Birth – 5 Parent Poll
San Mateo and Santa Clara Counties
Participants: sample of parents and guardians of children birth – 5 in San Mateo and Santa Clara Counties (n=52)*

Race

- Black/African-American: - (5%)
- White/Caucasian: 36% (38%)
- Hispanic/Latino: 28% (39%)
- Asian American: 29% (12%)
- Native American: - (2%)
- Pacific Islander: 4% (2%)
- Native Hawaiian: - (-)
- Arab/Middle Eastern: 1% (*)
- Other: 1% (2%)

Education

- Did not complete high school: 8% (3%)
- Graduated high school: 9% (16%)
- Attended technical/vocational school: - (6%)
- Attended some college but no degree: 10% (22%)
- Graduated 2-year college with AA: 2% (9%)
- Graduated 4-year college with BA/BS: 38% (28%)
- Obtained Master’s, PhD, or other professional degree: 33% (16%)

Languages Spoken at Home (total with language other than English = 42% (47%))

- 99% English (98%)
- 22% Spanish (36%)
- 3% Chinese dialects (2%)
- 3% Filipino dialects (2%)
- 2% Vietnamese (1%)
- 2% Hindi (1%)
- 1% Hmong (1%)
- 1% Russian (*)
- 9% Other (6%)

Income

- Less than $25,000: 11% (14%)
- $25,000 - $49,999: 9% (20%)
- $50,000 - $74,999: 13% (15%)
- $75,000 - $99,999: 24% (19%)
- $100,000 - $149,999: 30% (22%)
- $150,000 or more: 9% (8%)
- Prefer not to say: 4% (2%)

*Unless differences are greater than 7 percentage points, survey data from San Mateo and Santa Clara Counties should only be used for directional comparisons with state-level data, indicated in parentheses throughout this deck.
Categories of Findings

1. Social, emotional, and physical well-being

2. Financial and food insecurity, and changes to child care arrangements

3. Enrollment trends, language preferences, and how parents would prioritize items in the budget proposal and master plan
Social, Emotional, and Physical Well-being
Struggles with Health Care

- **82% (50%)** of unemployed parents enrolled in state sponsored health insurance (Medi-Cal and Covered California) after losing their job.

- **28% (34%)** have attempted to enroll in Medi-Cal during the pandemic.

- For many parents, this was not easy. Over half **59% (50%)** cited that they had problems and/or issues when applying and enrolling in Medi-Cal, the most common being the need for a lot of follow-up (42% vs. 18% at state level).

- **17% (26%)** say they have not been able to access medical care using telehealth during the pandemic.
  - Almost all parents (94%) agree that accessing their child’s doctor via telehealth could help them, but only **55% (48%)** currently access their child’s doctor using telehealth.

- Slightly more have missed well-child health appointments for their child than at the state level (32%).
The Pandemic's Impact on Children's Development and Well-being

- Slightly more parents than at the state level (70%) are worried about the mental health of the adults and/or child in their family.
  - At the state level, 87% of parents agree that receiving referrals to mental health supports could help them; only 13% have received or currently have access to mental health referrals (comparable for SV).

- More parents than at the state level (73%) worry about their child’s ability to socialize with other children.

- 82% (74%) are worried that their child’s education and development will suffer.
Other Concerns from Parents

- Same as at the state level, 88% worry about exposing their family to COVID-19.

- 82% (69%) of parents report that the pandemic has significantly disrupted their home and family life.

- 79% (64%) worry they’ll have to make sacrifices in schooling or career to care for their child during the pandemic.

- 42% (31%) of parents are worried about the impact issues like substance abuse and domestic violence will have on their family as a result of the pandemic.
  - This is more of an issue in San Mateo County than in Santa Clara County.
Financial and Food Insecurity, and Changes to Child Care Arrangements
Financial and Food Insecurity

- About a third of parents 36% say they have skipped their or their child’s meals as a result of the pandemic (same at the state level).

- 22% (33%) say they feel uneasy about their family’s financial situation over the next few months.

- 70% (46%) are working remotely.

- Slightly fewer parents than at the state level (61%) have taken some type of leave or time off from work or school to care for their child.
Challenges with Accessing Child Care and Preschool Programs

• Prior to the pandemic, slightly more parents than at the state level (49%) say the cost of child care was the largest barrier they experienced when looking for a child care provider.

• Affordability continues to be an issue.
  • 72% (82%) of parents cannot afford to pay more than $250/week on child care.

• The pandemic has only made it worse – 41% of parents at the state level (slightly less in SV) who have returned their child to a child care program say that the costs have gone up.
Changes to Child Care Arrangements

• Slightly more than half of the parents say that their current childcare facility has limited its hours, decreasing accessibility for parents (50%).

• Similar to the state level, for parents whose child attended a home-based or center-based program before the pandemic, 34% closed temporarily and 4% closed permanently.

• Slightly more than (43%) of children are attending in person; slightly less than (37%) are attending remotely; slightly less than (20%) are attending a hybrid program.

• Slightly more than (7%) of parents withdrew their child from their program.

