# Child Care Resource and Referral Agency Needs Assessment

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| **SDA** | 4 | **Agency Name** | Early Childhood Resource Center |
| **Date** | 8/30/24 | **Point of Contact** | Angela Moses |

## Landscape of Region

| Number of Counties | Population | Number of Child Care Programs | Number of Licensed Foster Parents |
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| 6 | 1,681,125 | 810 | This information changes frequently, making it difficult to give an exact number at any given time. Additionally, public and private partners do not openly disclose this information. That said, this is our best estimate for the current SDA4 total = 683 (486 Traditional/197 Kinship) |

1) How does your agency complete outreach with private and public entities to recruit families who may need child care or would like to become foster families for children and youth in care? Do private and public partners need assistance? What kind of supports would they like?

| Population | Outreach Plan | Supports Needed |
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| Potential Child Care Families | Early Childhood Resource Center (ECRC) training and referral specialists, regional coordinators, and/or cross-trained ECRC staff are available to assist all parents/caregivers who call in, visit one of our three locations, or attend one of our outreach events. They will serve as the assigned counselors for SDA 4. The ECRC cross-trains all early childhood specialists to handle requests. A specialist is available to support families during daytime hours from Monday through Friday. Our staff can be especially helpful for those requiring unique or tailored child care options. During intake, parents are verbally informed of various types of care available, how to choose high quality care options, and about financial assistance for care that may be available. During community outreach events, ECRC provides potential child care families with information on how to choose high-quality child care, what to look for and the guidelines on Step Up to Quality (SUTQ), to enable parents to make the best informed decision to meet the needs of their child. | Parents indicated they are in need of drop-in child care options. Parents of infants and toddlers indicated they are in need of finding high-quality care, and parents of children with disabilities indicated they need information on how to find child care options that will meet the diverse needs of their children. |
| Potential Foster Families | The ECRC provides outreach to private and public entities to recruit individuals to become foster families on a daily basis. The ECRC communications department helps lead the effort through well- | Needed support includes: -funding available for listening sessions, support groups, parent cafes (e.g., food, incentives, compensation to help eliminate barriers to |

| | placed/timed social media posts, highlighting public or private partners who have children awaiting placement, open info sessions, and recruitment efforts happening throughout the communities we serve. Additionally, our ECRC staff share information on becoming a resource home at all tabling events in the region, place follow-up phone calls, and share the It Takes 100% Heart web link, so families can register and submit an official inquiry related to becoming a foster family. Additionally, we canvass the faith-based communities, encouraging them to partner with either It Takes 100% Heart or the local public/private agency. Furthermore, across departments the ECRC recruits at all events open to the public. Follow-up is done via phone call, text, and emails. | attendance, such as the need for child care). <br>-Well-placed marketing materials highlighting foster care and support with materials needing approval before sharing with the community. <br>-State requirements vs. county agency requirements for onboarding a new family. (Require agencies that receive DCY funding to share current data on open homes/children, as well as the onboarding process for their agency.) |
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| Public & Private Partners | ECRC staff participate in committee work and are trained to represent the whole organization, not just their specific job/role. The ECRC communications department has developed kits to assist with marketing at tables/outreach events. Before events, all staff become aware of the target population for the event and agency connections that are likely to be present. A warm hand-off/invitation is made between the ECRC rep and the partner, when referrals are needed. | Needed supports include a list of state-sponsored organizations within our region and a potential contact person. |

2) Is your community aware of services provided by the CCR&R?

| Population | % of Respondents with Awareness | Most Known Supports | Less Known Supports |
|---|---|---|---|
| Families | 75% | SPARK (kindergarten readiness program), Parent &/or Community Cafes, CDA classes, Child care referrals for families, Parenting classes for court-involved families, Parent Education, Safe location for court-ordered visits | Support for recruiting and retaining foster families, Community education on child development topics |
| Early Childhood Programs | 99% | CDA classes, coaching & training for ECE professionals, child care referrals for families | Fatherhood supports, parenting classes for court involved families, SPARK (kindergarten readiness program), support for recruiting & retaining foster families, safe location for court-ordered visits |
| Public & Private Partners | 85% | Support for recruiting & retaining foster families, child care referrals for families, fatherhood programming, Parent &/or Community Cafes | SPARK (kindergarten readiness program), Safe location for court-ordered visits, CDA classes |
| Community Organizations | 85% | Support for recruiting & retaining foster families, child care referrals for families, fatherhood programming, Parent &/or Community Cafes | SPARK (kindergarten readiness program), Safe location for court-ordered visits, CDA classes |

