

Summary Report 2023 Child Care Provider Survey



Child Care Resource & Referral of Marion, Polk and Yamhill Counties

A Program of Community Action

TABLE OF CONTENTS

Summary

Survey Objectives_____	3
Participants_____	3
Methodology_____	3
Data Collected_____	4
Key Findings_____	4-10
Recommendations_____	11

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SUMMARY

Child Care Resource & Referral of Marion, Polk & Yamhill Counties (CCR&R) has conducted an early learning educator survey for 7 years. Every year we meet with community members and Early Learning Hub partners to design some of the questions to fit what might be happening currently in the early childhood system or to assess specific needs. For example, Preschool Promise Expansion, Infant/Toddler Expansion, or Mental Health Services. In addition, there are questions that the Early Learning Division require us to ask, especially around early childhood program demographics. The survey was revised in October of 2023 and sent to 1195 early learning educators and their staff in Marion, Polk and Yamhill Counties. The survey was delivered in English, Spanish and Russian. There were 56 responses.

SURVEY OBJECTIVES

- Assess regional early learning educator needs for quality improvement.
- Inform stakeholders and local partners on regional early learning educator needs.
- Help drive the CCR&R Workplan/Training plans for the region (rural and urban).
- Assist CCR&R's on how we can better serve our region early learning educators.
- Define what the priorities are and how we can best support them in quality best practices

PARTICIPANTS: Early learning professionals and their staff who are licensed and unlicensed in Marion, Polk & Yamhill counties

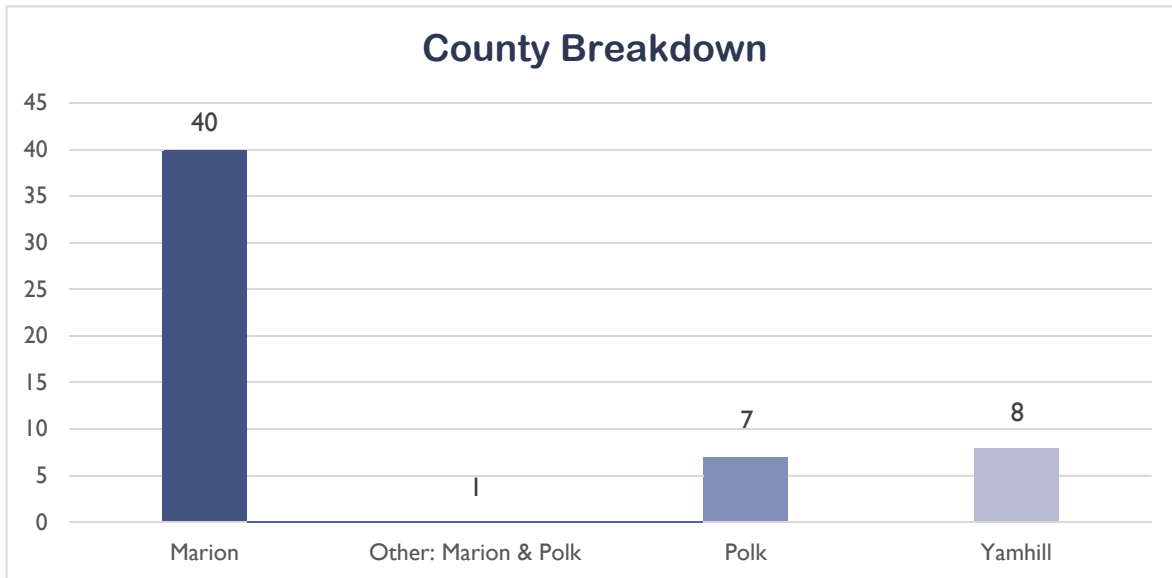
Methodology: The survey was conducted using Constant Contact and a Google Form. Questions were derived from past surveys, required questions by contract from ELD and input from Early Learning Hubs and community partners

DATA COLLECTED

The facilitator collected two forms of data:

- Qualitative: Qualitative data included participant comments
- Quantitative: Quantitative data included category ranking metrics as well as general frequency of similar terms used

