

# Nevada County Local Planning Council

## Summary of Parent Focus Group Findings for the Preschool Development Grant Birth Through Five (PDG B-5)



FOR NEVADA COUNTY

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## Background

In December 2018, the California Department of Education (CDE), as the state lead agency, was awarded a competitive federal Preschool Development Grant Birth Through Five (PDG) for \$10,620,000 from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. A total of 46 states/territories received PDG B-5 awards that will last through December 2019.

The PDG award represents a unique opportunity for California to:

1. Complete a comprehensive needs assessment and analysis of the state's current early learning and care (ELC) system, including unmet need for services;
2. Build on previous and current planning efforts to develop an actionable PDG Strategic Plan for improving the ELC system; and
3. Launch or enhance projects that will help lay a foundation for systems improvements, including maximizing parental choice and knowledge, sharing best practices among early learning providers, and improving the quality of ELC programs.

In September 2019, Local Child Care Planning Councils (LPCs) in every county in California were tasked to support the gathering of specific information at the county level to inform the PDG needs assessment and begin a strategic plan to launch projects for systems improvements, including maximizing parental choice and knowledge, sharing best practices among early learning providers, improving the quality of ELC programs, strengthening the alignment between preschool and kindergarten, and supporting preschool children's school readiness and successful transitions into the K-12 system.

The Child Care Coordinating Council (CCCC) serves as the Local Planning Council (LPC) for Nevada County's child care and development services. As such, the CCCC began the work required by the PDG grant, specifically to conduct an environmental scan for three focus groups:

**Focus Group #1:** Parents with children birth through five enrolled in child care.

**Goal:** Gather information on parent experiences around the early learning and care for their child/ children ages birth through five.

**Focus Group #2:** Culturally and linguistically diverse families with children birth through five.

**Goal:** To understand the unique needs and views of culturally and linguistically diverse families on the accessibility, equity, and quality of early learning and care for their children ages birth through five.

**Focus Group #3:** Local Education Agency staff.

**Goal:** Gather views and information from Local Education Agency teachers, staff, and administrators on current policies and practices around kindergarten transitions, preschool and kindergarten alignment, collaboration, and community engagement.

CCCC worked with American Institutes of Research (AIR), the Nevada County Local Planning Council Board, and the Early Childhood Education Advisory Committee to develop questions for each focus group (See Appendix i-2, ii-2, iii-2). The questions for Focus Groups #1 and #2 were designed to explore the experience of parents and guardians with the Nevada County early childhood system. Parents were asked to describe their ideal early learning and care system for their children ages birth through five, availability, access to and experiences in enrolling their children in early care settings. The protocol then raised questions about participants' experience in finding and using support services for their children and transitions to kindergarten. This included a discussion of the resources currently available in the community and those that were needed but not available. Finally, participants were asked to consider what would make it easier to both find and use resources.

CCCC conducted a total of eight convenings to cover different areas of the county and accommodate the different schedules of focus group participants:

Focus Group #1 frequency and location: (2) Grass Valley, (1) Truckee

Focus Group #2 frequency and location: (1) Grass Valley, (1) Truckee

Focus Group #3 frequency and location: (1) Grass Valley, (2) Truckee

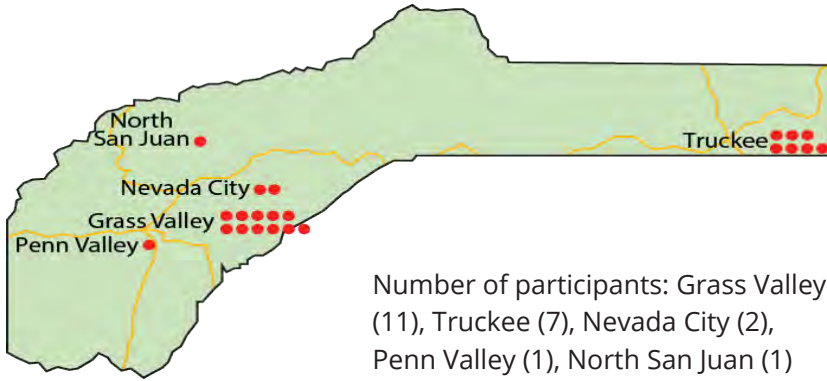
Date	Site	Location	Type	Number of Participants
Thursday, November 7th 2019	Tahoe Truckee Unified School District	11603 Donner Pass Rd. Truckee, CA 96161	Focus Group #3	9
Friday, November 8th 2019	Child Care Coordinating Council	640 E Main St. #3 Grass Valley, CA 95945	Focus Group #1	6
Tuesday, November 12th 2019	Nevada County Superintendent of Schools	380 Crown Point Circ. Grass Valley, CA 95945	Focus Group #3	5
Tuesday, November 19th 2019	Kids Stuff Child Care & Early Learning	132 Melissa Ct. Grass Valley, CA 95945	Focus Group #1	6
Thursday, November 21st 2019	Family Resource Center of Truckee	11695 Donner Pass Rd. Truckee, CA 96161	Focus Group #2	3
Thursday, November 21st 2019	Sierra High School	11661 Donner Pass Rd. Truckee, CA 96161	Focus Group #1	5
Thursday, November 21st 2019	Tahoe Truckee Unified School District	11603 Donner Pass Rd. Truckee, CA 96161	Focus Group #3	5
Monday, December 9th 2019	Sierra Nevada Children's Services	420 Sierra College Dr. #100 Grass Valley, CA 95945	Focus Group #2	5

# Demographic Profiles

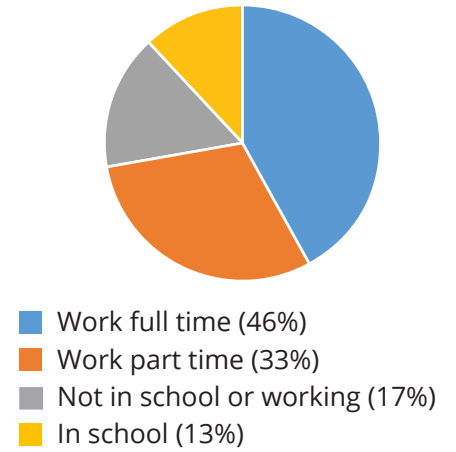
The below graphs illustrate the demographic profiles of participants in the focus groups.

## Focus Groups # 1 and 2:

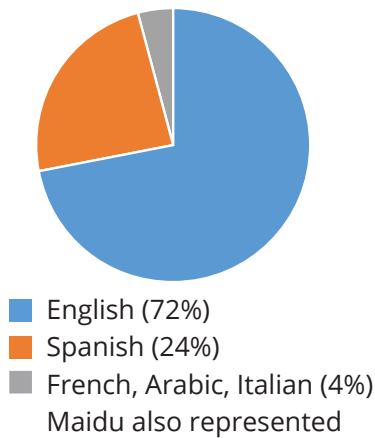
### Locations Represented



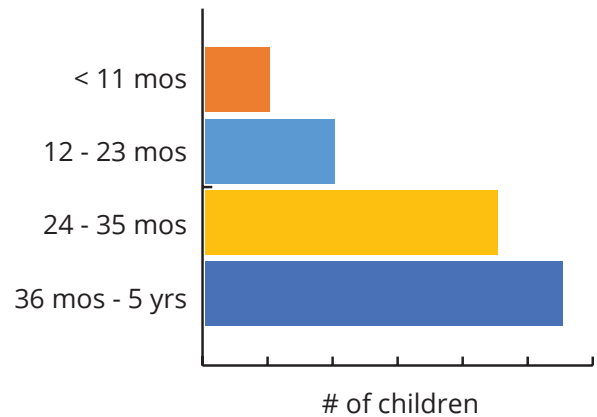
### Parent Occupations



### Languages Spoken at Home

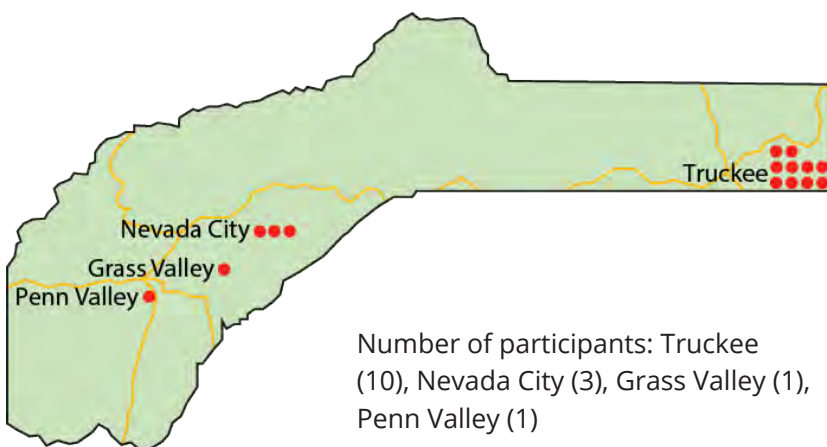


### Ages of Children

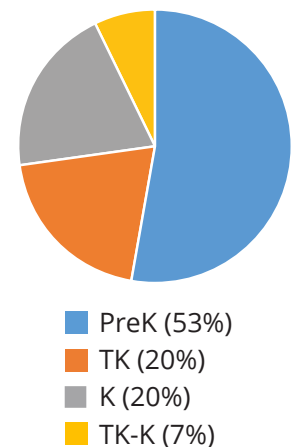


## Focus Group # 3:

### Locations Represented



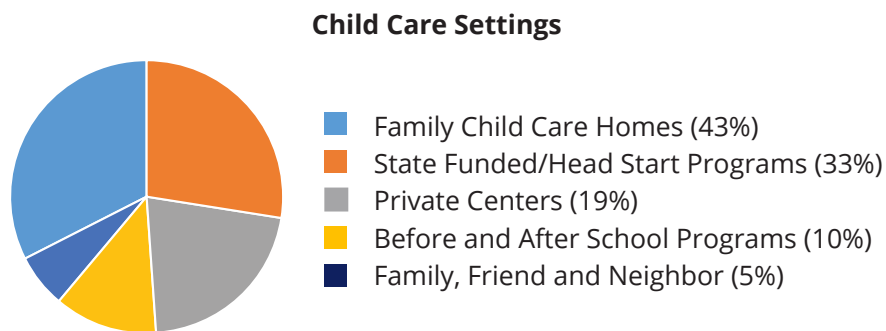
### Ages Taught



Findings are organized according to the six domains that shape the landscape of Nevada County's ECE system: 1) availability and access; 2) quality; 3) child care costs; 4) family engagement; 5) systems infrastructure and coordination; and 6) transitions to kindergarten. Guiding questions from the PDG-R grant relevant to California's current landscape frame the discussion points and findings.