3) How would your community like you to support and engage them to improve the early childhood system?

| Population | Supports or Engagement Currently Offered | Supports or Engagement Requested |
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| Families | Parenting classes, Fatherhood supports/programming, community family events, SPARK (kindergarten readiness program) | Community family events, kindergarten readiness skills, parenting classes, support groups, foster care support, utilizing state supports, county assistance programs, how to utilize state search features, services for children with disabilities |
|---|---|---|
| Early Childhood Programs | Child Care Administrator groups/virtual & in-person, Virtual FCC provider groups | Social media groups/networking, in-person focus groups, advisory councils |
| Public & Private Partners | Parenting classes, Fatherhood supports/programming, community family events, SPARK (kindergarten readiness program) | Community family events, kindergarten readiness skills, parenting classes, support groups, foster care support, utilizing state supports, county assistance programs, how to utilize state search features, services for children with disabilities |
| Community Organizations | ECRC staff participate in service coordination groups at the local, regional, and state levels to ensure providers and parents have access to support and resources. The coordinators collaborate within the SDA to coordinate services that will assist in meeting quality rating benchmarks. | Involvement in county program meetings/collaborate with: re-entry, navigating Medicaid, neighborhood networks, public health, school counselors, school-family liaisons, Community Health Improvement Plan - Family, Pregnancy, Infant, Child Health Priority, workforce committees, grassroots organizations, Family Resource Centers, Urban Leagues, OSU nutrition services |

4) Do community members, parents, and child care programs in your area understand the requirements to participate in a quality program? Quality is defined as participating in the state's QRIS. (Child Care only)

| Population | % of Respondents with Understanding | Most Known Requirements | Less Known Requirements |
|---|---|---|---|
| Families | 33.33% | Teacher education requirements, professional development requirements, Ohio's Standards of Quality | Community involvement |
| Early Childhood Programs | 94% | Professional development, curriculum & assessment, child screening, teacher education, Ohio's Standards of Quality | Family engagement, community involvement |
| Public & Private Partners | 56% | Health & safety, teacher education requirements, professional development requirements, | Family engagement, community involvement, Ohio's Standards of Quality |
| Community Organizations | 61.22% | Professional development, curriculum & assessment, teacher education, Ohio's Standards of Quality, Child-Teacher Ratios | Family engagement, community involvement |

5) Do community members, parents, and child care programs see the benefits to children from participating in a quality program? Quality is defined as participating in the state's QRIS. (Child Care only)

| Population | % of Respondents that agree to benefits | What do they think the benefits are? | For individuals who disagree, why do they think there are not benefits? |
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| Families | 97.14% | Children are better prepared for entering kindergarten, improved social-emotional skills, high quality interactions between children and teachers | Never had to seek child care or learn about high-quality care |
| Early Childhood Programs | 76.97% | Curriculum-based instruction, high quality interactions, children better prepared for kindergarten, family engagement is prioritized, classroom supports are readily available | Responses included: Not familiar with SUTQ requirements; too much paperwork; SUTQ is simply paperwork, not ACTUAL best practices being performed; Arbitrary measurements that don't actually contribute to if one center is better than another; The benefits are really no different than any other program. It's all about quality staff not stars; don't believe all SUTQ high rated centers are actually better; same care and education can be received at a non rated center; would rather spend the time helping a student than completing an assessment or a sheet of paper; The research has shown that attending a "high-quality" center does not make a difference in kindergarten readiness. Children should be focusing on exploration and play, and teachers should be focused on the children instead of assessments, lesson plans, and screenings; Private pay small centers whose parents pay full tuition out of pocket are offered no financial assistance in operating; Step up requires more from teachers while making ten to eleven dollars per hour. It is next to impossible to employ excellent teachers and impose more work on them for the amount of money they earn! I am looking at leaving the field because I am losing money by remaining open. |
| Public & Private Partners | 87.5% | Children are better prepared for entering kindergarten, improved social-emotional skills, high quality interactions between children and teachers | I am not familiar with Ohio's SUTQ rating system requirements or benefits |
| Community Organizations | 97.96% | Children are better prepared for entering kindergarten, high quality interactions between children and teachers, improved social-emotional skills, | I am not familiar with Ohio's SUTQ rating system requirements or benefits |