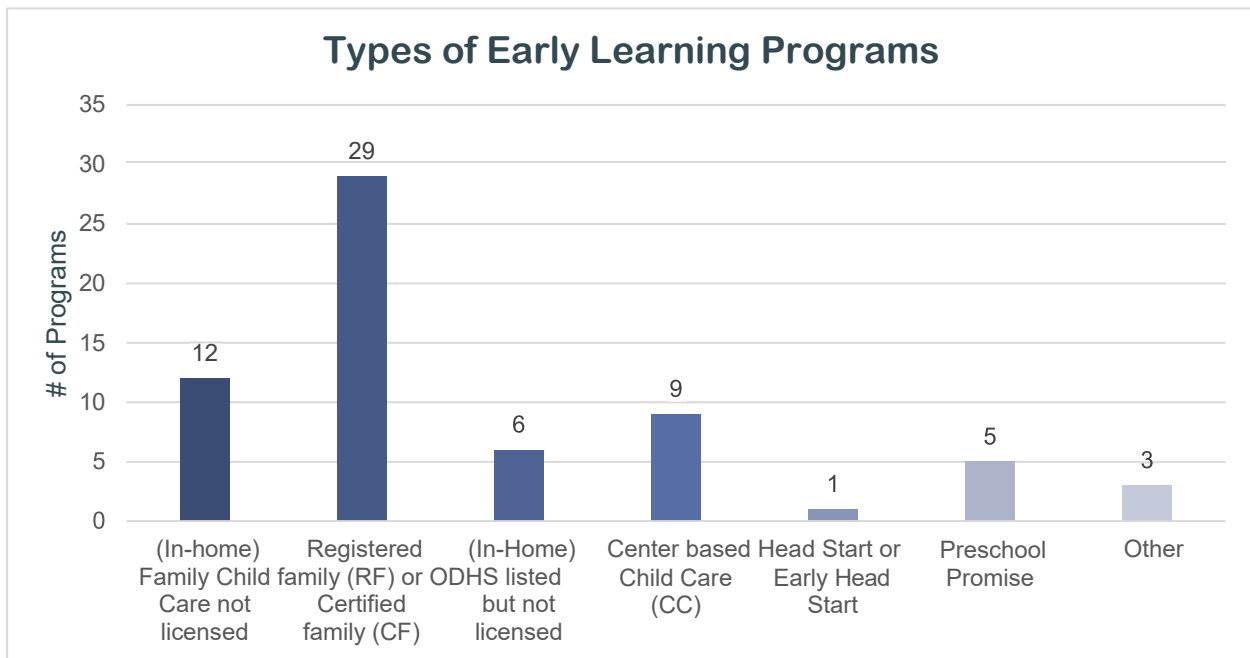
KEY FINDINGS



- ❖ **Educators were asked to describe their relationship with the local elementary schools**
 - 23 reported having no connection to local elementary schools
 - 11 reported that they had children of their own in a local elementary school.
 - 18 reported that they know the teachers in the schools and had regular contact with them about incoming children
 - 12 said they knew the principal of their local school and felt they could approach them with ideas, concerns or questions

- ❖ **Early learning educators were asked on average, how often they sent a child home early or for a period of time**
 - 66% of respondents report never having to send a child home early
 - 28% say they have to send a child home rarely (a few times a year)
 - 5% send a child home early occasionally (once a month or less)