## 1) Availability and Access

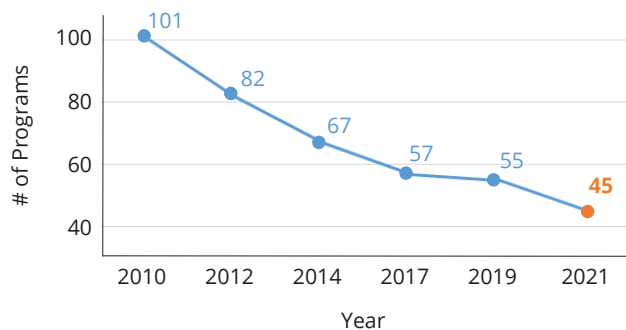
**Nevada County has a mixed-delivery infrastructure of privately and publicly funded ECE services for children birth through five.** This gives families a range of choices and services across a variety of early care and education settings for their children. The graph below shows the child care settings represented in the parent focus groups.



**There is a shortage of child care programs and services available for children, especially for children birth through three years of age.** The shortage of child care programs creates limited access to child care and long waiting lists. Lack of access to early child care slots is an issue across the county. The majority of parents (90%) in each focus group indicated that there are waiting lists for ECE programs. Services are most scarce for vulnerable populations.<sup>1</sup> We currently have an 88% unmet need for children 0-35 months old who are eligible for subsidized care and 60% unmet need for children 3-4 years old who are income-eligible for publicly subsidized early learning and care.

**The number of family child care providers is declining.** Based on data supplied by the Early Learning Needs Assessment (ELA) and Sierra Nevada Children's Services, the county's child care Resource and Referral Agency, there is a steady decline of child care programs, especially family child care providers. Family child care programs have an important place in Nevada County's mixed delivery system especially when taking care of children birth through three and providing services to parents working irregular schedules including weekends and night shifts.

**Decline of Family Child Care in Nevada County**



<sup>1</sup> vulnerable populations are families with infants and toddlers, and children who are high-impact including those living in poverty, dual language learners, foster children, children experiencing homelessness, children with disabilities, and children who are tribal, migrant, and/or live in rural/isolated communities.

## Findings

In 2010, there were 101 family child care providers in Nevada County. In 2019, there were only 55. If this trend continues, by 2021, there will only be 45 family child care providers.

**Cost to families is a barrier to accessing care for low- and middle-income families.** The high cost of care prevents many families in Nevada County from enrolling in ECE programs. According to the US Department of Health and Human Services (2016), a family should spend no more than 7% of their annual income on childcare. The chart below shows the average annual costs of child care in Nevada County.

	Center	Family Child Care
Infant	\$15,540	\$10,757
Preschooler	\$11,940	\$10,177

Per Nevada County's current child care rates, a middle income family (\$63,240) with one preschool child in a child care center will spend 19% of their annual income. A parent earning \$12/hour working full time would spend 62% of their gross income on an infant in a child care center.

**Accessing a list of viable child care programs open to enrollment is challenging.** Focus group respondents reported that they rely most heavily on internet searches, Facebook parent groups, friends, and family when looking for child care options and selecting child care providers. A large number of respondents in parent focus groups held in Grass Valley reported Sierra Nevada Children's Services (SNCS) as a resource in finding a list of child care programs. In Truckee, parent focus groups relied mostly on internet searches, and community resources including the Family Resource Center and Tahoe Truckee Sierra Teen Education and Parent Program (STEPP). School district programs for teen parents such as STEPP and the Young Parents Program, Nevada Joint Union High School District were reported to successfully support pregnant and teen parents in securing child care and continuing their education.

**The Young Parents Program in Grass Valley enhances the health, educational achievement, economic, personal and societal integration and independence of pregnant and parenting adolescents.** District programs for pregnant and parent teens in both western and eastern Nevada County prove effective in promoting positive pregnancy outcomes and effective parenting, and to help young parents obtain social and economic independence. Support and services given are not provided to district students but for all young parents in the county. Teen parents involved in the focus groups report that their case manager and these programs provide them with the social support, life skills, and free child care that they need to pursue their goal of graduation.

**The primary challenges respondents mentioned were finding openings and affordable care.** The majority of respondents described system-wide issues regarding the difficulty of locating information about early childhood services, a lack of communication across programs, and the difficulty obtaining quality child care and preschool. A dominant theme for all focus group respondents is the need to develop a centralized and connected system to ensure effective dissemination of information. This should include obstetricians, pediatricians, hospitals, social service workers, librarians, and other professionals who regularly come into contact with families and have the potential to serve as a link to other resources that these families may need.

**Participants also voiced a need for culturally responsive outreach to parents in more rural areas.** Parents in areas such as North San Juan tend to not participate in the system due to a general mistrust of the ECE system, fear of connecting with the government, and cultural barriers. While the type of information sought differs depending upon family circumstances, almost all families need some type of information on what resources or services are available for young children of families.

**ECE resources for children with special needs are in demand.** Respondents in both parent focus groups noted that it is difficult to find programs that are inclusive of children with disabilities, developmental delays, or behavioral issues. Parents with children with speech delays are referred to the Nevada County Superintendent of Schools Preschool Intervention Program (PIP), where they must transport their child from their child care program to another location to receive therapy services for their children for 1-2 hours. Once completed, parents must then transport the child back to their child care program. Respondents pointed to the hours of operation of these public programs and the challenge with transportation as a barrier to access. This limits the number of options that are truly available to families who do not have flexibility to provide or arrange for child care and transportation on schedules that conflict with parent work or education requirements. Both parents and educators in the focus groups added that limitations in serving children with disabilities include a shortage of teachers who are skilled at delivering specialized instruction, limited regulation and guidance on how to include children with disabilities in typical classrooms, and continued reliance on self-contained special education classrooms.

## 2) Quality

Respondents from both Focus Groups #1 and #2 were asked to rank which factors were most important when they chose their child care arrangement. For all parents, the #1 most important factor is high quality relationships between the teacher and child. The environment and teaching experience of the staff were the second and third most important factors for Focus Group #1. Ongoing educator training and environments were the second and third most important factors for Focus Group #2.

**Ranking of Quality Features (1 being most important)**

Child Care Features	Focus Group #1	Focus Group #2	Shared Preferences
Quality of relationship between teacher and child	1	1	
Physical environment	2	3 (to include the natural environment)	Low ratios
Experience working with children	3	2	
Education/training	4	4	
Curriculum	5	5	Must be play based and developmentally appropriate
Program philosophy	5	5 (incorporate cultural values)	Encourage family engagement
Nutrition	N/A	6 (specific diet accommodations, i.e. non GMO and vegan)	

**Quality is important, but cost and affordability are dominant factors in child care arrangements.** The quality of the teacher-child relationships is important in deciding on child care arrangements for all parents. However, child care is expensive and families struggle to pay for quality care. Data from respondents show that 90% of families who looked for child care had difficulty finding a program that fit their financial needs and nearly half of families never found a program with the quality they wanted. Of the respondents who were satisfied with their child care, all programs families had chosen were all involved in Early Quality Matters, Nevada County’s Quality Rating Improvement System for Quality Counts CA.



## Findings

Respondents who pay only through their family income said they were less satisfied than respondents with children qualifying for subsidies and respondents who declare themselves able to choose a private care. These respondents also noted that they settled for inconvenient care or paid more for care if they couldn't find and/or afford the care they wanted for their child.

Overall, the quality of relationships between teacher and child was identified as the main criteria associated with both respondents' satisfaction and dissatisfaction with current child care arrangements.

### 3) The Cost of Child Care

**The average cost of child care in Nevada County far exceeds what most families can afford.** The most common weekly cost of care reported by respondents whose children are in full day child care was between \$100-\$200 per week (50%), followed by (13%) who pay between \$50-\$100 per week. Parents who could only afford part time child care (38%) pay between \$50-\$100 per week for full day child care. As a yearly cost, this represents 19% of Nevada County's median household income (\$63,240). The majority of respondents (58%) said they exclusively use family income to pay for their child's care. About 42% of respondents said they use more than one source to pay for their child's care with the most frequent combination being family income plus child care subsidies.

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#### Child care costs 19% of the Nevada County median household income

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Additional direct costs of child care impact the business workforce and the overall economic growth. Paying for child care is an expensive proposition for most families as demonstrated by the average weekly cost for child care. Respondents who could not afford the cost of child care resorted to a variety of solutions: if there were two parents one would either resign from work/school and stay at home to take care of the child/children, the parent would take a different job out of the county in order to afford private child care, or use care from a relative, typically a grandparent.

