two Community Services Block Grant Public Hearings in April of 2017. A total of 42 individuals attended and provided input that helped confirm data and trends for this Community Assessment and helped with planning and program design. (Appendix F)

ACCESS TO, AND AVAILABILITY OF, COMMUNITY RESOURCES

In Santa Barbara County, the Community Action Commission led the way in providing family-centered services through their Head Start programs. Currently, there are over 50 Family Resource Centers (FRCs) throughout our county that are helping families successfully respond to the challenges they face. Located in Head Start sites, preschools, schools, and neighborhood centers, FRCs are committed to improving the well-being of children, youth, families, and the communities in which they live. Their dedicated staff members recognize the importance of cultural and community identity and they provide services that are culturally and linguistically responsive to the communities they serve. (Kids Network Scorecard 2017)

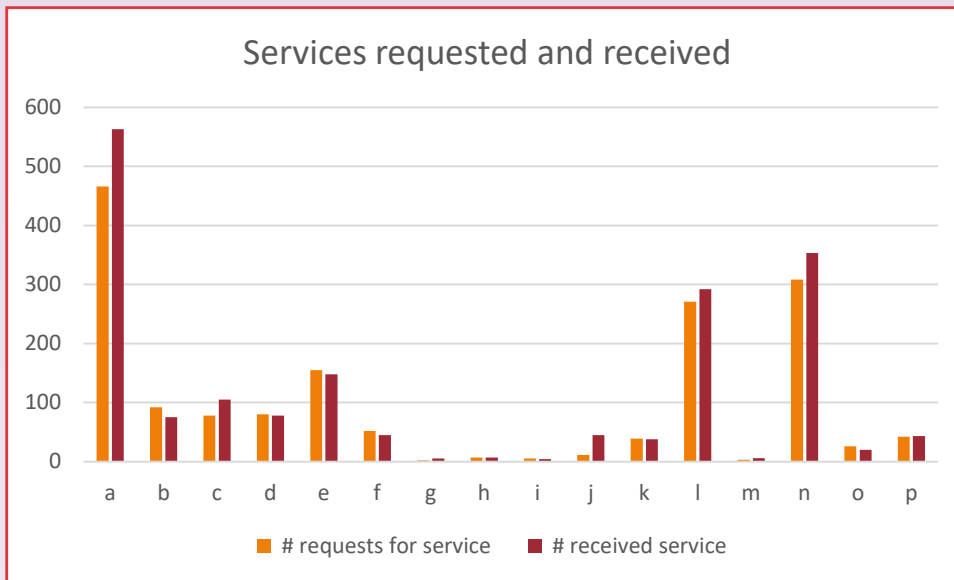
(Table 25)

Family Resource Center	Sites	Geographic Reach	Families Served
Alpha Resource Center	4	Countywide	840
Carpinteria Children's Project	1	Carpinteria	1200
Community Action Commission	24	Countywide	1349
Cuyama Valley Family Resource Center	1	Cuyama Valley	61
Family Service Agency	9	Santa Barbara & Lompoc	3374
Housing Authority of the City of Santa Barbara	3	City of Santa Barbara	906
Isla Vista Youth Projects	1	Goleta & Isla Vista	1300
La Casa De La Raza	1	Santa Barbara	2255
Little House by the Park	1	Guadalupe	1000
Santa Maria Healthy Start/ Santa Maria Bonita School District	1	Santa Maria	2800
Santa Ynez Valley People Helping People	8	Santa Ynez, Solvang, Buellton, Los Olivos, Los Alamos	1125
TOTAL	54		16,210

(Source: Kids Network Scorecard 2017)

Because Santa Barbara County is rich in social service agencies, there are a variety of resources to which the CAC-CS Program directly refers families, many of whom are unaware of the resources available to them. Some families are disinclined to seek out any support services based on the fear of deportation. Community Resource Handouts are distributed to parents at the Family Services Home Visit and at various other times, depending on the family's needs. Additionally, CAC-CS Program and family wellness staff utilize the internally-operated 2-1-1 information system to provide timely referrals to the most appropriate agency.

Using data about requests for referrals gathered through the Family Profile/Interest Survey (Appendix E), by far the service most requested by Head Start eligible families is emergency/crisis intervention (addressing immediate need for food, clothing, or shelter) followed by parenting education, health education, and adult education. The following chart shows the total number of families requesting each service, and the total number of families who received the services requested.



