

Summary Report 2019 Child Care Provider Survey



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

A Program of Community Action



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SUMMARY

Child Care Resource & Referral of Marion, Polk & Yamhill Counties (CCR&R) has conducted a Child Care Provider Survey for 4 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 2019 and sent to 704 early childhood providers and their staff in Marion, Polk and Yamhill Counties. The survey was delivered in English and Spanish. Russian providers were assisted by a CCR&R staff person with a hard copy version. Hard copy versions were available for providers who did not have access to a computer. We received 101 survey responses.

SURVEY OBJECTIVES

- Assess regional child care provider needs for quality improvement.
- Inform stakeholders and local partners on regional provider 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 providers. 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 Survey Monkey. Questions were derived from past surveys, required questions by contract from ELD and input from Early Learning Hubs and community partners.

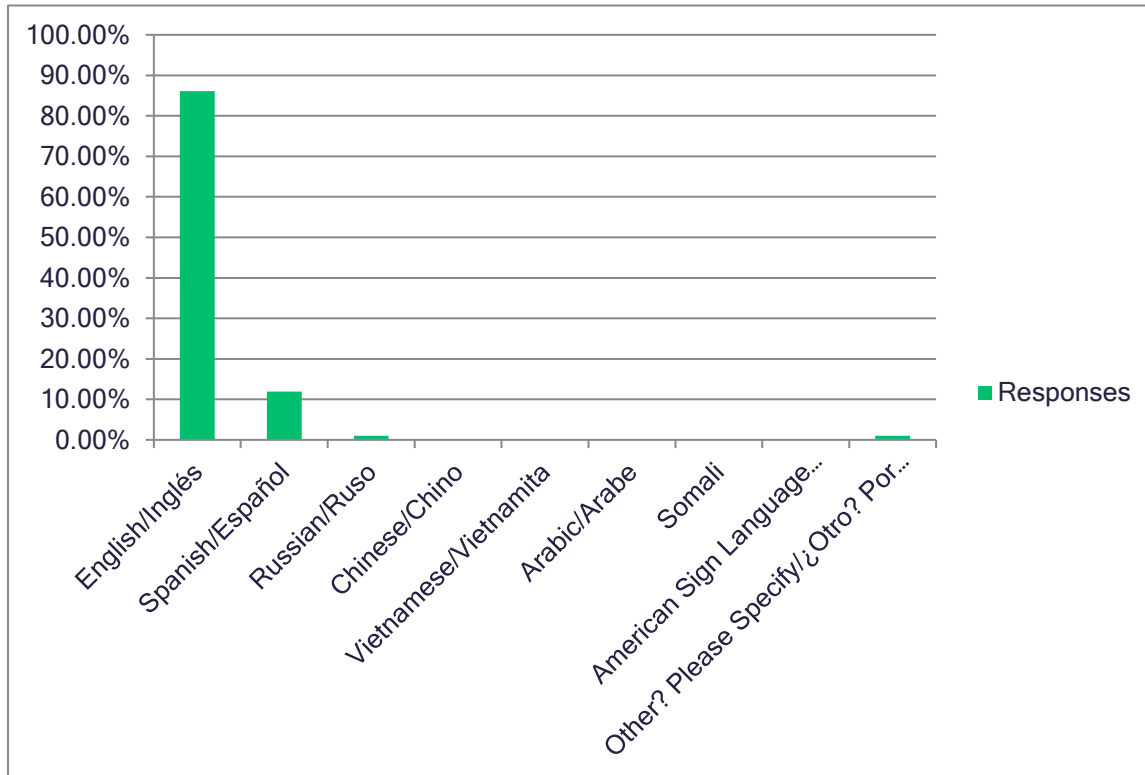
DATA COLLECTED

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. Non-Bolded Bulleted responses below were listed most important to least important.