**In a two-parent household, mothers typically make career sacrifices based on child care considerations rather than in the interest of their financial situation or career goals.** Data from our focus groups indicates that while some families prefer for a stay-at-home parent to care for children, most families rely on two paychecks or the single parent's paycheck to make ends meet. In the absence of viable child care options, mothers are often forced to modify their work schedules, settle for lower-quality care, or leave the workforce altogether—a decision that can jeopardize their family's financial security. One mother reflected: "At what point is it worth not working? We'd be paying more for child care than [my husband] makes."

**Challenges with child care cost, quality, and open slots differ for families in different income levels.** Middle-income families and parents of infants and toddlers have an especially hard time finding care, citing cost as the primary barrier to finding care. With the cost of child care amounting to thousands of dollars each year, middle-income families are increasingly priced out of the child care market and struggle to find a program that they can afford. One parent shared: "The main issue for my family is cost. We would love to have her in the child care with her brother, but the cost is more than our house mortgage." Another said "[I chose] the cheapest place which is not the best place."

**Higher-income families cite lack of slots and quality as their primary challenges likely because there is greater competition for a limited number of slots in high-quality programs.** One parent reflected on paying for child care:

“[it] is difficult even for families like mine with higher incomes who don’t qualify for sliding scales or subsidies. I also struggled to find quality care when the kids were small. I changed care providers several times.... I had also elected to stay home off and on for a total of three years because quality care was hard to find and hard to afford.”

More than half of families in the lowest income bracket reported they had no difficulty finding child care. This could reflect access to programs such as state subsidized programs (i.e. Head Start) or the fact that lower-income families turn to relatives and friends for child care and therefore may not have to undergo an extensive search to find someone to care for their child. Lower-earning families did cite location as a reason for difficulty, which is likely due to a lack of child care infrastructure and perhaps barriers to accessing affordable and reliable transportation.

**Many respondents said that trade-offs between the affordability and the quality of child care options resulted in stress and remorse in leaving for work.** Respondents were also faced with challenges finding care that accommodated their work hours. Several respondents said child care options were not available that allowed them to work after 5:30 or commute to Sacramento or Placer counties where jobs provided higher wages. Many respondents commented on the lack of availability of child care and the long waiting list for a spot in a child care program. One respondent described the process as long and taxing, another said “I chose child care that doesn’t match my schedule at all because it was the only one I could get into.”

#### 4) Family Engagement

**Parents report regularly receiving information and correspondence from their child care programs.** Parents whose children are enrolled in Early Quality Matters, Nevada County’s QRIS for Quality Counts CA often receive questionnaires to track their child’s developmental progress (Ages and Stages Questionnaire), receive notification through Desired Results Developmental Profile and/or other online applications that allow parents to virtually view their children’s learning and interactions. Parents also report that they are encouraged to learn as much about their child’s education as possible and become familiar with their program.

**Early childhood professionals and programs typically initiate parent involvement and parents generally reported feeling welcome in their child’s program.** Parents often participate in activities and take advantage of opportunities at their child’s early care and learning setting, work/school schedule permitting. Some parents also trade services, such as music lessons and activities in their child’s program to offset child care fees. One parent also reported that upon their involvement in their child’s program, they were able to replicate and extend activities that their child experienced in school to better support home/school connections.

#### 5) Systems Infrastructure and Coordination

**Opportunities need to be created to enhance a centralized database as a gateway to services and information.** Respondents in all parent focus groups cited the need to have the ability to obtain a full, regularly updated list of child care programs accepting enrollment in different parts of the county. In their search for child care, parents in the focus groups who reported to have been given a list of child care providers maintained by SNCS found them helpful. However, after parents contacted the list of providers issued to them, several, if not all were found to not have any openings. Respondents pointed out that having a centralized and coordinated database of providers accepting enrollment with costs of care would help them in their search. Additionally, a central location (physical site and/or online) needs to exist where parents can access information when the need arises to find a whole range of referrals. Supporting efforts to share information about quality and access with programs and parents can improve informed decision making in support of children.

**Families seemed to have a good sense of what constitutes high-quality childcare, citing several QRIS**

**elements of Quality Counts CA, but they are less able to quantify how a particular child care center meets quality standards.** When the QCC QRIS elements were shared, respondents showed high interest and excitement in having a statewide quality rating system that they can access.

**Supporting increased awareness about ECE options and their value in preparing children for school, and coordinating program enrollment processes makes it easier for families to enroll locally.** Respondents in all parent focus groups cited the need to have on-demand access to features child care program offer, special services offered, and standardized quality ratings as featured in websites like *Better Business Bureau* or even *Yelp*.

**Efforts are needed to address the shortage of child care, especially infant care.** The tremendous growth in the population and rising housing and living costs appears to have led to a shortage of early care educators. Expanding the capacity to serve children during the early years, ages birth through three, is an important starting point to make quality early care accessible and affordable, reap the benefits of quality instruction and care, and support working parents. These efforts could include scholarships or loan programs for high school graduates and college students interested in early care education and who are able and willing to intern in current Nevada County child care programs and/or intend to provide child care services in Nevada County.

**A movement towards Universal Preschool gives parents access to affordable high quality early care and education for their children.** Parents made it clear that there are serious difficulties obtaining high-quality child care and preschool services in Nevada County. This is an a source of great anxiety for families and represent a lost opportunity in achieving the goal of children who are healthy and ready to learn at school entry. Adjusting funding and reimbursement models to account for costs and quality, or moving towards publicly financed four-year old preschool, as is occurring in other states, would ensure access to regulated care for a much larger portion of children at a younger age and support the principles of an effective early childhood development system.

In a number of focus groups parents talked about providers that offer the high-quality childcare they want for their child. While families have a sense of what a high-quality child care setting looks like, many of them are painfully aware that the numbers of these places are limited in Nevada County and those that exist are limited in enrollment and more expensive than many families can afford. Parents expressed frustration that when they need services many are not available because their income level is too high. Many of these families are not wealthy by any stretch of the word, they are struggling with the high cost of child care, medical bills and housing, but they feel little help is available for people like them.

### 6) Transitions to Kindergarten

**Respondents in all three focus groups agree: clear, supportive, and well-communicated pathways between ECE programs to elementary school are needed to promote successful outcomes for children.** In Eastern Nevada County, educators representing private and public early learning and care programs and kindergarten teachers regularly gather for “TK Articulation” meetings. In these meetings, collaborative work between early learning and care educators and kindergarten teachers occurs to align standards, specifically skills and competencies, and experiences that support children’s developmental needs. TK Articulation members have also created their own transition form called “Pink and Blues” to provide opportunities for preschool and kindergarten teachers to share information, baseline skills assessment and how children are growing in relation to their baseline. These meetings have proven effective in creating connections between educators and support successful transitions for children. Expanding and formalizing this group would strengthen implementation of this intentional transition practice.

In Western Nevada County, respondents cite that additional effort is needed to make quality transitions. The majority report there is insufficient communication between the ECE and kindergarten systems, with most

connections occur in public school settings between preschool program staff and grade school staff (TK/K and K) within the same school. Parents and educators in all settings report that more collaboration and communication is needed to ensure that children have the necessary skills and disposition in transitioning to kindergarten. Respondents in the parent focus groups in Western Nevada County report feeling unprepared in enrolling their child in kindergarten. Most parents resort to searching online for resources and Facebook groups to determine which schools they enroll in.

**Early identification and intervention programs provided from the prenatal period until kindergarten entry would also mitigate the factors that place children at risk of poor outcomes.** TK and kindergarten teachers are seeing an increase in children with adverse childhood experiences and developmental delays. Early intervention programs demonstrate significant benefits in children's behavioral and emotional competencies, cognition, and educational progression.

**Respondents in all three focus groups concur that the most important school readiness factors are based on behavioral, social, and self-regulatory capacities.** The mutual understanding of school readiness includes children's ability to communicate their feelings, cooperate with their peers, follow instructions, speak with and listen to their peers and adults, have impulse control, take turns, and demonstrate a curiosity or interest in learning new things. TK and TK/K teachers also add potty trained as part of kindergarten readiness.

**Early learning and care programs provide children with the skills needed to succeed in kindergarten.** Social emotional components develop over time depending on the individual child's abilities and experiences. TK and Kindergarten teachers report that a child's school readiness is supported when they have had experiences in high quality early childhood settings and/or environments that prepare them in transitioning to kindergarten. School readiness requires that all families of young children access the resources that will allow them to give their children the nurturing relationships and experiences that promote school readiness. High-quality early education programs provide the foundation for school readiness and must be available to all young children and families.

The PDG Focus Groups worked to further strengthen connections within our community and set shared goals to support more collaboration at all levels. Parents and educators all want to do what's best for children, and to be given the opportunity to incorporate their input and strategies at the local county and statewide level was deeply appreciated. Community partners are key to effectively developing systems of care for young children, diverse families and communities that are trying to work across traditionally siloed programs.

As we move forward, the Child Care Coordinating Council will build on the relationships that have been developed between individuals working in different systems to implement a community-level strategy for the Preschool Development Grant and IMPACT 2020. We will develop our network of local stakeholders, coordinate services across multiple agencies, and leverage the expertise across the community to support educators and meet the needs of families in Nevada County. The overall high levels of collaboration and trust building in our community has created a strong group of advocates for systemic changes to support the early childhood workforce, pave the way towards quality prekindergarten universally and further build aligned supports for families and children from birth to grade 3.

**Focus Group #1 Parents with Child Care**

**Consent Form**



## Focus Groups Informed Consent

The Child Care Coordinating Council serves as Nevada County’s Local Planning Council (LPC) for child care development services. We are conducting focus groups under the direction of the California Department of Education. These convening conversations will inform the countywide Early Care and Education Needs Assessment and the comprehensive 2021-2025 Early Care and Education Strategic Plan.

