

# Education & Child Care

## Why is this important?

A good education provides a foundation for children and youth to become successful members of society, obtain high-quality jobs, and contribute to the benefit of the community. Schools play an important role in ensuring that all children and youth reach their full potential by providing equal access to education regardless of socioeconomic status. Further, a highly skilled and educated work force attracts businesses to the area with resulting economic benefits.

After school or extended day programs can provide children and youth with safe and enriching places to go after school (especially if their parents work). Younger children (ages 5 to 9) and those in low-income neighborhoods gain the most from after-school programs, showing improved behavior, work habits, and academic performance. Young teens who participate in after-school activities achieve higher grades in school and engage in less risky behavior. Overall, participation in after-school activities is associated with improved school attendance, the development of new skills and interests, decreased time watching television, increased time spent on homework, and the development of higher aspirations including plans to complete high school and college.

High quality child care and early education are another important element in children's social, emotional, physical, and cognitive development, preparing them for later school success while enabling parents to work. However, finding accessible, safe, and affordable child care is a major challenge facing parents statewide. Among other factors, the cost of living in the Bay Area is prompting some families to relocate, creating long commutes and new demands on parents and child care providers. The availability of quality child care also impacts employers' ability to utilize the City's skilled work force and remain economically competitive.

While public education is not under the purview of Redwood City, the City has taken an active role in community education and child well-being for many years, primarily as a long-standing partner in Redwood City 2020. Redwood City 2020 is a collaboration between the Redwood City Parks, Recreation and Community Services Department, Redwood City Elementary School District, Sequoia Union High School District, San Mateo County, Stanford University, Wells Fargo Bank, the Sequoia Healthcare District, and Kaiser Permanente. Currently, Redwood City 2020's primary activity is to provide educational resources in the City. These include a teen resource center, community-based child welfare services, programs encouraging school readiness, free part-day preschool through the Preschool for All program, direct participation and service provision in community schools, and extensive after-school programs.

## Defining Sustainability

A sustainable society supports and develops its young people through education and care, and encourages life-long education for all.

# Indicator Results

## Educational Attainment

This sub-section provides a series of indicators related to the educational attainment of Redwood City students. Specific indicators include the percentage of Redwood City public schools meeting individual academic performance, the college readiness of students, math proficiency for high school exit exam and reading proficiency in 3<sup>rd</sup> graders. These indicators are indicative of whether students reach their full potential as adults. For example, college attendance is correlated with better future employment chances and higher socioeconomic status. Competency in mathematics is crucial for functioning in everyday life as well as for success in workplaces reliant on technology. Students who take higher-level math and science courses are more likely to attend and complete college, be successful in workplaces reliant on technology and have increased future earnings.<sup>42</sup> Finally, third-grade reading scores are highly correlated with later academic success.

### ***Educational Attainment – Percentage of Redwood City Schools Meeting Individual Academic Performance Index (API) growth targets***

The Academic Performance Index (API) measures the test performance of 2<sup>nd</sup> through 12<sup>th</sup> grade students in public schools, as well as their improvement (“growth”) from year to year. Testing is conducted to meet the requirements of California’s Public Schools Accountability Act of 1999 and the federal No Child Left Behind law. The Public Schools Accountability Act has set both performance and improvement (growth) targets for all grade levels. API test results are not available for private schools. Highlights of Redwood City test results included the following:

- In 2007, 6 of 24 schools (25% of schools) met the performance target requirements in the Public Schools Accountability Act.
- In 2007, 16 of 24 schools (67% of schools) met the growth target, which defines the requirement improvement from year-to-year.
- From 2005-2007, a consistent but low percentage of schools met the state’s performance targets.