(Source: PIR 2016-17)

- A Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter
- B Housing assistance such as subsidies, utilities, repairs, etc.
- C Mental health services
- D English as a Second Language (ESL) training
- E Adult education such as GED programs and college selection
- F Job training
- G Substance abuse prevention
- H Substance abuse treatment
- I Child abuse and neglect services
- J Domestic violence services
- K Child support assistance
- L Health education
- M Assistance to families of incarcerated individuals
- N Parenting education
- O Relationship/marriage education
- P Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)

COLLABORATIVE ARRANGEMENTS, PARTNERSHIPS, AND FORMANL AGREEMENTS

The CAC-CS Program serves families through comprehensive services delivered by staff, and through a strong net of partnerships throughout the community. When parents are referred, staff follow up to find out if the resources met their needs. When there are concerns that referrals are not effective, the CAC-CS Program provides feedback to the agency. In the case of complex or recurring issues problem solving strategies are applied, and staff partner with parents to identify a possible course of action to improve the situation. Parents are often one of the best resources for information about which local resources are the most effective.

The following is a list of current collaborative partnerships between the CAC-CS Program and community agencies:

- As previously stated, parents report that finding affordable child care is a struggle. Child care referrals from other child care programs, social service agencies, and school districts help get the word out about CAC-SC services. Historically, many parents are referred to HS/EHS by other parents and child care providers due to parent satisfaction with services and intentional collaborations with agencies in the community.
- Upon graduation, high school students who are parents with children in the infant/toddler program are directly encouraged to apply for HS services.
- Through participation in the Network of Family Resource Centers, referral protocols and partnerships have been developed, which have enhanced the CAC-CS campus Program services and support to families.
- The CAC-CS Program collaborates on Toys for Tots and Unity Shop to provide much-needed supplies and material goods to HS/EHS families.
- Nurturing Parents classes, with a research-based curriculum, are being provided through a partnership with Fighting Back Santa Maria, and in Lompoc with Family Service Agency.
- Post-partum depression classes are offered through Dignity Health.
- The Food Bank provides essential provisions for families through the CAC-CS Program staff who pick up and deliver to the sites.
- CALM works with the CAC-CS Program to ensure parents receive services they need through referrals.
- The CAC-CS Program staff partner with foster care agencies to place children in services.
- The CAC-CS Program works closely with other providers of early childhood and family support services through active memberships in local collaboratives and coordinating bodies. In 2017, staff participated in, or lead collaborative efforts with the following organizations:
 - Allan Hancock College Advisory Committee
 - Brandman College committee
 - Buena Vista Beautifiers
 - Central Coast Future Leaders
 - Child Abuse Prevention Council
 - Santa Barbara County Child Care Planning Council
 - CSEFEL Leadership Team
 - Early Childhood and Family Wellness Coalition
 - Early Start Partners
 - Fesler School Site Council
 - First 5 Santa Barbara County Advisory Board
 - First Christian Church AWANA committee
 - Fund for Santa Barbara Grant Commission
 - Housing Authority of Santa Barbara County
 - Kids Network
 - Lompoc Chamber of Commerce
 - Maternal Mood Stakeholders
 - Network of Family Resource Centers
 - Pacific Coast Association for the Education of Young Children
 - People Helping People of the Santa Ynez Valley Board
 - Santa Barbara County Child Care Planning Council
 - Santa Barbara Unified School District Kindergarten Readiness Network
 - SMBSD Local Control Accountability Plan
 - THRIVE Carpinteria
 - THRIVE Guadalupe
 - Toys for Tots

DATA REVIEW AND ANALYSIS

SUMMARY OF FINDINGS, TRENDS, AND CONCERNS

The CAC-CS Program has been providing strengths-based, comprehensive, and critical services to low income families for over 50 years, with a focused attention on continually adapting service delivery to best meet family needs, as well as new federal standards. Much of the impact to families is achieved through strong partnerships with key local partners, who provide services and support to the CAC-CS Program families.

By some standards, such as percentage of children in families below the federal poverty level and graduation rates, Santa Barbara County families are faring better. There are many factors that continue to make it difficult for low income families to raise children and step up out of poverty.

Across the county there is insufficient child care to meet family needs, which often results in children being in low quality care or parents unable to work. Despite the high number of spaces offered by the CAC-CS Program, additional facilities are needed, especially for infants and toddlers. The current CAC-CS Program facilities are also in need of renovation.