5) What information does your community, including families, programs, and partners, like to receive related to early childhood, foster care, and other family services? How do they prefer to receive it?

| Population | % of Respondents that believe information received is valuable | What information are they most interested in receiving? | How do they prefer to receive information? |
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| Families | <50% | Community family events, kindergarten readiness skills, parenting classes, support groups, how to apply to become a foster parent, foster parent training & education, services for children with disabilities, fatherhood supports, info about adoption-eligible children | Email, social media, text |
| Foster Families | <20% | Parenting classes, Parent Cafes, child care referrals for families | Email, social media, text |
| Early Childhood Programs | 100% | Changes/updates to QRIS, access to child care licensing rules, where to send families for community resources, current early childhood research and data | Email |
| Community Organizations | 89% | Kindergarten readiness skills, services for children with disabilities, current Early Childhood research and data, community family events, changes/updates related to Step Up to Quality rating requirements | Email, ECRC website, then social media |
| Foster Agencies | 90% | Support for recruiting & retaining foster families, fatherhood programming, child care referrals for families, parent &/or community cafes | Email, social media, text |

6) Do your families know how to find information on early care and education options, foster care utilizing state supports, assistance programs, and how to utilize state search features?

| Topic | % of Respondents know how to find information | Where do families typically go to find this information? | How would families prefer to receive this information? |
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| Early Care & Education Options | 45% | Survey respondents indicated they utilize online web searches, ECRC website and children's school to find this information. Additionally, there are families that were vulnerable populations we polled that did not have access to technology to complete our electronic needs assessment survey because they were in parent education classes that were court-ordered or they were in a facility (e.g., re-entry, treatment). Their primary mode of finding information was through word-of-mouth, or classes such as parent education. | Survey respondents indicated they prefer to receive this information via email, social media, and text |

| Foster Care State Supports | 60% | Online web searches, children's schools, ECRC website, County JFS | Email, social media, then text |
|---|---|---|---|
| Assistance Programs | 100% | Practitioners show people in facilities how to look up state search support through online searches. | In-person, from a person who can then explain what they are reading |
| Utilizing State Search Features | 44.12% (of survey respondents) | Respondents giving feedback in-person (those without access to online survey) shared that they rarely understand what the state searches mean for applications. Many parents use another person to help them apply (e.g., case worker). (Online) Survey respondents gave the following responses- Early Childhood Resource Center website, children's school, online web searches, county job and family services | Respondents giving feedback in-person –Live person; Online survey respondents-Email, social media, then ECRC website, then text |

7) Based on the number of families, children, youth in foster care, and programs in your region, as well as inputs from family supports provided, is there a need for additional programs within your SDA? If yes, are there any specific needs not being met? (I.e., not enough quality child care programs, child care programs that do not have space for an age category, no transportation services, food insecurity, etc.)

| Topic | % of Respondents whose needs are not met | What need was unmet? |
|---|---|---|
| Early Care & Education Options | 100% | The following needs are not met for families looking for these resources: Child care for infant/toddler, children with disabilities, before and after school care, drop-in child care |
| Foster Care State Supports | 33.33% | Respondents need education on caring for a child who has experienced trauma |
| Assistance Programs | 50% | Support with understanding the public assistance system (cash, food stamps), housing, transportation, food resources, English Language Learner resources, computer skills, job training &/or placement |

8) How did your agency collect information for this assessment? What has been successful? What are the most common challenges? What would you need to be more successful?

| Methodology | The ECRC used multiple modes of delivery to capture information from our populations: 1. An electronic survey that could be emailed or scanned using a QR Code. 2. In-person sampling from vulnerable populations (read questions and captured feedback), and 3. Requested that partners share information with clients. |
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| Successes | For families that had access to technology, they scanned and replied quickly and easily. Challenges were with parents who were in facilities that did not allow technology (jails, treatment) or where reading grade-level was lower. We still made a way to capture their feedback by having staff with relationships ask a few pointed questions and share needed information for the needs assessment. |
| Challenges | The questions asked through this needs assessment were broad. We had to narrow the questions down to practical terminology that our target populations could understand and that was concise. Busy families rarely want to sit and complete a long survey. Additionally, we had a short time frame to turn all of this around for a deadline. Finally, all of this had to be transcribed in multiple ways for different categories of families, partners, and community stakeholders. For example, wording at the partner level needed to be different than wording at the parent level (foster vs. early childhood). |

| Needs for Future | Gather a few SDA representatives to compile questions that could be used directly from the needs assessment to the target population. The HUB needs assessment/gap analysis from the last 2 years was simpler and captured higher quality feedback from stakeholders. |