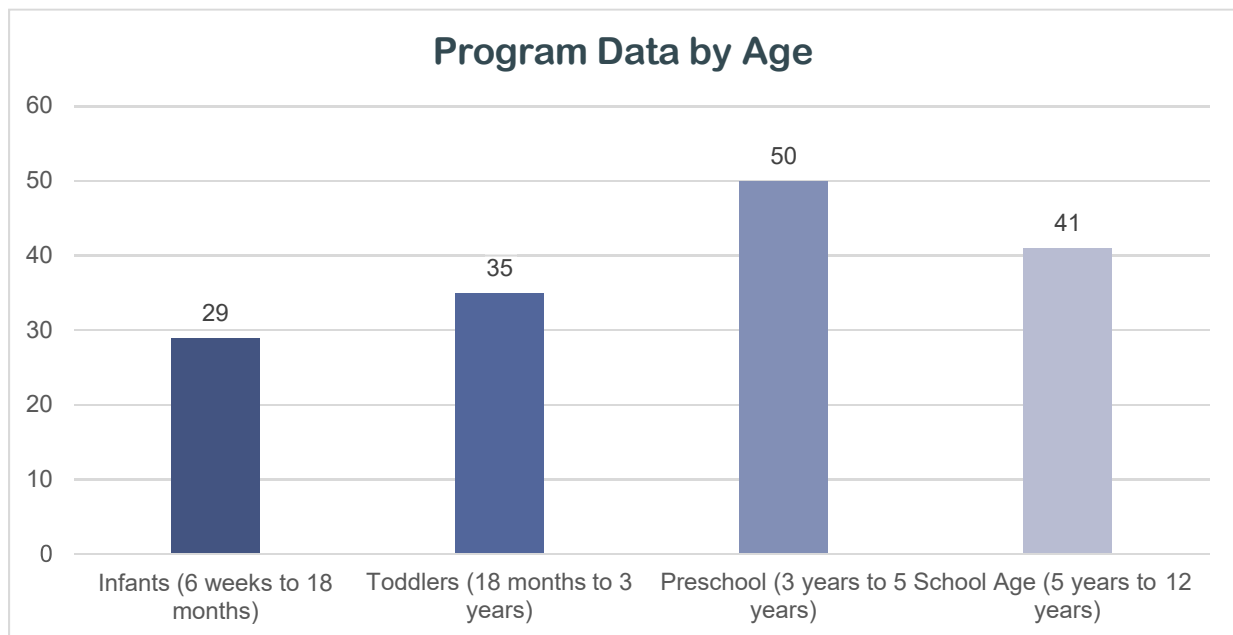
The majority of respondents were Registered Family/ Certified Family programs



- ❖ **When respondents were asked if they were interested in obtaining an Early Childhood Certificate/ Degree**
 - 9 said they already had one
 - 18 said they were interested
 - 17 said they were not interested
 - 12 responded maybe

- ❖ **55% percent of educators were interested in learning more about Preschool Promise/Baby Promise if more funding became available**

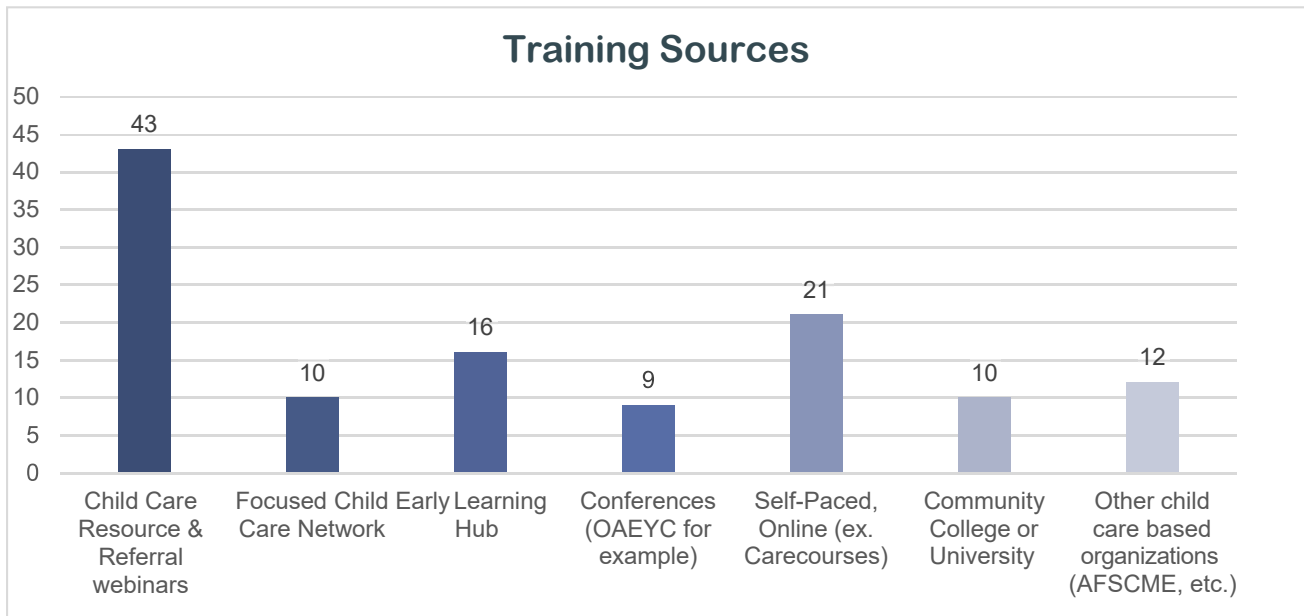
Early childhood educators were asked which age groups they currently work with