The cost of living in Santa Barbara County makes it difficult for parents in poverty to make ends meet. This premium is not, though, factored into Head Start and Early Head Start income eligibility guidelines. As the cost of living rises, there are fewer and fewer families who qualify for services.

All children, especially those from families with high needs, must have access to child care that far exceeds the minimum licensing standards to reap the benefits and get a strong start in life. The CAC-CS Program's early care and education programming is high quality, as verified by the rigorous local, state, and federal standards that have been met over time, such as QRIS and Accreditation. Maintaining this level of quality, and improving further, requires diligence and resource allocation for a program as large as the CAC-CS Program.

The family support services at the CAC-CS Program, in partnership with community agencies, provide a wrap-around support system for families, many of whom face multiple challenges. Staff members, who have earned Family Development Credentials, ask what the parents need, connect them to services, and measure the impact. Participation in the Network of Family Resource Centers has built referral bridges to essential services for families and has provided the networking and sharing of resources needed by staff to truly support families.

With the Head Start Program design change to meet the new Head Start standards, children are in the programs longer each day and over the year, receiving greater intensity of services. This presents a unique opportunity to measure the impact of the new model, with an expectation of gains in areas such as language and literacy.

The professional development and hands-on support currently offered to Head Start and Early Head Start teachers is high quality, targeted, and substantial. Yet, the agency acknowledges that teaching staff is underpaid. In a service where well-educated teachers and consistent caregiving are the cornerstone to results for children, child care workforce pay, recruitment, and higher education supports have become priorities for the agency.

North County continues to have the highest number of families in need, with a high unemployment rate, a low capacity for licensed child care, and a high rate of households in poverty that are families with children.

PRIORITIZED RECOMMENDATIONS, CONSIDERATIONS FOR THE FUTURE

- Continue comprehensive child care and family support services and identify creative ways to increase quality and reach of services through partnerships.
- Serve more infants and toddlers by adding new sites, partnering with other agencies, and/or program redesign.
- Support the Head Start and Early Head Start workforce to improve continuity of care for children and wellness for teachers by raising salaries, partnering with colleges for degree attainment, and fostering a caring climate.
- Look strategically for more partnerships, especially for health services and outreach/programming for homeless families.
- Identify creative solutions to service challenges, such as:
 - Increasing effectiveness of outreach and service delivery by utilizing cooperative service models with agencies where parents congregate.
 - Linking services to grandparents and other relatives providing care, ensuring all who care for the CAC-CS Program children have the support they need.
 - Partnering with large employers to house and help fund child care services for employees and the community.
 - Maintaining and enhancing high quality ECE programming through accreditation, QRIS, disabilities services, and community partnerships.

Next Steps

- Create an action plan to implement responses to key findings.
- Utilize the Community Assessment for program planning, to inform goal setting and program design, and to track progress.
- Schedule annual updates to keep data current.

EXECUTIVE SUMMARY

Community Action Commission of Santa Barbara County is a 50+ year organization that serves low income families and others in need throughout Santa Barbara County. The Children's Services Program (The CAC-CS Program) offers high quality child care and wrap-around comprehensive programming to low income families with eligible children.

The CAC-CS Program took on this Community Assessment as part of its commitment to ensure programming meets community needs, to improve quality of services, and to gather the data and information needed to communicate well about the community and the CAC-CS Program services. The report used input from community, parents, staff, and partner agencies to identify critical data about families. The data was then compared to current and planned services to identify successes and gaps. The CAC-CS Program will adopt what was learned into program design.

Major Findings

1. Due to the high cost of living in Santa Barbara County, families face many challenges raising their children and lifting themselves out of poverty.

(Table 26)

Adjusted Poverty Rates according to the California Poverty Measure Santa Barbara and Adjacent Counties				
County	CPM Poverty Threshold (Family of 4)	CPM Child Poverty Rate	CPM Poverty Rate	Official Poverty Rate
San Luis Obispo County	\$30,478	21.9%*	19.7%	12.9%
Ventura County	\$32,711	23.4%	18.6%	10.2%
Los Angeles County	\$30,681	28.3%	24.9%	17.2%
Santa Barbara County	\$31,419	28.8%	24.6%	15%

(Source: Public Policy Institute of California, 2015)

2. The staff who work with children are the key ingredient to the quality services that children need and deserve yet finding qualified teachers to work for nonprofit wages in the high cost county is challenging.