9) In what areas would your agency like to expand on within your work?

| Area | Expansion |
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| Families | SDA 4 has access to an extensive resource library at the Canton ECRC location. We will expand and extend our resource libraries to our other regional offices. The resource libraries will serve as a hub of knowledge, providing print and electronic resources on various topics relevant to parenting and community support. <br><br> Resources for all families will include: <br><br> -Local Community Agencies: A paper copy of our comprehensive list of local agencies, organizations, and services available within our region. The list will include contact details, services offered, and eligibility criteria. This section will guide parents in accessing community resources efficiently. <br><br> -Parenting Resources: Materials that address common parenting challenges, such as developmental screening tools (ASQ and ASQ-SE), child development, positive guidance strategies, and effective communication. <br><br> -Becoming a Foster Parent: Detailed information on the process of becoming a foster parent, including county requirements, training programs, and the emotional aspects of fostering. Information on local agencies that assist families in the foster process will also be available. <br><br> -Raising Children with Disabilities: Information on inclusive education, therapy options, legal rights, and emotional support. The ECRC will collaborate with local disability advocacy groups to provide accurate and up-to-date information. <br><br> -Accessing Community Resources: ECRC will provide information and guidance on accessing services such as health care, mental health support, housing assistance, and food programs. We will include practical steps, application forms, and relevant contacts. <br><br> -Books Collection: A lending library where parents can check out books related to their needs. Books will cover a wide range of topics, including child development, parenting tips, raising children with disabilities, and self-care for parents. <br><br> -Access to available training calendars and support groups <br><br> -Access to available parent education and Parent Cafés <br><br> -How to access Ohio Department of Children and Youth website |

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| Foster Families | Currently our Hub has conducted one parent cafe, which provided great feedback and allowed us to offer relevant training to current foster parents based on content that was shared at the cafe. Therefore, we used some of those questions in the needs assessment this year. Per the survey, foster parents are requesting support on dealing with grief after a child is removed and communication when working with the bio family. In light of this, we would like to expand our parent cafes this year to all six counties to build protective factors in Resilience and Social Supports. Additionally, we will bring in resources for families on grief and grief recovery.<br><br>The next expansion will be to sponsor two mentor foster parents that can support families in our region. This service was requested by partners at our quarterly meeting. |
| Early Childhood Programs | The Early Childhood Resource Center regional coordinators and Early Childhood Specialists plan to schedule training topics based on Needs Assessment responses. Additionally, we have added a question to the training evaluation that asks participants if they would like to have a specialist contact them to provide coaching on the training they attended, for follow through and implementation of skills learned. We also plan to expand our group cohorts to assist child care administrators and Family Child Care providers with the new SUTQ processes to ensure they maintain (or improve) their medal level. Following the group cohorts, ECRC Specialists will schedule one-on-one technical assistance visits as needed. ECRC Regional Coordinators will also meet with county DCY teams to ensure all new prospective Family Child Care providers are contacted by a specialist to assist them with processes in opening their business. Informational sessions on becoming a provider are scheduled individually or as a group, as requested or needed. In Stark County, the ECRC is currently working under Community Development Block Grant (CDBG) funding from the City of Canton to support the opening of five family child care businesses within the city limits. ECRC will continue to seek funding for projects such as this in our additional 5 counties to support opening FCC businesses. ECRC receives additional funding to provide intensive literacy supports to child care centers in Trumbull and Stark counties. We will continue to seek out additional funding for projects to enhance literacy in centers, and better prepare children for kindergarten. |
| Private & Public Partnerships | ECRC has worked diligently to develop partnerships with public and private PCSAs and TFC organizations across the region, bringing these entities together regularly to collaborate and share ideas related to how to best recruit and support foster/adoptive families. Additionally, the ECRC employs three OhioKAN Kinship and Adoption Navigators, who work out of our Akron location and provide resources and referrals to kinship, foster, and adoptive families. The ECRC will expand sponsorship requirements to include a line item that requires public and private agencies accepting sponsorship dollars to host a parent cafe series. |
| Community | By making the most of relationships with social services providers, schools, churches, child care providers, and community organizations, the ECRC has strengthened service delivery without duplication.<br>Because so many community members/partners are tied to the ECRC, we have greatly expanded our reach in recent years. Based on the Needs Assessment survey responses from community members, we will intentionally plan to hold community events to raise awareness of the supports ECRC provides to child care providers and families in Mahoning and Trumbull counties, where our services are less known. ECRC also plans to strengthen our relationship with ECMH providers in all 6 counties, ensuring referrals are made through their new DCY referral system in each county. |