KEY FINDINGS

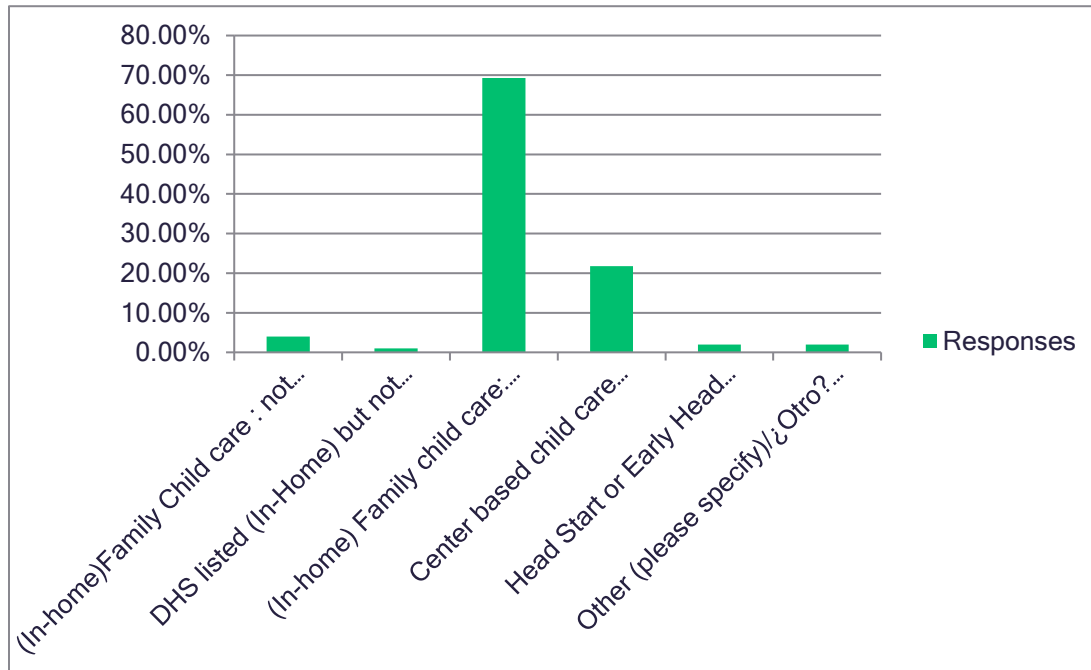
- Survey respondents in Marion, Polk & Yamhill said that their primary languages are English, Spanish and Russian.
- Respondents said that a majority use English and Spanish to deliver child care, with small pockets of providers using Arabic and American Sign.



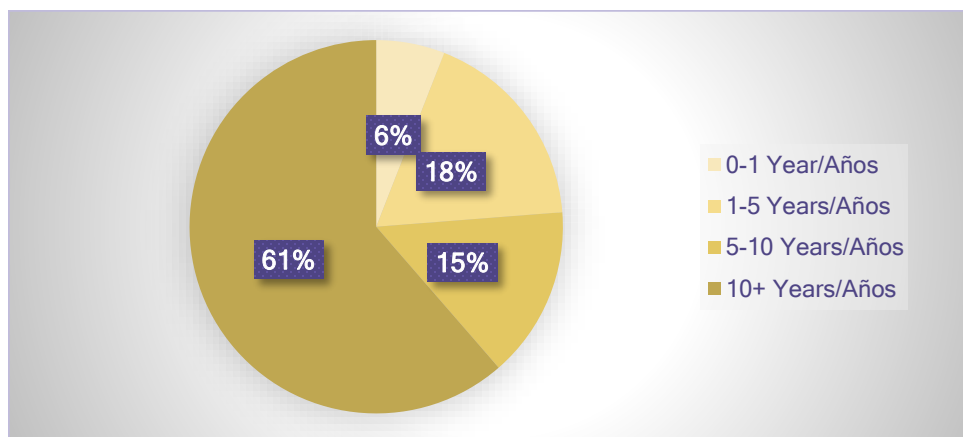
- The survey also showed providers were diverse in racial and ethnic identities. With Mexican, Central and South American Hispanic or Latino being the second highest population. Respondents listed small populations of American Indian, Middle Eastern, Pacific Islander, African American and Slavic as well.
- There were respondents from all 3 Counties: 59 Marion, 16 Polk, 23 Yamhill and it was pretty evident that these providers lived in the same County they worked.