• Reasons for withdrawal:
  • 87% (80%) did not feel comfortable with potential exposure to COVID
  • 0% (20%) indicated program hours were insufficient
  • Slight more than (12%) indicated inability to support distance learning
Satisfaction with current child care or preschool programs

All parents expressed they were satisfied with their current child care or preschool program, **32%** (47%) very satisfied; **68%** (48%) somewhat satisfied.
Enrollment Trends, Language Preferences, and how Parents would Prioritize Items in the Budget Proposal and Master Plan
TK and Kindergarten Enrollment

• **70%** (60%) of the parents worry that their child will **fall behind** when they start transitional kindergarten or kindergarten.

• **53%** (40%) of respondents indicated that they had a child eligible to enroll in TK or kindergarten.
  • Slightly more than (63%) enrolled their child
  • Slightly less than (35%) did not enroll their child
For those who did not enroll their child in TK or kindergarten, this is what they’re doing instead:

- 50% (60%) are not in a program and child is cared for by self, partner, or caregiver
- 41% (27%) were kept in a preschool or preK program for another year
- Slightly more than (7%) are in a pod with other children

Reasons why they did not enroll:

- Slightly less than (78%) were not comfortable with potentially exposing their family or network to COVID-19
- Slightly more than (10%) indicated that they or the caregiver was unable to support distance learning
- 0% (8%) indicated that program hours were insufficient
- (13%) other
TK and Kindergarten Enrollment

For those who did not enroll their child in kindergarten, their plans for the 2021-22 school year:

<table>
<thead>
<tr>
<th></th>
<th>San Mateo + Santa Clara</th>
<th>State</th>
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<tbody>
<tr>
<td>Enroll in 1st grade in public school</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Enroll in 1st grade in private school</td>
<td>58%</td>
<td>22%</td>
</tr>
<tr>
<td>Homeschool</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Don’t know/not sure</td>
<td>42%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Support for Public Investments in ECE

- Slightly more than (96%) parents say they support investing more public funds in expanding access to quality, affordable child care and preschool.

- Slightly less than (90%) agree that California should be doing more to ensure infants and toddlers are healthy and developmentally on track at birth and through early childhood.
State: How Parents Would Prioritize Items in the Budget and Other Proposals

- 97%: Professional development for early educators
- 94%: Additional child care subsidies for infants and toddlers from low-income families
- 94%: Improved facilities for TK and kindergarten
- 93%: Free universal preschool for 4-year-olds
- 92%: Increased funding to help state-funded preschools reopen in person
- 90%: Early access for early educators to the COVID-19 vaccine
- 81%: Full-day kindergarten in public schools (instead of partial or half day)
State: How Parents Would Prioritize Items in the Master Plan for Early Learning and Care

- Specialized trainings for educators to:
  - Better serve children with disabilities: 97%
  - Eliminate biases and address other inequities: 93%
  - Encourage dual language development: 89%

- 95%: Free high-quality preschool for all 4-year-olds
- 95%: Increased wages and PD support for educators of young children
- 94%: Expanded access to paid family leave
- 94%: Collecting data to improve quality of care and better support children, families, and educators
- 92%: Free high-quality preschool for all low-income 3-year-olds
- 89%: Sliding scale fees (based on family income) for 3-year-olds for state-funded preschool
- 84%: Ensuring that children cannot be suspended, expelled, or encouraged to leave preschool programs
State: Opportunities for Dual Language Instruction

- 46% of parents (49% parents of color) see value in placing their child in a program where a language other than English is taught, even if that language is not their home language.

- 33% say their child is currently enrolled in an English-only program, and if they had the opportunity, they would enroll their child in a program where a language other than English is taught.

- 32% of parents (40% parents of color) see value in placing their child in a program where their home language (in addition to English) is taught because they want their child to continue to retain their home language.
Recommendations

• Invest in a powerful and sustained multi-year, multi-billion dollar investment to stabilize and reimagine California’s critical early care and education system to better serve families, including equitable access to affordable high-quality programs and waiving of family fees through the pandemic and beyond for families receiving subsidized care.

• Provide bold state investments that strengthen and expand support for early educators, including raising reimbursement rates; offering flexible stipends to cover COVID-related costs; and providing targeted professional development on trauma-informed care, working with dual language learners (DLLs), and anti-bias practices.

• Track long-term changes in equitable opportunities and outcomes, particularly for vulnerable children, by maintaining the Cradle-to-Career Data System.
Recommendations

• Invest in community-centered mental health services.

• Create whole-family wellness hubs in our most under-resourced communities that connect families to social supports such as housing, health care, legal services, and education. Streamline enrollment across public benefits programs to make it easier for families to enroll in programs and quickly access health, food, housing, and other supports.

• Increase investment in food and other public benefits programs available to all families regardless of their immigration status.

• Provide more access to health and mental health services through continuous coverage in Medi-Cal for young children 0-5 post-pandemic and for 12 months postpartum.

• Advance digital equity and increase community engagement and outreach in order to expand access to telehealth services.
Recommendations

• Establish a **process to identify DLLs** in early childhood education to support quality early learning that **builds on the linguistic skills** and needs of all children.

• Provide opportunities for young children to **develop their home language** as they acquire English by expanding **dual language and other bilingual programs** in the early years, ensuring that DLLs are prioritized for enrollment in these programs.

• Expand high-quality preschool programs to **serve all four-year-olds** in order to provide them with a critical foundation and better prepare them for kindergarten and beyond.
Questions?

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