***This form provides you with information about your rights as a stakeholder participant and the responsibilities of those conducting the focus group conversations.***

### What is the purpose of this focus group?

- There are two aims of this convening. First, we would like to understand the views parents have about accessibility, equity, and quality regarding early care and education programs within the county. We would also like to understand experiences with enrollment, intake, and support services; as well as, what barriers may be preventing families from enrolling, and the characteristics of child care programs families value.

### How long will the focus group last?

- Approximately an hour and a half.

### Are there any risks?

- There are no known or anticipated risks to participating in this study.

### How Will We Protect Your Privacy?

- Your participation is completely **voluntary**. You can stop participating at any point and skip any question you do not wish to answer.
- We will never use your name to report what we learn from these focus groups.
- If direct quotes are used, there will be no name attached to the quote – instead the quote will be identified as parent or teacher.
- If everyone consents, we will record the focus group conversation for notetaking purposes, but no one will hear this recording outside the focus group facilitation team.

### Why Should I Participate?

- Your input will help Nevada County better understand how to best increase equity and quality for families to access early care and education programs.

### Informed Consent

If you understand the information above, please check the boxes and complete the fields below.

- I agree to participate in the focus groups and understand my rights as a participant.
- I agree and understand the recording will not be shared outside the research team.

Name:		Signature:			Date:
<b>Role:</b> I am a parent of a child enrolled in a:	<input type="checkbox"/> Private center	<input type="checkbox"/> State funded center/Head Start	<input type="checkbox"/> Family child care	<input type="checkbox"/> Family, friend or neighbor	
	<input type="checkbox"/> TK or K	<input type="checkbox"/> Other: _____		<input type="checkbox"/> N/A	
<b>Do you speak a language other than English at home?</b>		<input type="checkbox"/> No	<input type="checkbox"/> Yes	<b>If yes, what language(s)?</b> _____	

## BACKGROUND INFORMATION

1. Are you a Nevada County Resident?  No  Yes, what city? \_\_\_\_\_
2. How many children do you have in the following age group?  
# of children under 11 months = \_\_\_\_\_ # of children 24 months ( 2yrs) to 35 months = \_\_\_\_\_  
# of children 12 months (1 yr) to 23 months = \_\_\_\_\_ # of children 36 months to 5 years = \_\_\_\_\_
3. Are you (and your spouse/partner) currently working or going to school? (Check all that apply)
- Self
- Working full time, what city? \_\_\_\_\_
  - Working part time, what city? \_\_\_\_\_
  - Going to school part time, where? \_\_\_\_\_
  - Going to school full time, where? \_\_\_\_\_
  - Neither working or going to school
- Spouse/Partner
- Working full time, what city? \_\_\_\_\_
  - Working part time, what city? \_\_\_\_\_
  - Going to school part time, where? \_\_\_\_\_
  - Going to school full time, where? \_\_\_\_\_
  - Neither working or going to school
4. Do you have any full day child care options available to you?
- Yes, if yes, what type of setting is your child currently in?
- Family Child Care  Child Care Center
  - Paid Family, Friend or Neighbor  TK at: \_\_\_\_\_
  - Other: \_\_\_\_\_
- No, I do not have any child care options available
- If not, how is your child currently cared for during the day?  
\_\_\_\_\_  
\_\_\_\_\_
5. How much are you paying for child care?
- Free program  less than \$50 per week  \$50 to \$100 per week  \$100 to \$200 per week
6. Does this include: (Please check all that apply)
- Before/After-school care  Part-time care (How many hours/wk \_\_\_\_\_)  Other: \_\_\_\_\_
- Full day care
7. How is your child care child paid for? (Please check all that apply)
- Family income only  Free program
  - Pretax set aside  Exchange with others
  - Subsidy  Other: \_\_\_\_\_
  - Child support
8. Would you pay more for child care if there were more/different choices available?
- Yes, if I could afford it  No, I would not even if I could afford it
9. If you have a child under the age of three, what did you do if you didn't find the care you wanted? (Please check all that apply)
- Negotiated a longer leave  Reduced to part-time work
  - Resigned my job  Paid more for care
  - Found a different job  Other \_\_\_\_\_
  - Settled for inconvenient care  No child under age 3

**Focus Group #1 Parents with Child Care**

**Focus Group Questions**



**Goal:** Gather information on parent experiences around the early learning and care for their child/children ages birth to five.

**Outcome:** To maximize parental choice by ensuring parents are provided with an easy to access information and resources to make informed choices about their child's early care and education; Have a local and statewide system that simplifies the quality care search process and promote parent and family involvement in early learning and care settings.

Child Care = Early learning and care program that includes center-based, family child care, family friend and neighbor, transitional kindergarten, etc.

Focus Group Questions

**AVAILABILITY OF, ACCESS TO, AND ENROLLMENT IN QUALITY EARLY LEARNING AND CARE PROGRAMS**

Let's think back to the time you were about to select a child care for your child or children under 5 years old ...

1. What were the most important factors you had in mind when looking for a child care?
2. How did you find out about the various child care options?
3. Did any of you receive help enrolling or setting up child care for your child?
4. For those that did receive help, can you describe who helped your family arrange for and enroll in child care?
5. Did any of you experience any difficulties finding child care?
6. For those of you who experienced challenges finding child care, was there anything that could have helped you overcome the difficulties or made it easier to find child care?
  - i. If yes, what would have helped make it easier?

**SUPPORTS AND SERVICES**

Now let's think about the child care program your youngest child is currently enrolled in.

1. What made you choose your child care program? What factors were important in making your decision?
2. What types of support does your program offer children (either your child or other children)?
  - a. Example can include support for children with special needs, social services, dual language learners, etc.
  - b. How do they connect you to these supports? Is this type of support important to you?
3. Overall, how satisfied are you with your current child care arrangement for your youngest child?
4. Which of the following factors are the main reasons you are satisfied or dissatisfied? (Please check all that apply)
 

<input type="checkbox"/> Level of quality	<input type="checkbox"/> Inconvenient hours that do not work for my schedule	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Affordable price	<input type="checkbox"/> Quality of care that is lower than I want	_____
<input type="checkbox"/> Hours which meet my needs	<input type="checkbox"/> Inconvenient location	_____
<input type="checkbox"/> Convenient location		_____
<input type="checkbox"/> Cost is too high		
5. On a scale of 1 to 5, 1 least agree and 5 strongly agree, how much you agree or disagree with the following statements as they relate to your current child care arrangement for your youngest child.
 

<input type="checkbox"/> I am happy with my current child care arrangement	<input type="checkbox"/> I have trouble affording my child care
	<input type="checkbox"/> I have trouble finding care that meets my hours

- |   |   |
|---|---|
| <input type="checkbox"/> I have trouble with the location of my care      | <input type="checkbox"/> I need care that is more consistent  |
| <input type="checkbox"/> I have concerns about the child care environment | <input type="checkbox"/> I have concerns about having to use too many different child care programs in a week |
| <input type="checkbox"/> I need care for my child when s/he is sick       | <input type="checkbox"/> I need care for a child with special needs   |
| <input type="checkbox"/> I need care that with more flexible hours        |   |
| <input type="checkbox"/> I am concerned about the quality of the care     |   |

6. Have you heard of Quality Counts California, or QCC? In this county, it's called Early Quality Matters or EQM.
  - a. Are any of your children enrolled in a program that is part of Early Quality Matters or EQM?
  - b. If yes, how did you learn your program was part of Early Quality Matters or EQM?

### FAMILY ENGAGEMENT

1. Do you feel like you have a good understanding of what happens in your child's child care setting?
2. Do you volunteer or help out at your child care program?
  - If yes, what kinds of activities do you help with? How often? Possible probes: Discuss a typical experience in the classroom.
  - If no, what keeps you from doing more things at the program? Do you feel welcome to volunteer in the classroom? What might help you help out more?
3. How does your child's program communicate with you (listen for face-to-face communication, written documents or guidance)?
4. What might help improve communication between your child's ELC program and your family?

### KINDERGARTEN READINESS

For those of you with children about to enter kindergarten:

1. How do you receive information about kindergarten expectations before school start?
2. What factors are important for you in preparing your children for kindergarten?
3. How do you know your child is ready for kindergarten?
4. What are some ways that might help with the transition from your child's current early learning care setting to kindergarten?

### WRAP-UP

1. Is there anything else you would like to add? Any questions I should have asked, but didn't?

Thank you for your time and feedback!

Gol: Información sobre las experiencias de los padres en torno a el aprendizaje temprano y atención para sus hijos/niños desde el nacimiento hasta los cinco años.

Resultado: Maximizar la elección de los padres asegurando que los padres reciban información y recursos para tomar decisiones informadas sobre la atención temprana y la educación de sus hijos; Tener un sistema local y estatal que simplifique el proceso de búsqueda de atención de calidad y promueva la participación de los padres y la familia en entornos de aprendizaje y cuidado tempranos.

Cuidado Infantil - Programa de aprendizaje y cuidado temprano que incluye el centro de atención, cuidado de niños familiares, amigo de la familia o vecino, jardín de infantes de transición, etc.

### Preguntas del Grupo de Enfoque

#### DISPONIBILIDAD, ACCESO E INSCRIPCIÓN EN PROGRAMAS DE APRENDIZAJE Y CUIDADO TEMPRANO DE CALIDAD

Pensemos en el momento en que estaba a punto de seleccionar un cuidado de niños para su hijo o niños menores de 5 años ...

1. ¿Cuáles fueron los factores más importantes que tenía en mente al buscar un cuidado infantil?
2. ¿Cómo se enteró de las diversas opciones de cuidado infantil?
3. ¿Alguno de ustedes recibió ayuda para inscribirse o establecer el cuidado infantil para su hijo?
4. Para aquellos que recibieron ayuda, ¿puede describir quién ayudó a su familia a organizar e inscribirse en el cuidado de niños?
5. ¿Alguno de ustedes tuvo alguna dificultad para encontrar cuidado infantil?
6. Para aquellos de ustedes que experimentaron dificultades para encontrar cuidado infantil, ¿había algo que pudiera haberle ayudado a superar las dificultades o facilitar la búsqueda de cuidado infantil?
  - i. En caso afirmativo, ¿qué habría ayudado para que sea más fácil?