- ❖ **71% of educators were *not* considering leaving child care.**

- ❖ **Educators who were considering leaving the field cited the following reasons**
 - Low pay
 - Workload
 - Inability to hire staff

Early learning educators were asked where they obtained their training hours

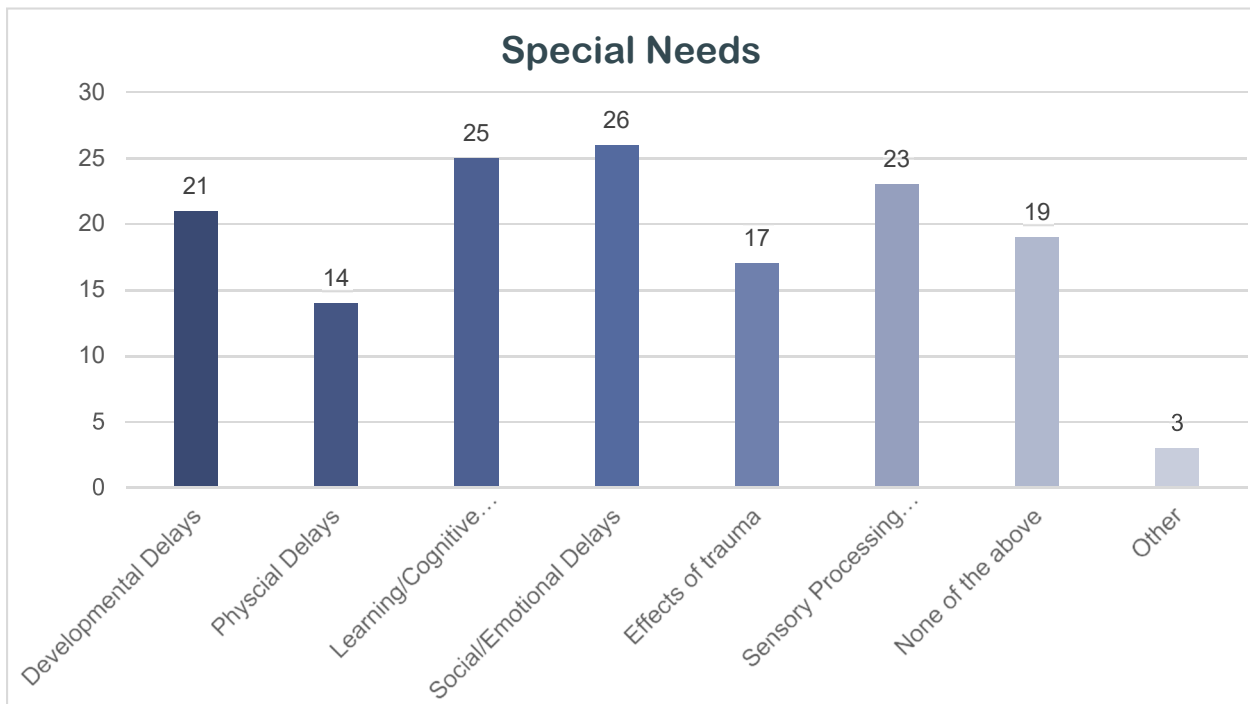


- ❖ **When respondents were asked where they were obtaining their training hours**
 - 76% used the CCR&R webinars.
 - Most of the respondents received training hours from multiple sources