10) Which aspects of the CCR&R role do you feel provide the most value to families? Child Care Programs? Community?

| Population | What services provide the most value? | What services provide the least value? |
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| Families, including Foster Families | Parenting education, Parent Cafes, Child care referrals for families, Community awareness and advocacy of early care and education topics, SPARK (kindergarten readiness program) | Foster parent recruitment, retention & training, Community resources HUB for families |
| Early Childhood Programs | Professional development training, on-site teacher and administrator coaching, CDA training & support | Respondents shared: Family engagement event planning, monthly administrator meetings, The guidance I get from ECRC about various ODJFS/DCY and OCCRA situations is outstanding, one-on-one help when needed |
| Community | Community awareness and advocacy of early care and education topics, Professional Development trainings, community awareness of early childhood workforce needs, child care referrals for families, parenting education | Community resource HUB for families, Parent Cafes, foster parent recruitment, retention & training |

11) Do you have child care programs in your region that are not rated and wish to be rated, or rated programs needing support to maintain or increase their rating? What supports do they need?

| Program | # of Programs | Supports Needed |
|---|---|---|
| Rated, wish to increase | 33 | Individual on-site coaching & support for teachers, support with curriculum implementation |
| Rated, need supports to maintain | 32 | Professional development trainings, how to better engage families, on-site coaching for administrators |
| Unrated, wish to be | 10 | Support with screening, assessment & curriculum implementation |

12) What is the enrollment status of child care programs in your SDA? What are the barriers to being full enrolled?

| Program | % of Programs | Barriers or How the Program maintains full enrollment and/or waitlist |
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| Not Fully Enrolled | 60.78% | Families not getting approved for assistance in a timely manner; not receiving new calls from families; not enough staff; parents not able to pay copays |
| Fully enrolled | 24.18% | Great family engagement; meeting families' scheduling needs; Gold level status; High need for childcare in our area; quality of care; long term families |
| Fully enrolled with waitlist | 15.03% | Great family engagement; meeting families' scheduling needs; Excellent, loving, professional staff; And great families with second generation children attending |

13) What is the average turnover rate for child care staff and CCR&R staff in your SDA? (WPAP Data for lines 1-3 to be provided by the state)

| Staff Type | Turn Over Rate |
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| Early Childhood Program- Administrator | |
| Early Childhood Program- Lead Teacher | |
| Early Childhood Program- Asst. Teacher | |
| CCR&R Child Care Staff | 18% |
| CCR&R Foster Care Hubs Staff | 33% |
| CCR&R Management/Combination Staff | 0% |

14) What retention supports have you offered in your SDA?

| Population | Supports Offered |
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| Child Care Programs | In order to ensure we retain child care programs through the SUTQ transition, the ECRC will have early childhood specialists (ECS) provide technical assistance hours and information sessions to support programs who have questions or need clarification on their rating changes. ECSs are assigned a caseload that includes both rated and non-rated programs. The specialists are expected to call and support each assigned program on an ongoing basis to assess program needs and offer updates on available services and resources. This coordinated outreach ensures regular contact with all child care programs in the region, supports retention in the field, and provides prevention of issues before they emerge.<br><br>When an ECS receives a call or email from a program on her caseload, she will respond within 3 business days. Support may be provided on-site at child care programs or through Zoom or one-on-one ECRC office meetings. Specialists inform their assigned programs about available services, programming, and information; discuss each program's current and desired rating status, and gather data about individual program needs and barriers to improvement.<br><br>ECRC early childhood specialists are qualified to provide individualized assistance with classroom assessment, selecting/implementing curriculum, creating staff professional development plans, navigating QRIS processes, addressing barriers, and family and community engagement partnerships, all related to the quality improvement plan. Early childhood specialists will track and document provider activities and progress notes and enter them into the SmartSheet platform technical assistance form. The ECRC data manager, along with the director of early care and education and regional coordinators, will monitor data and compile information for the program manager.<br><br>ECRC's case management approach to technical assistance allows early childhood specialists to plan intentional technical assistance to child care programs to implement systems for licensing compliance, QRIS compliance, and processes and curriculum and assessment implementation. The ECRC will work to support high-quality early childhood programs by:<br><br>-Providing on-site technical assistance to include classroom and administrative coaching to support rated programs and those who wish to become rated on the new SUTQ rating system<br><br>-Providing information and coaching on implementation of curriculum that is aligned with ELDS and the Science of Reading<br><br>-Directly recruiting child care programs that are not yet SUTQ rated and those wishing to increase their rating |