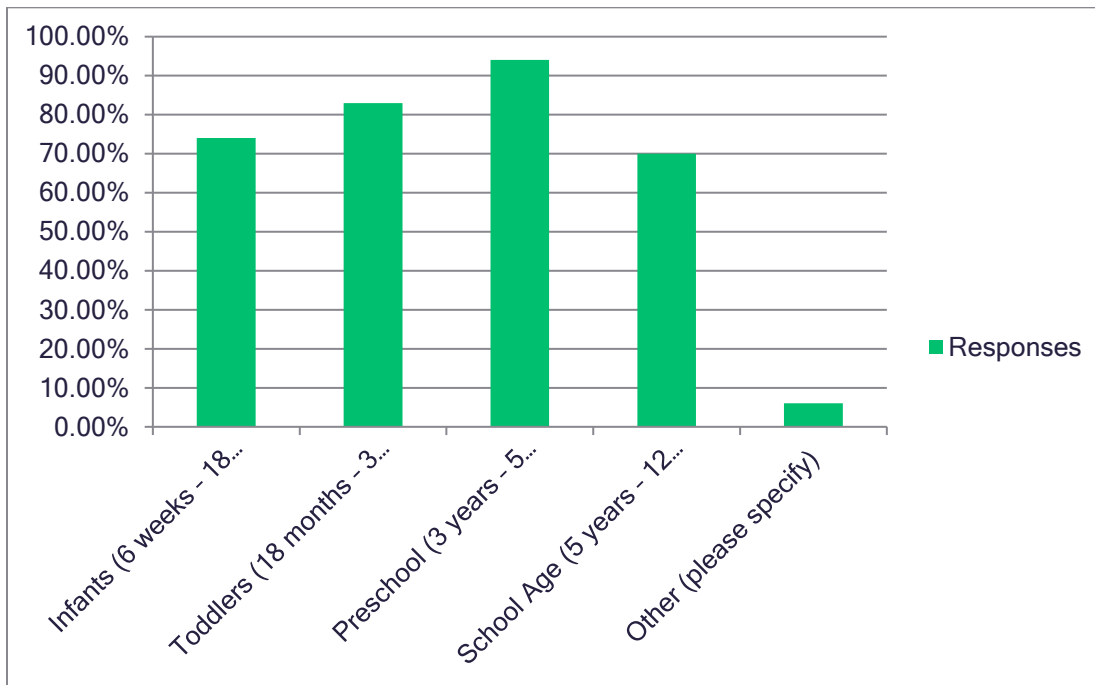
- Registered Family and Center Based care providers/staff responded the most.
- Majority of respondents were child care owners and/or Directors.



- 8% participate in Preschool Promise, 3% in Early Head Start-CCP, 3% said they operate both.
- The Majority of respondents have worked 10+ years in the field of Early Childhood.



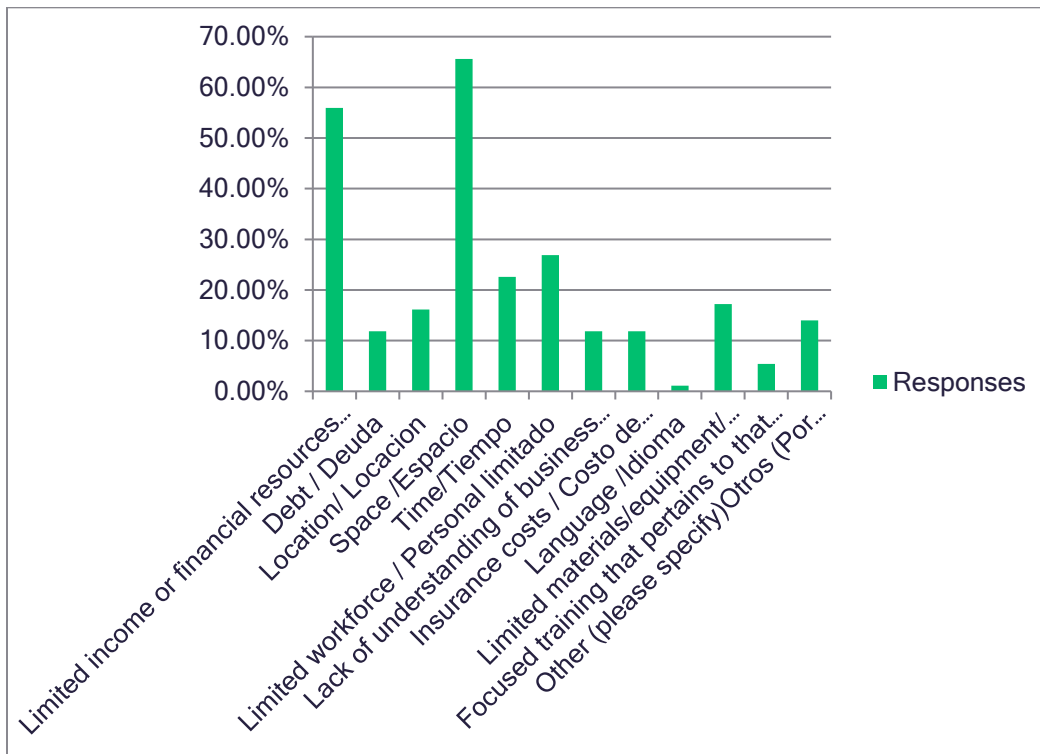
- The Majority of respondents 42% said they had a High School Diploma, with 10% or less having certificates or degrees in education categories in or out of the field of Early Childhood.
- Results showed that respondents served all age groups, with the highest being Preschool at 94%, Toddlers 83%, Infants 74%, School-Age 70%.