(Table 27)

Hourly Wages	1 Adult	1 Adult 1 Child	1 Adult 2 Children	2 Adults (1 Working)	2 Adults (1 Working) 1 Child	2 Adults (1 Working) 2 Children	2 Adults (Working) 1 Child	2 Adults (Working) 2 Children
Living Wage	\$14.48	\$29.31	\$34.58	\$22.57	\$26.49	\$29.72	\$15.68	\$18.99
Poverty Wage	\$5.00	\$7.00	\$9.00	\$7.00	\$9.00	\$11.00	\$4.00	\$5.00
Minimum Wage	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00	\$11.00
The CAC-CS Program Teacher Range				\$13.78 to \$21.01 per hour				

Note: The living wage shown is the hourly rate that an individual must earn to support their family if they are the sole provider and are working full-time (2080 hours per year).

(Source: Bureau of Labor Statistics, Occupational Employment Statistics, stats on Average Hourly Wage for Selected Occupations, Living Wage <http://livingwage.mit.edu/counties/06083> and Cost of Living <http://www.bestplaces.net/>)

3. More child care is needed in the county, especially for infants and toddlers.

Region	Infant-Toddler		Pre-school	
	Need	Capacity	Need	Capacity
South County	2,222	687	4,452	4,098
Santa Ynez Valley	221	43	482	464
Lompoc Valley	942	190	1,877	984
North County	3,143	575	6,062	3,136
Countywide	6,528	1,495	12,873	8,682

(Source: Child Care Planning Council Needs Assessment 2017)

4. The CAC-CS Program model of partnering with other community agencies for services and program support provides an efficient, effective, and prudent way of serving more families, more deeply. A prime example is the agency's participation in the Santa Barbara County Network of Family Resource Centers.

Santa Barbara County Network of Family Resource Centers 2016
(Table 23)

Family Resource Center	Sites	Geographic Reach	Families Served
Alpha Resource Center	4	Countywide	840
Carpinteria Children's Project	1	Carpinteria	1200
Community Action Commission	24	Countywide	1349
Cuyama Valley Family Resource Center	1	Cuyama Valley	61
Family Service Agency	9	Santa Barbara & Lompoc	3374
Housing Authority of the City of Santa Barbara	3	City of Santa Barbara	906
Isla Vista Youth Projects	1	Goleta & Isla Vista	1300
La Casa De La Raza	1	Santa Barbara	2255
Little House by the Park	1	Guadalupe	1000
Santa Maria Healthy Start/ Santa Maria Bonita School District	1	Santa Maria	2800
Santa Ynez Valley People Helping People	8	Santa Ynez, Solvang, Buellton, Los Olivos, Los Alamos	1125
TOTAL	54		16,210

(Source: Kids Network Scorecard 2017)

Recommendations

- Continue comprehensive child care and family support services and Identify creative ways to leverage current services to provide more through partnerships.
- Serve more infants and toddlers through new sites, partnering with other agencies, and/or program redesign.
- Support the Head Start and Early Head Start workforce to improve continuity of care for children and wellness for teachers by raising salaries, partnering with colleges for degree attainment, and fostering a caring climate.
- Look strategically for more partnerships, especially for health services and outreach/programming for homeless families.
- Identify creative solutions to service challenges, such as:
 - o Increasing effectiveness of outreach service delivery by utilizing cooperative service models with agencies where parents congregate.
 - o Linking services to grandparents and other relatives providing care, ensuring all who care for CAC-CS Program children have the support they need.
 - o Partnering with large employers to house and help fund services for employees and the community.
 - o Maintaining and enhancing high quality ECE programming through accreditation, QRIS, disabilities services, and community partnerships.

APPENDICES

- A. Family Portrait
 - B. Family Partnership Agreement
 - C. Staff Survey
 - D. Language/Culture Profile
 - E. Family Profile/Interest Survey
 - F. CSBG Public Hearing meeting notes
-



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Appendix A

Family Portrait Form

Children's Services Program

FAMILY PORTRAIT
Revised May 2003

Child's Name: _____

Date of Birth: _____

Site/Program: _____

Parents /Guardians: _____

Staff Completing: _____

Provide a copy to the parents

Family Education

Describe the level of education of each adult. What classes are being taken?
What kind of financial aid?