#### APOYOS Y SERVICIOS

Ahora pensemos en el programa de cuidado infantil en el que su hijo menor está inscrito actualmente.

1. ¿Qué le hizo elegir su programa de cuidado infantil? ¿Qué factores fueron importantes para tomar su decisión?

<input type="checkbox"/> Ambiente	<input type="checkbox"/> Relación con el proveedor/profesor	<input type="checkbox"/> Precio asequible
<input type="checkbox"/> Similitudes culturales	<input type="checkbox"/> Experiencia del proveedor o maestro	<input type="checkbox"/> Las horas satisfacían mis necesidades
<input type="checkbox"/> Tamaño del grupo	<input type="checkbox"/> Filosofía del programa	<input type="checkbox"/> Ubicación
<input type="checkbox"/> Nivel de educación del proveedor/maestro		
2. ¿Qué tipos de manutención ofrece su programa a los niños (ya sea a su hijo u otros niños)?
  - a. Un ejemplo puede incluir apoyo para niños con necesidades especiales, servicios sociales, estudiantes de doble idioma, etc.
  - b. ¿Cómo te conectan con estos soportes? ¿Este tipo de apoyo es importante para usted?
3. En general, ¿qué tan satisfecho está con su arreglo de cuidado infantil actual para su hijo menor?

4. ¿Cuáles de los siguientes factores son las razones principales por las que está satisfecho o insatisfecho? (Marque todos los que correspondan)
- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Atención de alta calidad             | <input type="checkbox"/> Horas inconvenientes, no funcionan para mi horario                      | <input type="checkbox"/> Otros (especificar) |
| <input type="checkbox"/> Precio asequible                     | <input type="checkbox"/> Calidad de la atención es más baja de lo que quiero, ubicación incómoda | _____  |
| <input type="checkbox"/> Horas que satisfacen mis necesidades |  | _____  |
| <input type="checkbox"/> Ubicación conveniente                |  | _____  |
| <input type="checkbox"/> El costo es demasiado alto           |  |  |
5. En una escala de 1 a 5, 1 menos de acuerdo y 5 firmemente de acuerdo, cuánto usted está de acuerdo o en desacuerdo con las siguientes declaraciones en lo que se relacionan con su arreglo de cuidado infantil actual para su hijo menor.
- |   |  |
|---|--|
| <input type="checkbox"/> Estoy contento con mi arreglo de cuidado infantil actual         | <input type="checkbox"/> Necesito cuidado que con horarios más flexibles   |
| <input type="checkbox"/> Tengo problemas para pagar el cuidado de mi hijo                 | <input type="checkbox"/> Me preocupa la calidad de la atención   |
| <input type="checkbox"/> Tengo problemas para encontrar atención que cumpla con mis horas | <input type="checkbox"/> Necesito atención que sea más consistente   |
| <input type="checkbox"/> Tengo problemas con la ubicación de mi cuidado                   | <input type="checkbox"/> Tengo preocupaciones acerca de tener que usar demasiados programas de cuidado infantil diferentes en una semana |
| <input type="checkbox"/> Tengo preocupaciones sobre el entorno de cuidado infantil        | <input type="checkbox"/> Necesito cuidar a un niño con necesidades especiales  |
| <input type="checkbox"/> Necesito cuidar a mi hijo cuando está enfermo                    |  |
6. ¿Has oído hablar de Quality Counts California, o QCC? En este condado, se llama Early Quality Matters o EQM.
- ¿Alguno de sus hijos está inscrito en un programa que forma parte de Early Quality Matters o EQM?
  - En caso afirmativo, ¿cómo supiste que tu programa formaba parte de Early Quality Matters o EQM?

### COMPROMISO DE LA FAMILIA

- ¿Siente que tiene una buena comprensión de lo que sucede en el entorno de cuidado infantil de su hijo?
- ¿Usted es voluntario o ayuda en su programa de cuidado infantil?
  - En caso afirmativo, ¿con qué tipo de actividades ayuda? ¿Con qué frecuencia? Posibles sondas: Discuta una experiencia típica en el salón de clases.
  - Si no, ¿qué te impide hacer más cosas en el programa? ¿Se siente bienvenido a ser voluntario en el aula? ¿Qué podría ayudarte a ayudar más?
- ¿Cómo se comunica el programa de su hijo con usted (escuche la comunicación cara a cara, los documentos escritos u orientación)?
- ¿Qué podría ayudar a mejorar la comunicación entre el programa ELC de su hijo y su familia?

### PREPARACIÓN PARA EL JARDÍN DE INFANTES

Para aquellos de ustedes con niños a punto de ingresar al jardín de infantes:

- ¿Cómo recibe información sobre las expectativas del jardín de infantes antes del inicio de la escuela?
- ¿Qué factores son importantes para usted en la preparación de sus hijos para el jardín de infantes?
- ¿Cómo sabe que su hijo está listo para el jardín de infantes?
- ¿Cuáles son algunas maneras que podrían ayudar con la transición del entorno actual de cuidado de aprendizaje temprano de su hijo al jardín de infantes?

### WRAP-UP

- ¿Hay algo más que quieras añadir? ¿Alguna pregunta que debimos haber hecho, pero no lo hizo?

¡Gracias por su tiempo y comentarios!

**Focus Group #1 Parents with Child Care**

**Flyers**

# WHAT IS YOUR EXPERIENCE AROUND EARLY LEARNING AND CARE AS A PARENT?

For parents with  
children currently in  
child care!

**What:** As part of a county needs assessment, the Child Care Coordinating Council, the local planning council for child care and development for Nevada County, is conducting a focus group to hear your experiences around early learning and care as a parent, for your children ages birth to five.

**Goal:** To capture and understand your view on accessibility, equity, and quality regarding early learning and care programs in our county.

**Why:** Your experience will inform upcoming work to improve the early learning and care system and launch projects to ensure parents have support, information, and resources available to make informed choices about their child's care.

## When:

Friday, November 8th, 10-11:30am

Tuesday, November 19th, 6-7:30pm

*Child care provided!*

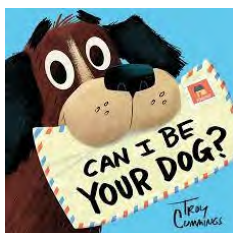
## Where:

The Child Care Coordinating Council  
640 E Main St Ste #3 Grass Valley

Kids Stuff Child Care & Early Learning  
132 Melissa Ct, Grass Valley

For more **information** and to **RSVP** contact Lucia at [lstewart@nevco.org](mailto:lstewart@nevco.org)

Participants receive a children's book package and rechargeable LED lantern!



# WHAT IS YOUR EXPERIENCE AROUND EARLY LEARNING AND CARE AS A PARENT?

For parents with  
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## When:

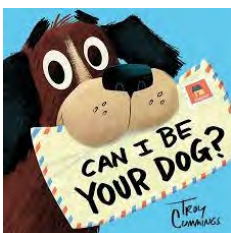
Thursday, November 21st  
2:30-3:45pm

## Where:

Sierra High School  
11661 Donner Pass Rd  
Truckee

For more **information** and to **RSVP** contact Lucia at [lstewart@nevco.org](mailto:lstewart@nevco.org)

Participants receive a children's book package and rechargeable LED lantern!



**Focus Group #2 Culturally and Linguistically Diverse Families**

**Consent Form**





## Focus Groups Informed Consent

The Child Care Coordinating Council serves as Nevada County’s Local Planning Council (LPC) for child care development services. We are conducting focus groups under the direction of the California Department of Education. These convening conversations will inform the countywide Early Care and Education Needs Assessment and the comprehensive 2021-2025 Early Care and Education Strategic Plan.

***This form provides you with information about your rights as a stakeholder participant and the responsibilities of those conducting the focus group conversations.***

### What is the purpose of this focus group?

- There are two aims of this convening. First, we would like to understand the views parents have about accessibility, equity, and quality regarding early care and education programs within the county. We would also like to understand experiences with enrollment, intake, and support services; as well as, what barriers may be preventing families from enrolling, and the characteristics of child care programs families value.

### How long will the focus group last?

- Approximately an hour and a half.

### Are there any risks?

- There are no known or anticipated risks to participating in this study.

### How Will We Protect Your Privacy?

- Your participation is completely **voluntary**. You can stop participating at any point and skip any question you do not wish to answer.
- We will never use your name to report what we learn from these focus groups.
- If direct quotes are used, there will be no name attached to the quote – instead the quote will be identified as parent or teacher.
- If everyone consents, we will record the focus group conversation for notetaking purposes, but no one will hear this recording outside the focus group facilitation team.

### Why Should I Participate?

- Your input will help Nevada County better understand how to best increase equity and quality for families to access early care and education programs.

### Informed Consent

If you understand the information above, please check the boxes and complete the fields below.

- I agree to participate in the focus groups and understand my rights as a participant.
- I agree and understand the recording will not be shared outside the research team.