- Respondents said that if additional resources were available 68% said they would expand infant/toddler slots and 68% said they would expand Preschool slots.



- **Barriers to expanding:**
 - Having the space available was the highest
 - Limited financial resources being the next.



- **Respondents interested in expanding slots 0-3 said the highest needs were:**
 - Additional funding to hire staff
 - Increased wages
 - Funding to design appropriate classrooms

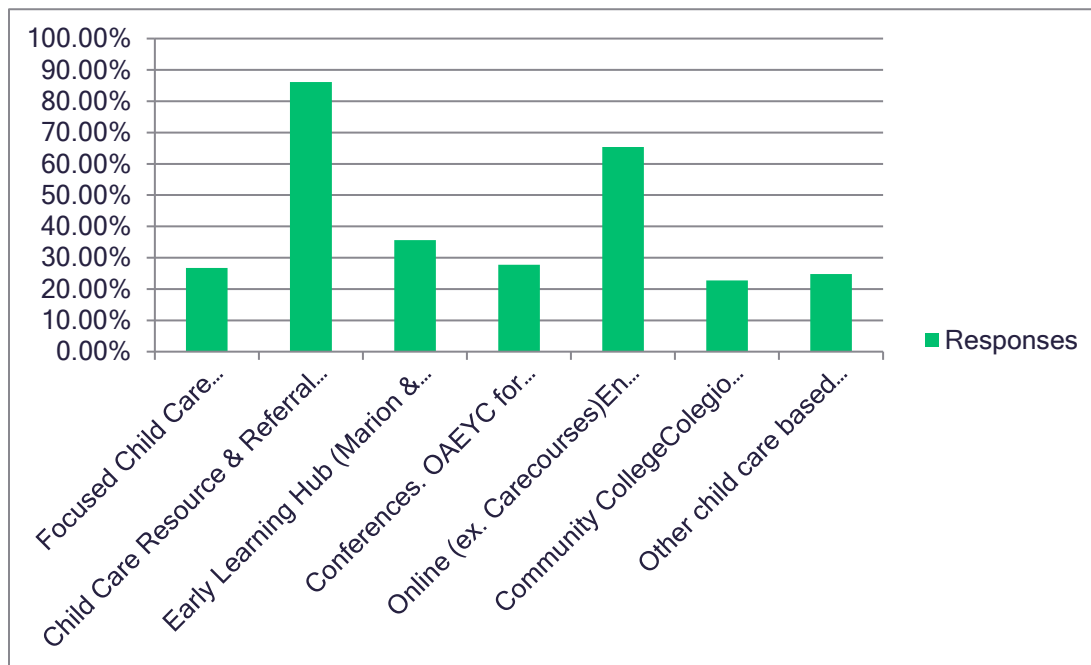
- **Respondents interested in expanding slots 3-5 said highest needs were:**
 - Funding to design appropriate classrooms
 - Increased wages
 - outdoor equipment

- **The things most important to respondents in choosing professional development opportunities:**
 - Time of day
 - Location
 - Professional Learning interest
 - Core Knowledge
 - Cost