- ❖ **36% of educators rated the ease of accessing trainings a 1 (easy)**
 - ❖ The average was a 2.41

- ❖ **When asked what barriers might be keeping them from caring for children with special needs**
 - ❖ 11 Said they didn't have the knowledge required to do so

Early learning educators were asked what special need the children in their programs experienced

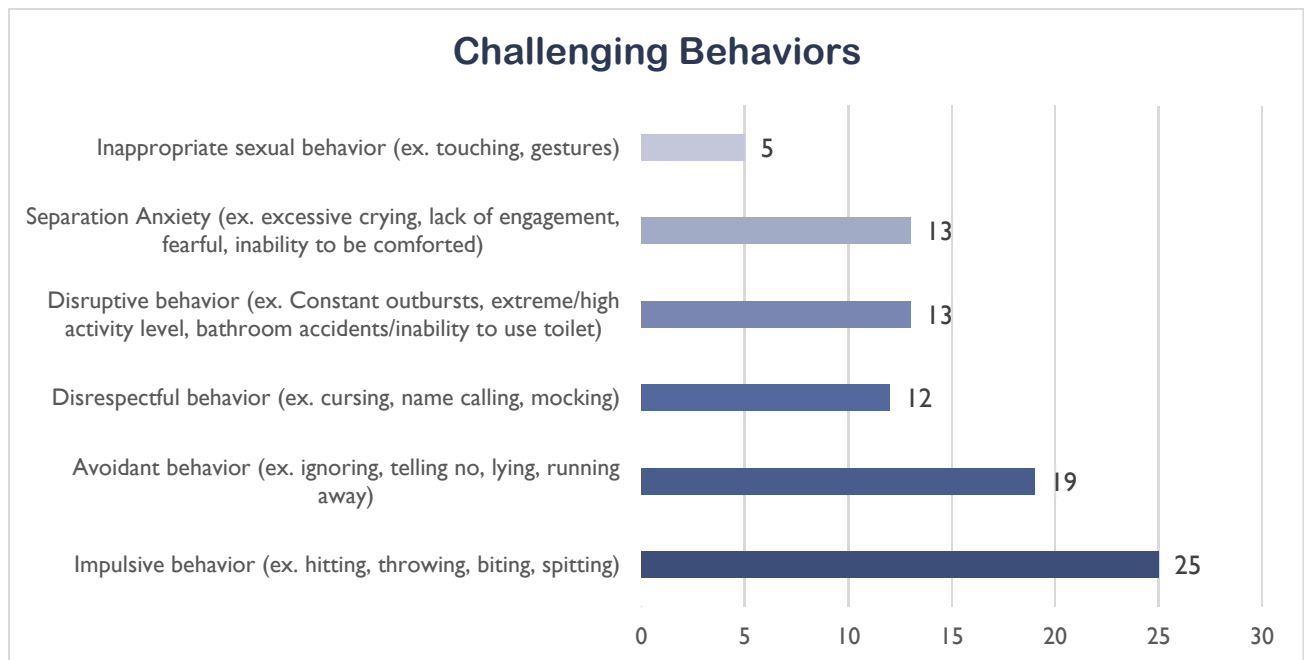


- ❖ **66% of respondents reported having cared for a child with some kind of special need**

- ❖ **When asked what barriers might be keeping them from caring for children with special needs**
 - ❖ 11 said they didn't have the knowledge required to do so
 - ❖ 15 did not have the proper material (i.e. curriculum)
 - ❖ 21 said they could not offer the one-on-one time the child would need
 - ❖ 8 felt they lacked the resources for support
 - ❖ 13 say they lack the proper training

- ❖ **39% of educators reported not using any kind of screening tool (ex. ASQ-3, DECA)**

Early learning educators were asked if there were any behaviors they found challenging