My Child

Describe the strengths and abilities of your child.

Family Support

Write the names of your family and friends who you can count on for support.

Family Income

For each parent, write PT (working part time), FT (working full time) or if they are not working, what is your source of income?

Our Family

Write the names & ages of everyone in your immediate family.

Community Support

Write the names of the agencies and organizations who you are involved with.

Family Interests

What are your interests, hobbies & fun things you & your family do?

Family Strengths

What are you and your family's strengths?

Family Values

Write the traditions, values & rules that you & your family practice.

Appendix B

Family Partnership Form



Community Action Commission
of Santa Barbara County



Children's Services
Revised June 2015

FAMILY PARTNERSHIP AGREEMENT (Eng)

Child's Name: _____ Birth date: _____ Center/Option: _____

Parent/Guardian's Name: _____ School Year: _____ Original ED: _____

Staff's Name: _____

PARENT/GUARDIAN'S GOAL(S): and WHY?

Long Term Goal or Short Term Goal (Circle one)

I (we) want to:

Expected Completion Date: _____

PRE-EXISTING PLANS: *(if the family has developed a plan with another agency or has dually enrolled children the goal should be the same. Write the name of staff taking the lead. Utilize the ROI to contact outside agency to obtain information. Head Start will work to support family in achieving the existing goal with the other agency. Unless parent wants to work on a different goal)*

I (we) have already been working on:

TO MEET THIS GOAL(S), PARENT/GUARDIAN WILL TAKE THE FOLLOWING STEPS:

Expected Timeline:

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |

TO SUPPORT THIS GOAL(S), STAFF WILL TAKE THE FOLLOWING STEPS:

Expected Timeline:

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |

POSSIBLE ROAD BLOCKS: What's plan B for you if something unexpected happens?

- | |
|----------|
| 1. _____ |
| 2. _____ |

OUTCOME:

Date: _____ ☐ Goal Completed ☐ Goal no Longer Applicable ☐ Family will continue with goal next school year

Staff's initials & date when FPA was entered in Child Plus: _____ ☐ Family dually enrolled at: _____

Use the Family Partnership Notes log in Child Plus to document your monthly follow-up on family's goal progress

Parent/Guardian Signature

Date

Staff's Signature

Date

Appendix C

Program Self-Assessment Staff Survey Summary of Questions



Hello Children's Services Program Staff. This year for Program Self-Assessment we would like to hear from you. Please fill out this brief 10-minute survey. All staff should have the opportunity to fill it out. This survey will be anonymous! Please be honest with your answers. We can only improve the Program if we have honest feedback. Please take the time to complete it before April 17, 2018. We appreciate and value all the hard work that each of you do!

1. Region
2. Job title
3. I feel that I support the goals of CAC and Children's Services Program.
4. I feel that I am a part of the decision-making process at my site/office.
5. Staff share decision making with the Children's Services Program Management in situations where cisions impact their work life.
6. I feel there is a sense of teamwork with my coworkers.
7. Opportunities exist for teachers to work collaboratively on projects, share resources, and solve problems together.
8. I feel like I am a good match with my team teaching partner.
9. I feel like there are professional growth opportunities for me.
11. I am clear on what my job expectations are.
12. Do you love, like, dislike, or hate your job?
13. What would it take to have you LOVE your job more?
14. What would make you more passionate/committed to your job?
15. Describe the last time you felt passionate about something at work.
17. What do you like BEST about your job?
18. What has improved in the past year about your job?
19. What is difficult about your job?
20. I feel my efforts at work are important and acknowledged
21. How would you rate the moral of (departments, offices, agency)?
22. How would you rate your (supervisory positions) on Leadership?
23. Please make any comment about your supervisor/leader you would like us to know.
24. My manager holds me accountable for my decisions/actions/job.
25. I feel my manager is held accountable for his/her actions at work .
26. I feel my supervisor is effective in managing the day to day operations.
27. My manager is proactive in identifying/anticipates potential internal/external problems and prevents them before they happen.
28. My manager demonstrates ideal accountability behaviors for my coworkers and me.
29. I feel my coworkers are held accountable for their job duties.
30. How do you think accountability could be made a stronger core aspect in the daily work place?
32. I feel that there is meaningful communication between the program staff and families.