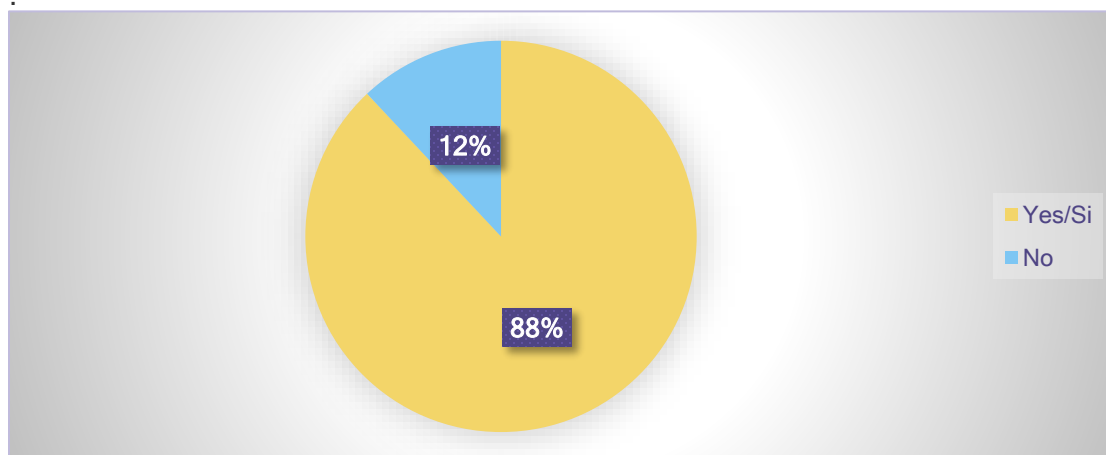
- **Respondents said that training is best:**
 - Monday-Thursday in the evenings (with Thursday being the best day)
 - Saturday/Sunday mornings (Saturday the top option of the two weekend days).

- **53% of the respondents say they do not provide extended or odd hour care. However 30% are willing to provide this on an occasional case by case basis.**

- **86% percent of respondents said they obtain their training hours from CCR&R, with 65% obtaining them from online sources and the 3rd highest is from Early Learning Hub sponsored trainings at 35%.**