<b>Name:</b>		<b>Signature:</b>			<b>Date:</b>
<b>Role:</b> I am a parent of a child enrolled in a:	<input type="checkbox"/> Private center	<input type="checkbox"/> State funded center/Head Start	<input type="checkbox"/> Family child care	<input type="checkbox"/> Family, friend or neighbor	
	<input type="checkbox"/> TK or K	<input type="checkbox"/> Other: _____		<input type="checkbox"/> N/A	
<b>Do you speak a language other than English at home?</b>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<b>If yes, what language(s)?</b> _____		

## BACKGROUND INFORMATION

1. Are you a Nevada County Resident?  No  Yes, what city? \_\_\_\_\_
2. How many children do you have in the following age group?  
# of children under 11 months = \_\_\_\_\_ # of children 24 months ( 2yrs) to 35 months = \_\_\_\_\_  
# of children 12 months (1 yr) to 23 months = \_\_\_\_\_ # of children 36 months to 5 years = \_\_\_\_\_
3. Are you (and your spouse/partner) currently working or going to school? (Check all that apply)
- Self
- Working full time, what city? \_\_\_\_\_
  - Working part time, what city? \_\_\_\_\_
  - Going to school part time, where? \_\_\_\_\_
  - Going to school full time, where? \_\_\_\_\_
  - Neither working or going to school
- Spouse/Partner
- Working full time, what city? \_\_\_\_\_
  - Working part time, what city? \_\_\_\_\_
  - Going to school part time, where? \_\_\_\_\_
  - Going to school full time, where? \_\_\_\_\_
  - Neither working or going to school
4. Do you have any full day child care options available to you?
- Yes, my child is currently in a:
- Family Child Care
  - Child Care Center
  - Transitional Kindergarten(TK) at the following school: \_\_\_\_\_
  - Paid Family, Friend or Neighbor
  - Other: \_\_\_\_\_
- No, I do not have any child care options available
- If not, how is your child currently cared for during the day?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. If your child is enrolled in child care, how are payments made? (Please check all that apply)
- Family income only
  - Pretax set aside
  - Subsidy
  - Child support
  - Free program
  - Exchange with others
  - Other: \_\_\_\_\_
6. Would you pay more for child care if there were more/different choices available?
- Yes, if I could afford it
  - No, I would not even if I could afford it
7. If you have a child under the age of three, what did you do if or when you didn't find the care you wanted? (Please check all that apply)
- Negotiated a longer leave
  - Resigned my job
  - Found a different job
  - Settled for inconvenient care
  - Reduced to part-time work
  - Paid more for care
  - Other \_\_\_\_\_
  - No child under 3



## Consentimiento informado de los Grupos de Enfoque

El Consejo Coordinador de Cuidado Infantil sirve como el Consejo de Planificación Local (LPC) del Condado de Nevada para los servicios de desarrollo de cuidado infantil. Estamos llevando a cabo grupos focales bajo la dirección del Departamento de Educación de California. Estas conversaciones informarán la Evaluación de las Necesidades de Educación y Cuidado Temprano en todo el condado y el Plan Estratégico integral 2021-2025 de Atención Temprana y Educación.

**Este formulario le proporciona información sobre sus derechos como participante y las responsabilidades de quienes llevan a cabo las conversaciones del grupo de enfoque.**

### ¿Cuál es el propósito de este grupo de enfoque?

- Hay dos objetivos de esta convocatoria. En primer lugar, nos gustaría entender las opiniones que los padres tienen sobre accesibilidad, equidad y calidad con respecto a los programas de atención temprana y educación dentro del condado. También nos gustaría comprender las experiencias con los servicios de inscripción, admisión y apoyo; así como, ¿qué barreras pueden ser evitadas que las familias se inscriban, y las características de los programas de cuidado infantil que tienen valor para las familias.

### ¿Cuánto durará el grupo de enfoque?

- Aproximadamente una hora y media.

### ¿Hay algún riesgo?

- No hay riesgos conocidos o previstos para participar en este estudio.

### ¿Cómo protegeremos su privacidad?

- Su participación es completamente **voluntaria**. Puede dejar de participar en cualquier momento y omitir cualquier pregunta que no desee responder.
- Nunca usaremos su nombre para informar lo que aprendemos de estos grupos de enfoque.
- Si se utilizan citas directas, no habrá ningún nombre adjunto a la cita – en su lugar, la cita se identificará como padre o maestro.
- Si todos consienten, grabaremos la conversación del grupo de enfoque para fines de tomar notas, pero nadie escuchará esta grabación fuera del equipo de facilitación del grupo de enfoque.

### ¿Por qué debo participar?

- Su opinión ayudará al Condado de Nevada a entender mejor la mejor manera de aumentar la equidad y la calidad para que las familias accedan a programas de atención temprana y educación.

### Consentimiento informado

Si entiende la información anterior, marque las casillas y complete las preguntas a continuación.

- Acepto participar en los grupos focales y entender mis derechos como participante.
- Estoy de acuerdo y entiendo que la grabación no se compartirá fuera del equipo de investigación.

Nombre:		Firma:		Fecha:
<b>Papel:</b> Soy padre de un niño inscrito en:	<input type="checkbox"/> Centro privado	<input type="checkbox"/> Centro financiado por el Estado/Head Start	<input type="checkbox"/> Cuidado de niños en familia	<input type="checkbox"/> Familia, amigo o vecino
	<input type="checkbox"/> TK o K	<input type="checkbox"/> Otro: _____		<input type="checkbox"/> N/A
<b>¿Hablas otro idioma que no sea el inglés en casa?</b>	<input type="checkbox"/> No	<input type="checkbox"/> Sí	<b>En caso afirmativo, ¿qué idioma(s) _____</b>	

## INFORMACIÓN DE FONDO

1. ¿Es usted residente del condado de Nevada?  No  Sí, ¿qué ciudad? \_\_\_\_\_
2. ¿Cuántos hijos tiene en el siguiente grupo de edad?  
niños menores de 11 meses: \_\_\_\_\_ niños de 24 meses (2 años) a 35 meses: \_\_\_\_\_  
niños de 12 meses (1 año) a 23 meses: \_\_\_\_\_ niños de 36 meses a 5 años de: \_\_\_\_\_
3. ¿Está usted (y su cónyuge/pareja) actualmente trabajando o yendo a la escuela? (Marque todas las que correspondan)
- Propio
- Trabajando a tiempo completo, ¿qué ciudad? \_\_\_\_\_
  - Trabajando a tiempo parcial, ¿qué ciudad? \_\_\_\_\_
  - Ir a la escuela a tiempo parcial, ¿dónde? \_\_\_\_\_
  - Ir a la escuela a tiempo completo, ¿dónde? \_\_\_\_\_
  - Ni trabajar ni ir a la escuela
- Cónyuge/Socio
- Trabajando a tiempo completo, ¿qué ciudad? \_\_\_\_\_
  - Trabajando a tiempo parcial, ¿qué ciudad? \_\_\_\_\_
  - Va a la escuela a tiempo parcial, ¿dónde? \_\_\_\_\_
  - Va a la escuela a tiempo completo, ¿dónde? \_\_\_\_\_
  - Ni trabajar ni ir a la escuela
4. ¿Tiene alguna opción de cuidado infantil de día completo disponible para usted?
- Sí, mi hijo se encuentra actualmente en:
- Cuidado de Niños Familiares
  - Centro de Cuidado Infantil
  - Kindergarten de Transición (TK) en la siguiente escuela:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - Familia, amigo o vecino pagados
  - Otro:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- No, no tengo ninguna opción de cuidado infantil disponible
- Si no es así, ¿cómo se cuida actualmente a su hijo durante el día?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Si su hijo está inscrito en el cuidado de niños, ¿se realizan pagos? (Marque todos los que correspondan)
- Solo ingresos familiares
  - Pretax aside aside
  - Subsidio
  - Manutención infantil
  - Programa gratuito
  - Intercambio con otros
  - Otro: \_\_\_\_\_

6. ¿Pagaría más por el cuidado de niños si hubiera más/diferentes opciones disponibles?

Sí, si pudiera

No, aunque pudiera

7. Si tienes un hijo menos de tres años, ¿qué hiciste cuando no encontraste el cuidado que querías? (Marque todos los que correspondan)

Negociado una licencia más larga

Trabajo reducido a tiempo parcial

Renunció a mi trabajo

Pagado más por la atención

Encontramos un trabajo diferente

Otro: \_\_\_\_\_

Aceptamos una atención incómoda

Ningún niño menor de 3 años

**Focus Group #2 Culturally and Linguistically Diverse Families**

**Focus Group Questions**



**Focus Group: Culturally and Linguistically Diverse Families**  
**Topic: Access to Early Learning and Care**

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Goal: To understand the unique needs and views of culturally and linguistically diverse families on the accessibility, equity and quality of early learning and care for their children ages birth to five.

Outcome: Incorporate the input and perspectives of families into the state's early childhood planning, ensuring consumer awareness and early learning and care access and strategies support connections with linguistically and culturally diverse families

Child Care Programs are early learning and care settings that include center-based, family child care, family friend and neighbor, transitional kindergarten, etc.

Focus Group Questions

**EARLY LEARNING AND CARE FEATURES AND OPTIONS**

Lets imagine that a high quality Universal Preschool has been made available to all children 0-5 years of age. You were offered free child care for your child...

1. What type of setting would you prefer?
2. What types of features would you look for in this setting?

<input type="checkbox"/> Environment	<input type="checkbox"/> Level of education of provider/teacher	<input type="checkbox"/> Program philosophy
<input type="checkbox"/> Cultural similarities	<input type="checkbox"/> Relationship with provider/teacher	<input type="checkbox"/> Group size
<input type="checkbox"/> Experience of provider or teacher		
3. How would you want this program to support and connect with the type of care, skill-building and the learning you are doing at home with your child?
4. What types of family values would you want this program to support?
5. What type of activities and skills would you want child care programs to teach to support your child's learning?
6. Do you have any other concerns or comments about the child care arrangements for your youngest child?
7. If Universal Pre-K offered additional hours of care for 4-year-olds (up to 10 total hours) for an additional fee, how likely would you be to use it?
8. For those of you with children about to enter kindergarten:
  - a. What factors are important for you in preparing your children for kindergarten?
  - b. How do you know your child is ready for kindergarten?
  - c. How do you receive information about kindergarten expectations before school start?
  - d. What are some ways you would like to see your chosen child care program help you and your child transition to kindergarten?