**Table 20: Percentage of Redwood City-Serving Public Schools Meeting State API Targets**

	2005		2006		2007	
	Met Growth Target	Met Performance Target	Met Growth Target	Met Performance Target	Met Growth Target	Met Performance Target
Percentage Meeting Target	86%	24%	86%	29%	70%	26%
Number Schools Meeting Target	18	5	18	6	16	6
Total Number of Redwood City-serving Public Schools <sup>43</sup>	21		21		23	

Source: California Department of Education, 2008

<sup>42</sup> Kidsdata.org, “Why This Topic Is Important,” accessed June 2008 at [http://kidsdata.org/topictables.jsp?csid=0&menuused=compareFXR&ct=44&i=1&ra=5\\_3](http://kidsdata.org/topictables.jsp?csid=0&menuused=compareFXR&ct=44&i=1&ra=5_3)

<sup>43</sup> Though there were 23 public schools from 2005-2007, data was not available for Summit Preparatory Charter High or Newcomer Academy in 2005 and 2006, and therefore this data was not included.

**Educational Attainment – Percent of Students Qualified for State University Admittance**

- In 2005, 45.5% of graduating students completed the required coursework for admittance to a state university. This percentage fluctuated between 1997 and 2005 with a high of 48.2% and a low of 38.6%.

**Table 21: Percent of Graduating Students Completing Qualifying Course Work for State University Admittance**

	1997	1999	2001	2003	2005
Sequoia Union High School District Graduates Completing College Preparatory Courses	41.7%	48.2%	38.6%	41.6%	45.5%

Source: California Department of Education, 2008

**Educational Attainment in Math – Percent of Students Passing the Mathematics Section of the California High School Exit Exam**

- In 2006 and 2007, over 80% of students passed the math section of the high school exit exam. This is a significant increase from 2003, when under half (49%) passed the exam.

**Table 22: Math Proficiency – Percent of Students Passing the Mathematics Section of the California High School Exit Exam**

	2003	2004	2005	2006	2007
Sequoia Union High School District Tenth Grade Students Passing the High School Exit Exam in Mathematics	49%	73%	79%	83%	82%

Source: California Department of Education, 2008

**Educational Attainment in Reading – Percent of 3rd Graders Testing Above the 50th Percentile**

- In 2007, 35% of 3<sup>rd</sup> graders had a reading proficiency above the 50<sup>th</sup> percentile. Thus, a majority of Redwood City third graders test at a reading proficiency level below the national average.
- Between 2003 and 2007, the percentage of 3<sup>rd</sup> graders exceeding the 50<sup>th</sup> percentile fluctuated between 30% and 35%.

**Table 23: Redwood City Third Graders Reading at or Above the 50<sup>th</sup> Percentile**

	2003	2004	2005	2006	2007
Students At or Above 50th Percentile	31%	35%	30%	34%	35%

Source: California Department of Education, 2008

**Publicly-Funded After School Programs: Financing, Availability, and Enrollment**

For several years, Redwood City 2020 and the Redwood City Parks, Recreation, and Community Service Department have aggressively sought state and federal funding for after-school programs. The Parks and Recreation Department has also provided direct funding, staff supervision and oversight, and other resources for after-school programs. A summary of after-school programs run by the Parks and Recreation Department is as follows:

- In 2007/2008, there were 1,065 students enrolled in Redwood City Parks and Recreation Department after-school programs at 11 sites.
- Enrolled students in Redwood City Parks and Recreation Department after-school programs account for around 10% of 5-14 year olds in Redwood City.<sup>44</sup>
- As a result of the efforts of the City and community and school partners, Parks and Recreation Department after-school programs in the City received \$1,537,890 in state and federal funds in 2007/2008, an average of \$1,444 per student enrolled in publicly-funded after school programs.

## Annual Redwood City Public Library Expenditures Per Capita

- Redwood City spent \$75.71 per capita on library expenditures in 2005/2006. This is an increase from \$66.18 in 1996/1997.
- Redwood City's 2005/2006 per capita library expenditures were much higher than the 2005/2006 San Mateo County Average (\$57.67/capita) and the 2005/2006 statewide average (\$29.39/capita).
- Redwood City's per capita library expenditures in 2005/2006 were the second highest of any city in San Mateo County, second only to Burlingame (\$96.41/capita). Redwood City is followed by South San Francisco (\$67.61/capita), Menlo Park (\$61.68/capita), unincorporated San Mateo County (\$56.41/capita) and the City of San Mateo (\$45.45/capita).