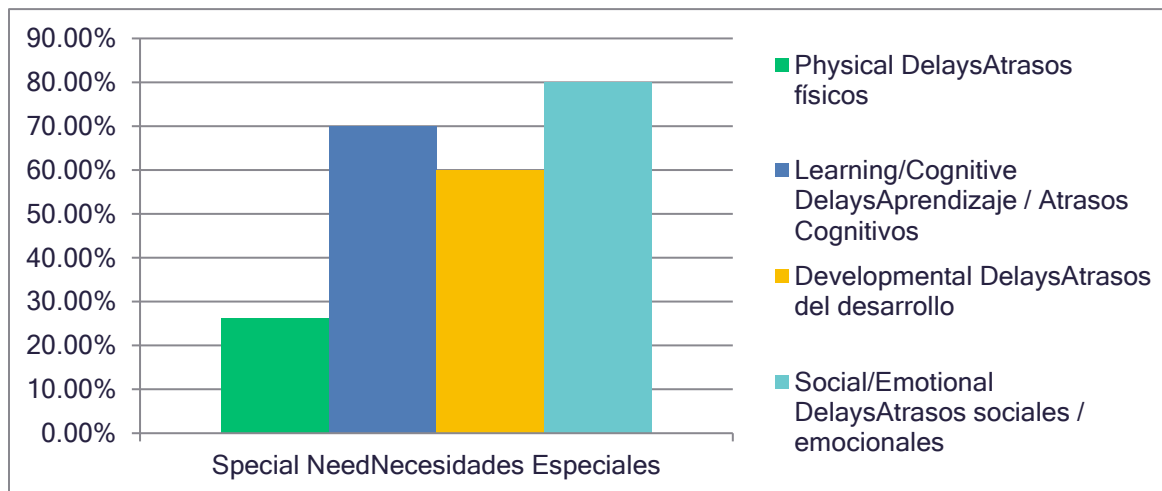


- **A majority of respondents said they were aware of Spark.**

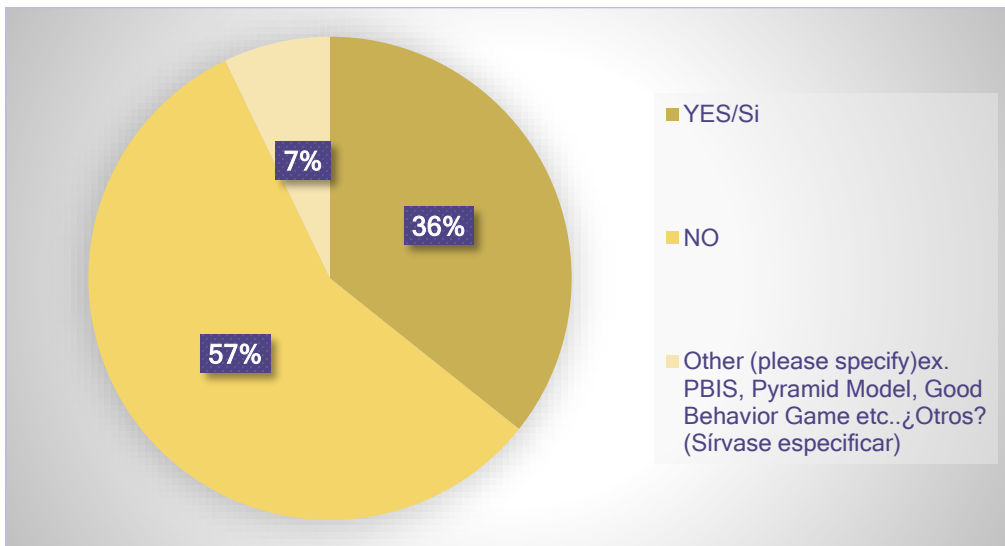


- **The biggest barrier respondents said that prevented them from obtaining a Spark rating or moving up on the Oregon Registry was Time.**
- **42% of respondents are participating in one of 8 CCR&R Networks (English, Spanish & Russian).**
- **Respondents expressed overwhelming support for the networks, saying they were extremely helpful especially with:**
 - Free training,
 - One on one supports
 - Business resources

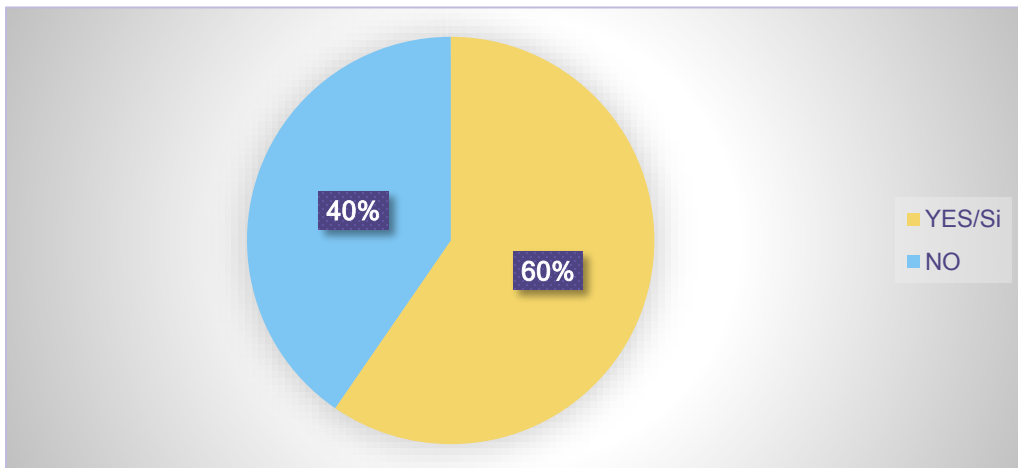
- Peer support and encouragement
- **Top Core Knowledge Categories respondents felt that are lacking in the field:**
 - Special Needs
 - Personal
 - Professional, Leadership Development and Family & Community Systems.
 - Diversity, Program Management and Observation and Assessment tied.
- **The training topics respondents wanted more of:**
 - Behavior concerns
 - Business/Budgeting
 - Curriculum and Communication with Parents coming
- **56% of respondents said they are having issues finding qualified staff.**
- **80% of respondents said they experience children with Social/Emotional delays, with Learning and Cognitive delays at 70%, and Developmental Delays at 60%. Physical delays 26%.**