Community Action Commission
of Santa Barbara County



Appendix D

Language/Culture Profile Form

Child's Name: _____ Date: _____

Parent's /Guardian's Name: _____

Children's Services Program
LANGUAGE/CULTURE PROFILE ENGLISH
Revised June 2014

What languages are
most often spoken by the
adults at home?

What language does your child speak most at home?

What are some of your family's favorite activities or celebrations?

Note to Staff: Please note the most important information from your conversation about language learning. This "form" is an opportunity to learn from parents their thoughts on their child's language learning and development. It's also an opportunity to share our Program's Philosophy about supporting home languages.

**Program's Philosophy of
Dual Language Development:**

In partnership with parents, we will focus on children's continued development in their first language and promote the development of English to ensure children's opportunity for full participation and success in school and in their future.

What are your hopes/dreams for your child?

When do your best family conversations happen? Do you tell stories about your childhood? Family history?

What type of music does your family like to listen to? What are some of your child's favorite songs or music?

Is there anything you would like to share about your child? Is there anything you are interested in knowing in regards to your child's development?

Appendix E

Family Profile Form



Community Action Commission
of Santa Barbara County



Children's Services Program
Revised June 2017

FAMILY PROFILE/ INTEREST SURVEY

Child Name: _____

Date: _____

TOPIC		Orientation	First home visit	Referral Given Date	Handout Given Date	Entered in Child Plus
BASIC NEEDS	Food / Cal Fresh / WIC					
	Housing					
	Clothing					
	Utilities (low income rates program, HEAP)					
	Transportation					
HEALTH-SAFETY	Medical coverage and Care					
	Dental Coverage and Care					
	Nutrition/Healthy Eating/Food Budgeting					
	First aid, CPR/ Emergency Preparedness					
	Household safety/Safe Sleep/Exposure to Lead					
	Vehicle/Car seat safety					
	Health education (including prenatal/postpartum)					
FAMILY & SUPPORT SERVICES	Money management/Economic Stability					
	Stress management/Depression					
	Family Counseling and relationships					
	Substance abuse prevention or alcohol treatment/Tobacco					
	Domestic violence services					
	Single parenting/Teenage Pregnancy Parenting					
	Grandparents as parents					
	Fun family activities					
PARENTING	Child behavior/guidance					
	Child growth & development					
	Children with special needs					
	Child abuse/neglect services					
	Child care resources					
	Parenting Classes/Parenting Skills					
	Family Literacy					
	Kindergarten Transition					
ADULT EDUCATION/ EMPLOYMENT	H.S. Diploma/GED					
	Literacy/ESL					
	College					
	Job Training/Specialized training					
	Employment/Youth Employment Services					
LEGAL SERVICES	Child custody					
	Child support assistance					
	Immigration/citizenship					
	Renter's rights					
	Information to families of incarcerated					
Is this family seeking permanent place of residence? Yes No		If so, did they acquire housing during the enrollment year? Yes No				

PARENT SIGNATURE: _____ DATE: _____

Appendix F

Summary of CSBG Public Hearings

CSBG PUBLIC HEARINGS

APRIL, 2017

A total of 46 individuals attended the two meetings, including a variety of community members and partners and CAC staff. The meetings offered Spanish translation

Agenda:

- Introduction
- Overview of CAC
- Purpose of Public Hearing
- Input session

Question: What are the biggest problems facing the low-income community in our area?

Summary of responses:

- Housing and Cost of Living, especially in South County
 - Inflation/cost of living
 - Lack of low-income housing.
 - The emergency shelter is hosting families for over 2 years because there is no low-income housing.
 - Lack of jobs skills is a major factor in families being unable to keep and or hold down housing. More/more accessible job training needed.
- Family safety and strength.
 - Home Safety
 - Community Safety - Community watch groups, safer parks, safer walks to home.
 - Lack of parenting skills
 - Youth Mental health treatment- youth are waiting 6 months for services
 - Postpartum depression
 - Stress - mental health
 - Drug abuse
 - Gang challenges
- Child care, especially for Infant and toddlers.
 - Concerns about unsafe and non-licensed childcare
 - Head Start follows Federal eligibility guidelines, which are extremely low for our area
- Low Graduation rates
- Teen pregnancy
- Transportation – some resource sites are hard to access for some, especially in the evening
- Immigration challenges and fear of immigration. families don't participate in events, fear of separation
- Lack of youth activities – many can't afford sports, and there is a low turnout from the youth when activities are hosted

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