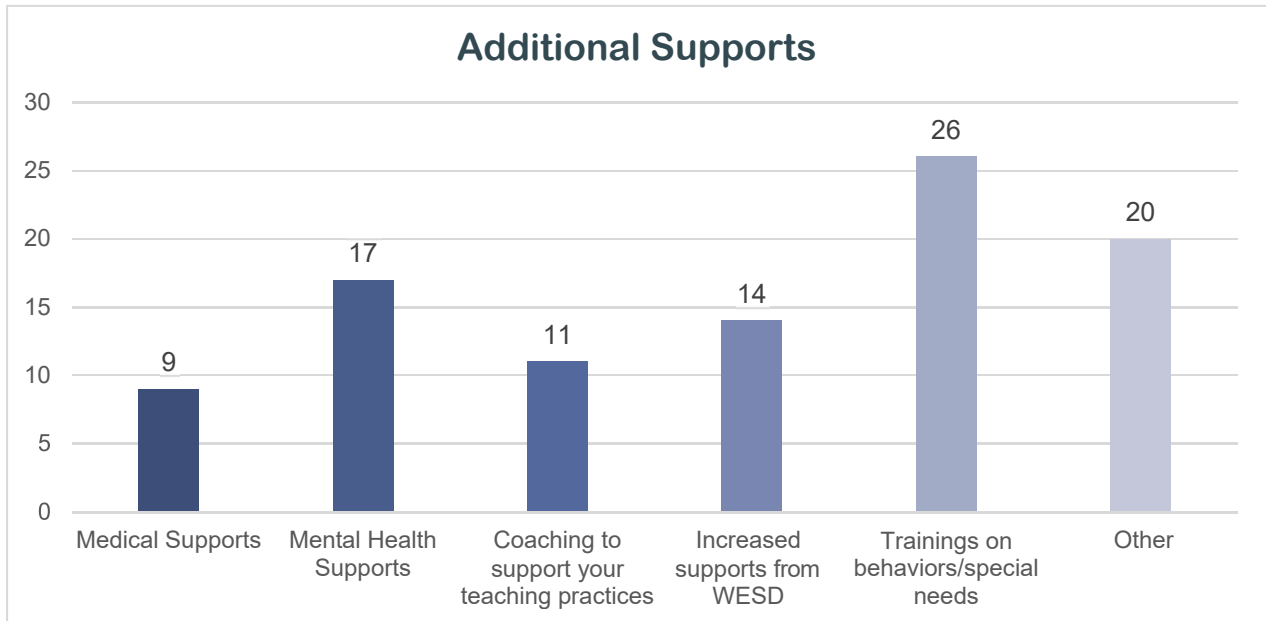


The majority of educators reported dealing with at least one type of challenging behavior

- ❖ **84% of respondents report not asking a family to leave their program permanently due to a child's behavior**
 - 16% report having done so between 1-3 times in the past year

- ❖ **When asked if they were aware of the approaching Oregon legislation that will prohibit the suspension and expulsion of families starting in 2026**
 - 54% say they were aware
 - 46% said they were not aware

- ❖ Early learning educators were asked if there were additional supports that would help them reduce the number of suspensions/expulsions in their programs



- ❖ The most common suggestions to improve the CCR&R newsletter/training guide to become more;
 - printer friendly
 - culturally appropriate
 - accessible

Growth opportunities for CCR&R:

CCR&R will organize our front-line team to respond to emails and voicemails quickly and efficiently. We will also work to monitor phone issues to ensure we are receiving voicemails.

Continue to improve the newsletter and training guide to become more printer-friendly, easier to access and use, and more culturally appropriate.

Look into offering more trainings in Spanish and in person.

Strengths:

Early learning professionals feel that CCR&R is attending to their needs, and meeting them where they are at. They are expressing their gratitude for the services they are receiving from staff.

Training Trends:

Some themes that were woven throughout the survey related to training were as follows:

- How to work with and support parents
- Integrating multiple languages into early learning programs including ASL and Spanish
- Supporting children with special needs and/or challenging behaviors
- Gaining knowledge around complex medical needs and mental health supports in the classroom
- Self-care for educators to avoid burnout and increase work/life balance
- Trainings that support different populations and philosophies such as Montessori, outdoor education, school-age, and more.
- Increased family partnerships and communication

We will use this feedback to guide our training plan for the next year.