**Table 24: Annual Redwood City Public Library Expenditures per Capita**

	'96/'97	'97/'98	'98/'99	'99/'00	'00/'01	'01/'02	'02/'03	'03/'04	'04/'05	'05/'06	10-year average
Redwood City	\$66.18	\$65.96	\$66.43	\$63.08	\$70.50	\$73.32	\$71.85	\$77.67	\$71.27	\$75.71	<b>\$70.20</b>

Source: California State Library, Library Development Services Bureau, 2008

## Child Care Demand and Supply

Redwood City has more demand than supply for child care service in all age groups. Though quantifying demand for child care can be inexact, the Child Care Partnership Council of San Mateo County estimates there are enough spaces in Redwood City to serve the needs of 41% of infants/toddlers, 85% of preschool-age children, and 35% of school-age children who need care.<sup>45</sup> Table 25 below documents the current childcare supply in Redwood City. Future progress can be measured by the degree to which spaces are added in age groups with high demand. Characteristics of each age group's demand and supply are as follows:

- Infant/toddler care has the greatest deficiency because it is expensive to provide in centers (due to higher staffing ratios required for infant care), and because of limits in the number of infants and toddlers that family child care homes can enroll.

<sup>44</sup> This percentage is based on the American Community Survey estimate of 9,893 5-14 year-olds in the City. Published A.C.S. age cohorts do not correspond directly to the age cohorts enrolled in after school programs, but are similar and give a rough estimate of enrollment rates.

<sup>45</sup> This figure assumes that all child care spaces in centers and homes are utilized, and assumes they are of sufficient quality and are financially & geographically accessible to Redwood City families. This figure does not account for the significant usage of Redwood City child care by non-residents, which further reduces available supply.

- Full-day pre-school programs are undersupplied, while part-day preschool services are generally more available.
- School-age childcare is undersupplied. Those families who require school-age childcare but do not have it often use drop-in recreational programs and grant-funded afterschool grant programs, or rely on self-supervision at home, libraries or other locations.
- Additionally, there is demand across the board for subsidized full-day care for infants, preschool children, and school-age children. As of June 2008, 864 Redwood City children were on the countywide Centralized Eligibility List (247 infants, 348 preschool-age, 269 school-age) waiting for subsidized spaces. Part-day preschool care is well-supplied, due to the Redwood City School District's ongoing success at securing state subsidies related to school readiness and universal preschool. It is likely that some families waiting for full-day programs use a patchwork of part-day preschool programs and informal care.

**Table 25: Child Care Spaces in Redwood City by Age Group**

	Infant/Toddler Child Care	Full-Time Preschool	Part-Time Preschool	School-Age (5-12) Child Care
Total Spaces (in centers & family child care homes)	604 (221 in centers)	1629 (1148 in centers)	537 (centers)	1885 (704 in lic. Centers, 940 exempt)
Subsidized Spaces	67	221	431	1090

Source: www.kidsdata.org, Child Care Partnership Council of San Mateo County, City of Redwood City, 2008

## Summary of Results

Education and child care is a broad topic, and indicator results for Redwood City are mixed. Only around 1/3 of Redwood City students read above the 50<sup>th</sup> percentile and around ½ qualify for entrance to the California State University system, though an increasing majority of high school students demonstrate math proficiency. Redwood City contributes a higher amount per capita to its library than the state or county average and provides after-school programs for roughly 10% of school-age children. The City lacks sufficient available childcare for infants, school-age children, and preschoolers needing full-day care, and particularly lacks subsidized care for low-income children across each of these groups.

## Potential Policy Responses

- Continue collaborations between schools and other public and private entities.
- Direct financial resources to programs that support young people's success in school and life.
- Support consistent afterschool programs through such means as securing funding, sharing facilities, and coordinating resources.
- Engage private and public entities (including employers, developers, public agencies, and others) in partnerships to address child care needs and to maximize and leverage resources.
- Maintain high levels of library funding.
- Develop opportunities for lifelong education, including adult education, job skills training, on-the-job training, student internships, and positive youth/adult partnerships.

- Continue to track child care supply and demand, identifying areas where there it is under-supplied or unaffordable for certain segments of the population and improve the availability of child care for those working non-traditional hours.
- Target child care assistance towards those that cannot afford it, particularly those ineligible for state-subsidized child care, or those on the waiting list for state-subsidized child care.