- **70% Respondents working with children with whom they may have a concern with, say that there is no plan (IFSP, IEP), no diagnosis.**
- **Half of the respondents say they are using a developmental screening tool in their program upon enrollment (ASQ-3, ASQ-SE, DECA). Half say they are not using any.**
- **Respondents, when they receive screening results, say they most often refer parents to WESD and will also discuss results with the parent to determine next steps, often referring them to their child's physician as well.**
- **The top 3 barriers to using a developmental screening tool is:**
 - Time
 - Lack of knowledge
 - Cost of Materials.
- **57% Respondents working with children say they are not using a social/emotional curriculum. 36% say they do.**



- **The top barriers that keeps respondents from serving children with special needs are:**
 - Not being able to give the one on one time the child needs.
 - Not having the proper equipment/materials.
- **60% of respondents currently provide care to children whose families receive DHS ERDC. A majority say they know how to become LISTED with DHS and understand that it is a high need to families.**



- **A majority of respondents do not belong to any professional organization (i.e., Zero to Three, ORAEYC, PRO). However 58% are interested in doing so.**
- **A majority, 75% are participating in a USDA Food program.**
- **Top 3 reasons why they provide child care in their communities:**
 - They love working with children
 - They feel there is a need for safe and reliable child care
 - They like being their own boss and owning their own business.
- **The top 3 “potential” reasons that would cause early learning professionals to leave the field of early learning are:**
 - Burnout

- Lack of benefits
- Lack of compensation.
- **Respondents said that the Top 3 supports needed around early learning are:**
 - Advice on individualized/targeted behavior
 - Advice on how to prepare children to enter kindergarten
 - Information on the Business aspects of child care.
- **A majority of respondents said they plan their own activities using things they have learned at trainings, as well as, standard curriculum such as Creative Curriculum.**
- **Respondents have shown that they are moving into the “Mostly Ready” category if a disaster were to hit, with very few in the Not ready at all. They would like continued training, materials and resources in disaster prep.**
- **Respondents mainly said that they have no relationships with their neighborhood schools, unless their own children attend, in which case they receive electronic or mailed communications. 8% said they participate in KPI (Kindergarten Partnership & Innovation) training.**
- **With a rating scale of 0-50, the average experience with the licensing process was calculated at 37. Many felt supported, while others felt communication is inconsistent and confusing.**



RECOMMENDATIONS

- **Critical** – the greatest need towards improved provider satisfaction
- **Important**– greater potential for improved user satisfaction
- **Ongoing or in the works** – the potential for improved user satisfaction in the future.

| | Recommendations | Effect |
|---|--|--------------------------------|
| 1 | <ul style="list-style-type: none"> ▪ Seek state support on Child Care Business TOT-Jan/Feb ▪ Plan/hold Statewide CCRR Child Care Business Conference-July 2020 ▪ Continue work with Early Learning Hubs to recruit/prepare providers for subsidized Infant/Toddler & Preschool Promise Expansion slots. ▪ Continue work with community partners on improving provider/parent access to early childhood Behavioral/Mental Health (Care Connect, WESD, Inclusive Partners) ▪ Continue work with the community partners in building relationships between Elementary Schools and Child Care Providers, as well as, Kindergarten transitions. ▪ Director's Certificate Cohort (Marion, Polk & Yamhill) 25 Center Directors participating-Begins January 2020 ▪ CCR&R Bilingual Infant/Toddler Specialist on staff and available for provider technical and assistance and support. October 2019 | Critical |
| 2 | <ul style="list-style-type: none"> ▪ Improve Agency website to improve access and marketing to CCR&R training opportunities. 2020 ▪ Increase marketing CCR&R webinars in English/Spanish through Facebook, Newsletters and community meetings. ▪ Continue to recruit Master trainers to provide training on the most needed topics/Core Knowledge Categories ex. Burnout, Business, behaviors. ▪ Work with Polk County on Conference for early learning professionals. ▪ Collaborate with Chemeketa ECE to provide ECE Orientation and Placement testing for all Marion, Polk and Yamhill Network providers. | Important |
| 3 | <ul style="list-style-type: none"> ▪ Provide another ASQ training for region child care providers –Spring 2020 ▪ Continue to assist with the MWORAEYC Chapter in our region. ▪ Continue to deliver training and materials on Sanford Harmony Behavioral Kit. ▪ Mind in the Making scheduled for April. | Ongoing or In the works |

APPENDIX A – Survey Text