## KNOWLEDGE OF & ACCESS TO EARLY CHILDHOOD PROGRAMS

I'd like to ask you about the process of finding child care.

9. Describe your experience with your child care search (even if you ultimately decided not to have your children in child care). How long did it take? What were the challenges?
10. Is there a central place where people can call or visit to apply for child care programs, or to find out about child care options or services in the county?
11. What early childhood programs and services are you aware of in your community? What do you know about these entities?
12. How did you find out about these programs and services?
13. What were some of the biggest challenges or barriers you had in accessing child care services or early care and learning programs?
14. What reasons did you have in choosing not to enroll your child in a child care program or a type of early care and learning program?

## OUTREACH & PARTNERSHIPS WITH EARLY CHILDHOOD PROGRAMS

Again, in thinking about a free, high quality universal preschool made available to all children 0-5 years of age...

15. How would you prefer to find and choose a child care program that best fits your family?
16. What will not work for your family in looking to access child care programs?
17. What successful strategies have child care programs and/or agencies done in the past to reach families not connected to early education services?
18. How many of you have heard about Quality Counts CA or Early Quality Matters or EQM before?
  - a. For those that have, how did you hear about it?

## WRAP-UP:

Is there anything else you would like to add? Any questions I should have asked, but didn't?

Thank you for your time and feedback!



**Gol:** Entender las necesidades específicas y puntos de vista de las familias de culturas e idiomas diversos sobre la accesibilidad, equidad y calidad de aprendizaje temprano y cuidado de sus hijos desde el nacimiento hasta los cinco años.

**Resultado:** Incorporar estas aportaciones y perspectivas de las familias en la planificación de la primera infancia del estado, garantizando la concienciación de los consumidores y el acceso al aprendizaje y la atención temprana, y las estrategias apoyan las conexiones con las familias de idiomas y culturas diversas.

Los Programas de Cuidado Infantil son entornos de aprendizaje y cuidado temprano que incluyen centros, cuidado infantil familiar, amigo y vecino de la familia, jardín de infantes de transición, etc.

### Preguntas del Grupo de Enfoque

#### **CARACTERÍSTICAS Y OPCIONES DE APRENDIZAJE Y CUIDADO TEMPRANO**

Imaginemos que un Preescolar Universal de alta calidad se ha puesto a disposición de todos los niños de 0 a 5 años de edad. Te ofrecieron cuidado de niños gratis para tu hijo...

1. ¿Qué tipo de ajuste preferirías?
2. ¿Qué tipos de características buscaría en esta configuración?
 

<input type="checkbox"/> Ambiente	<input type="checkbox"/> Nivel de educación del proveedor/maestro	<input type="checkbox"/> Filosofía del programa
<input type="checkbox"/> Similitudes culturales	<input type="checkbox"/> Relación con el proveedor/profesor	<input type="checkbox"/> Tamaño del grupo
<input type="checkbox"/> Experiencia del proveedor o Profesor		
3. ¿Cómo desearía que este programa apoyara y se conectara con el tipo de cuidado, el desarrollo de habilidades y el aprendizaje que está haciendo en casa con su hijo?
4. ¿Qué tipos de valores familiares desearía que este programa apoyara?
5. ¿Qué tipo de actividades y habilidades desearía que los programas de cuidado infantil enseñaran para apoyar el aprendizaje de su hijo?
6. ¿Tiene alguna otra inquietud o comentario sobre los arreglos de cuidado infantil para su hijo menor?
7. Si Universal Pre-K ofreciera horas adicionales de atención para niños de 4 años (hasta 10 horas totales) por un cargo adicional, ¿qué probabilidades tendría de usarlo?
8. Para aquellos de ustedes con niños a punto de ingresar al jardín de infantes:
  - a. ¿Qué factores son importantes para usted en la preparación de sus hijos para el jardín de infantes?
  - b. ¿Cómo sabe que su hijo está listo para el jardín de infantes?
  - c. ¿Cómo recibe información sobre las expectativas del jardín de infantes antes del inicio de la escuela?
  - d. ¿Cuáles son algunas de las maneras en que le gustaría ver que su programa de cuidado infantil elegido lo ayude a usted y a su hijo a pasar al jardín de infantes?

## CONOCIMIENTO Y ACCESO A LOS PROGRAMAS DE CUIDADO INFANTIL

Me gustaría preguntarle sobre el proceso de encontrar cuidado infantil.

9. Describa su experiencia con su búsqueda de cuidado infantil (incluso si finalmente decidió no tener a sus hijos en cuidado infantil). ¿Cuánto tiempo tomó? ¿Cuáles fueron los desafíos?
10. ¿Hay un lugar central donde las personas pueden llamar o visitar para solicitar programas de cuidado infantil, o para averiguar acerca de las opciones o servicios de cuidado infantil en el condado?
11. ¿Qué programas y servicios de primera infancia conoce en su comunidad? ¿Qué sabe de estas entidades?
12. ¿Cómo se enteró de estos programas y servicios?
13. ¿Cuáles fueron algunos de los mayores desafíos o barreras que tuvo para acceder a los servicios de cuidado infantil o a los programas de atención temprana y aprendizaje?
14. ¿Qué razones tuvo al elegir no inscribir a su hijo en un programa de cuidado infantil o en un tipo de programa de atención temprana y aprendizaje?

## ALCANCE Y SOCIOS CON PROGRAMAS DE CUIDADO INFANTIL

Una vez más, al pensar en un preescolar universal gratuito y de alta calidad puesto a disposición de todos los niños de 0 a 5 años de edad...

15. ¿Cómo preferiría encontrar y elegir un programa de cuidado infantil que se adapte mejor a su familia?
16. ¿Qué no funcionará para su familia al buscar acceder a los programas de cuidado infantil?
17. ¿Qué estrategias exitosas han hecho los programas de cuidado infantil y/o las agencias en el pasado para llegar a familias no conectadas a los servicios de educación temprana?
18. ¿Cuántos de ustedes han oído hablar de Quality Counts CA o Early Quality Matters o EQM antes?
  - a. Para los que lo han hecho, ¿cómo te enteraste?

## WRAP-UP:

¿Hay algo más que quieras añadir? ¿Alguna pregunta que debimos haber hecho, pero no se hizo?

¡Gracias por su tiempo y comentarios!

**Focus Group #2 Culturally and Linguistically Diverse Families**

**Flyers**

# WHAT IS YOUR EXPERIENCE AROUND EARLY LEARNING AND CARE AS A PARENT?

For parents with  
children NOT currently  
in child care  
.....  
and/or diverse  
families\*

**What:** As part of a county needs assessment, the Child Care Coordinating Council, the local planning council for child care and development for Nevada County, is conducting a focus group to hear your experiences around early learning and care as a parent, for your children ages birth to five.

**Goal:** To capture and understand your view on accessibility, equity, and quality regarding early learning and care programs in our county.

**Why:** Your experience will inform upcoming work to improve the early learning and care system and launch projects to ensure parents have support, information, and resources available to make informed choices about their child's care.

## When:

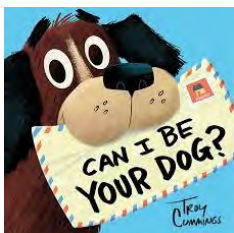
Thursday, November 21st  
10:45am-12:00pm  
*Child care provided!*

## Where:

Truckee Family Resource Center  
11695 Donner Pass Rd  
Truckee

For more **information** and to **RSVP** contact Lucia at [lstewart@nevco.org](mailto:lstewart@nevco.org)

Participants receive a children's book package and rechargeable LED lantern!



\*Parents who feel their voice may be underrepresented due to culture, linguistic, or other differences



# ¿Cuál ha sido su experiencia con el aprendizaje y el cuidado temprano de sus hijos?

**Qué:** Como parte de una evaluación de las necesidades del condado, el Consejo Coordinador de Cuidado Infantil, el consejo de planificación local para el cuidado y desarrollo de niños para el Condado de Nevada, está llevando a cabo un grupo de enfoque para escuchar sus experiencias en torno al aprendizaje temprano y la atención como padre, para sus hijos de nacimiento a cinco años.

Para padres con niños que no estén en un programa de cuidado de niños. Vengan con sus hijos a esta junta. Habrá cuidado de niños.

**Objetivo:** Capturar y comprender su punto de vista sobre accesibilidad, equidad y calidad con respecto a los primeros programas de aprendizaje y cuidado en nuestro condado.

**Por qué:** Su experiencia informará el próximo trabajo de mejorar el sistema de aprendizaje y cuidado temprano y los proyectos de lanzamiento para garantizar que los padres tengan apoyo, información y recursos disponibles para tomar decisiones informadas sobre el cuidado de sus hijos.

## Cuando:

Jueves, 21 de  
Noviembre 10:45 -  
12:00pm

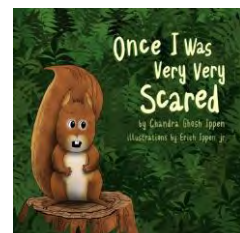
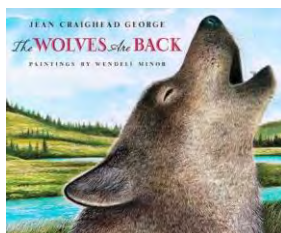
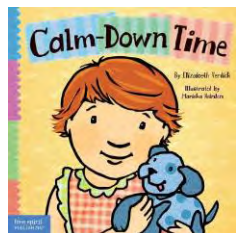
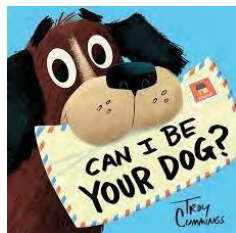
## Dónde:

Truckee Family Resource Center  
11695 Donner Pass Rd  
Truckee

Para obtener más información y RSVP, póngase en contacto con Lucia:

[lstewart@nevco.org](mailto:lstewart@nevco.org)

¡Los participantes reciben un paquete de libros para niños!



# WHAT IS YOUR EXPERIENCE AROUND EARLY LEARNING AND CARE AS A PARENT?

For parents with  
children NOT currently  
in child care  
.....  
and/or diverse  
families\*

**What:** As part of a county needs assessment, the Child Care Coordinating Council, the local planning council for child care and development for Nevada County, is conducting a focus group to hear your experiences around early learning and care as a parent, for your children ages birth to five.

**Goal:** To capture and understand your view on accessibility, equity, and quality regarding early learning and care programs in our county.

**Why:** Your experience will inform upcoming work to improve the early learning and care system and launch projects to ensure parents have support, information, and resources available to make informed choices about their child's care.

## When:

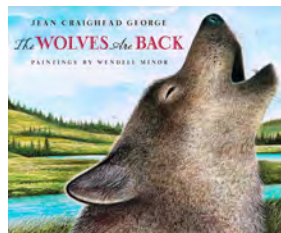
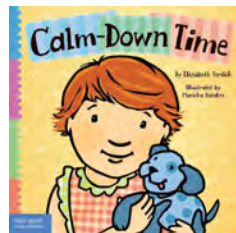
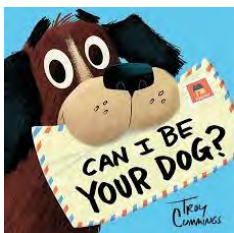
Monday, December 9th  
3-4:30pm  
*Child care provided!*

## Where:

Sierra Nevada Children's Services  
420 Sierra College Dr Ste #100  
Grass Valley

For more **information** and to **RSVP** contact Lucia at [lstewart@nevco.org](mailto:lstewart@nevco.org)

Participants receive a children's book package and rechargeable LED lantern!



\*Parents who feel their voice may be underrepresented due to culture, linguistic, or other differences



# ¿Cuál ha sido su experiencia con el aprendizaje y el cuidado temprano de sus hijos?

**Qué:** Como parte de una evaluación de las necesidades del condado, el Consejo Coordinador de Cuidado Infantil, el consejo de planificación local para el cuidado y desarrollo de niños para el Condado de Nevada, está llevando a cabo un grupo de enfoque para escuchar sus experiencias en torno al aprendizaje temprano y la atención como padre, para sus hijos de nacimiento a cinco años.

Para padres con niños que no estén en un programa de cuidado de niños. Vengan con sus hijos a esta junta. Habrá cuidado de niños.

**Objetivo:** Capturar y comprender su punto de vista sobre accesibilidad, equidad y calidad con respecto a los primeros programas de aprendizaje y cuidado en nuestro condado.

**Por qué:** Su experiencia informará el próximo trabajo de mejorar el sistema de aprendizaje y cuidado temprano y los proyectos de lanzamiento para garantizar que los padres tengan apoyo, información y recursos disponibles para tomar decisiones informadas sobre el cuidado de sus hijos.

## Cuando:

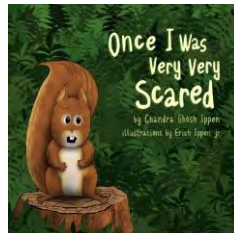
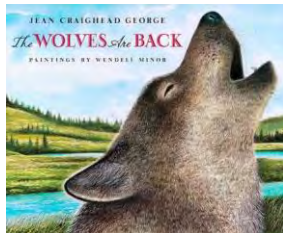
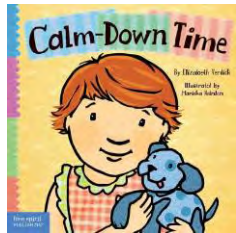
Lunes, 9 de Diciembre  
3 - 4:30pm

## Dónde:

Sierra Nevada Children's Services  
420 Sierra College Dr. Ste #100  
Grass Valley

Para obtener más información y RSVP, póngase en contacto con Lucia:  
[lstewart@nevco.org](mailto:lstewart@nevco.org)

¡Los participantes reciben un paquete de libros para niños y una linterna LED recargable!



**Focus Group #3 Local Education Agencies**

**Consent Form**



# Focus Groups Informed Consent



The Child Care Coordinating Council serves as Nevada County’s Local Planning Council (LPC) for child care development services. We are conducting focus groups under the direction of the California Department of Education. These convening conversations will inform the countywide Early Care and Education Needs Assessment and the action plan for the CA Department of Education’s Preschool Development Grant.

***This form provides you with information about your rights as a stakeholder participant and the responsibilities of those conducting the focus group conversations.***

## What is the purpose of this focus group?

- Gather information and views of local education agency staff on current policies and practices around kindergarten transitions, in regards to the alignment, collaboration and community engagement.

## How long will the focus group last?

- Approximately an hour and a half.

## Are there any risks?

- There are no known or anticipated risks to participating in this study.

## How Will We Protect Your Privacy?

- Your participation is completely **voluntary**. You can stop participating at any point and skip any question you do not wish to answer.
- We will never use your name to report what we learn from these focus groups.
- If direct quotes are used, there will be no name attached to the quote – instead the quote will be identified as parent or teacher.
- If everyone consents, we will record the focus group conversation for notetaking purposes, but no one will hear this recording outside the focus group facilitation team.

## Why Should I Participate?

- Your input will help Nevada County better understand how to address successful transitions into the K-12 school systems, and inform the work of the Preschool Development Grant in creating strategies to strengthen and establish an alignment between preschool and kindergarten that supports community engagement and strengthens preschool children’s school readiness and successful transitions into the K-12 system.

## Informed Consent

If you understand the information above, please check the boxes and complete the fields below.

- I agree to participate in the focus groups and understand my rights as a participant.
- I agree and understand the recording will not be shared outside the research team.

Name:	Signature:	Date:
School Name:	District Name:	
Roles(s): <input type="checkbox"/> TK Teacher <input type="checkbox"/> Kindergarten Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Special Educator <input type="checkbox"/> Other: _____		

**Focus Group #3 Local Education Agencies**

**Focus Group Questions**

Goal: Gather information from Local Education Agency teachers, staff support and administrators on transitions to kindergarten practices.

Outcome: Strengthen and establish an alignment between preschool and kindergarten that supports community engagement and strengthens preschool children's school readiness and successful transitions into the K-12 system.

Early learning and care settings are preschool child care programs that includes center-based, family child care, family friend and neighbor, and transitional kindergarten, etc.

### **CURRENT TRANSITION PRACTICES – STATE, COUNTY AND LOCAL LEVEL**

1. At the state or county level, can you identify any administrative policies/mandates that directly support the transition process between your schools and the community?
2. At the local level, tell me about current programs or activities at your school to support children and their families before the start of kindergarten?
3. In thinking about your local activities at the county and local level with families and local early learning and care programs), how well are these practices working? Please provide examples of success or challenges.
4. Please describe any practices from the past (i.e. from Step Up to Kindergarten) that worked well that your organization/district would like to bring back.
5. Can you identify any community resources that supported kindergarten transition experiences?

### **ENTRY INTO KINDERGARTEN**

1. Do you receive any type of information that you find valuable in supporting children at the start of kindergarten?
2. How do you know that a child is ready for kindergarten?
3. For children with preschool experiences, can you identify transition practices that you think directly and effectively supported their transition from their preschool to your kindergarten classroom? How/Why?
4. For children without traditional preschool experiences, can you identify transition practices that you think directly and effectively supported their transition from their home environment to your kindergarten classroom? How/Why?
5. What did you see was the least useful experience(s) children had before entering kindergarten? Why?

### **KINDERGARTEN PRACTICES IN YOUR CLASSROOM**

1. What is your school's academic philosophy for kindergarten?

2. What is your individual philosophy for teaching kindergarten?
3. What are common concerns regarding children entering kindergarten?
4. What do you want preschool teachers to know about what it is like for your students at the beginning of the year?
5. What assessment tools (if any) are requested/used in your kindergarten program?

### EXPLORING FUTURE TRANSITION PARTNERSHIPS

1. What do you think the parents should be doing to help their child at the start of kindergarten?
2. How can local community organizations/partners participate in strengthening the kindergarten transition process?
3. In what ways would you like to see more collaboration between kindergarten and local early learning and care preschool programs (i.e., Head Start or other state or local preschool programs)?
4. How would you create a learning continuity across systems and strengthen communication between early learning and care programs and the K-12 system?
5. Who from the school district can create an action plan to support better transitions? What resources would you need?

**Focus Group #3 Local Education Agencies**

**Flyers**

# KINDERGARTEN TRANSITIONS FOCUS GROUP

**Who:** TK and kindergarten teachers, school staff who work with kindergarteners.

**What:** Under the direction of the California Department of Education, the Child Care Coordinating Council is conducting a focus group to learn about coordination practices of educational programs for preschool children to the K-12 system.

**Goal:** Gather information from LEA's on transitions to kindergarten to support successful transitions from early learning and care to the K-12 system.

**Outcome:** Strengthen and establish an alignment between preschool and kindergarten that supports community engagement and children's school readiness and successful transitions into the K-12 system.

**When:**

Tuesday, November 12th, 3:30-5:00pm

**Where:**

Nevada County Superintendent of Schools Training Room  
380 Crown Point Cir, Grass Valley

For more **information** and to **RSVP** contact Lucia at [lstewart@nevco.org](mailto:lstewart@nevco.org)

Participants receive a children's book package, STEM approved games, and a rechargeable LED lantern!