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| | -Working with programs to identify barriers to meeting the program standards for Quality Rating Improvement System (QRIS) compliance and processes<br><br>-Coaching administrators on moderate and serious risk non-compliances, in order to prevent programs from losing the ratings they have worked so hard to achieve.<br><br>-Offering scholarships for CDA credentialing courses held twice annually in three locations across SDA 4.<br><br>-Working with organizations such as OhioMeansJobs to recruit, train, and coach young adults to get their CDA credentials, thus increasing the supply of a trained, qualified, and credentialed workforce.<br><br>-Offering or contracting to offer a wide array of required health and safety training classes, in-service hours for various age groups, and Ohio Approved training to meet the training needs of providers throughout the region.<br><br>-Offering monthly administrator and family child care educator meetings in each region, to ensure administrators have opportunities to gather to learn, share ideas, and network with their peers.<br><br>-Connecting with local colleges and universities to collaborate on ways to increase access and reduce barriers for child care providers wishing to obtain advanced degrees.<br><br>-Conducting quarterly information sessions and individual consultations in each region about starting a child care business, types of care, licensing, and regulations and requirements for being rated as high quality.<br><br>-Disseminating information on community efforts, market rate surveys, needs assessments, and regulation changes |
| Child Care Staff | The ECRC supports family child care providers in SDA 4 through the Better Together Family Child Care Network virtual cohort. The Network was established in 2023, following results of a survey to family child care providers that asked respondents to evaluate their topics of interest, scheduling availability, and willingness to participate in a regularly scheduled networking meeting. We received 100 responses and it was evident that the providers wanted to meet with other family child care providers.<br><br>Some of the other needs identified by providers via this survey are as follows: financial/business knowledge; time management; licensing rule changes and updates; QRIS information; and a way to share their knowledge with each other. Future network meetings are scheduled monthly via zoom for the next year; and plans to meet in person are being discussed. Speakers on a variety of topics including licensing rules, mixed-age group lesson planning and local library services are scheduled each month to meet the family child care needs. Specialists will continue to hold monthly Better Together Family Child Care Network meetings and documentation will include the agenda, speakers and names of providers who attended.<br><br>The ECRC also provides child care center administrator virtual meetings on topics such as finances, program management, marketing, enrollment, curriculum, assessment, and leadership development. Meetings are held monthly for each county, and quarterly for all administrators in SDA 4. Speakers on a variety of local and state initiatives are scheduled during the meetings, including Ohio Promise, OCALI, local DJFS inspectors, and early childhood mental health consultants. Specialists will continue to hold monthly child care |

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| | administrator<br>meetings and documentation will include the agenda, speakers, and names of administrators who attended.<br><br>ECRC also provides the Strengthening Business Practice series for FCC and Child Care Administrators and follow up coaching. Additionally, SDA4 Programs participating in our Shared Services project are receiving: contract with nationally renowned early childhood consultant Karen Foster-Jorgensen to provide business management and financing training to administrators, which includes her book It's More About Strategy than Math: Child Care Business Financial Success for Administrators. Additionally, we will provide programs with Ages and Stages Questionnaire training and kits and onboarding training for new staff that includes CPR and First Aid.<br><br>In year two of this business series, we plan to contract with nationally renowned early childhood trainer and consultant Jill Bella to offer the Director's Toolkit training series, along with books that coincide with each training, to all programs involved in the project. This series includes: From the Inside Out: The Power of Reflection and Self-Awareness; Leadership in Action: How Effective Directors Get Things Done; A Great Place to Work: Creating a Healthy Organizational Work Climate; The Right Fit: Recruiting, Selecting, and Orienting Staff; Making the Most of Meetings: A Practical Guide; and Circle of Influence: Implementing Shared Decision Making & Participative Management. This series will also include a review coaching session with Jill, and McCormick Center pre- and post-administrator role surveys. ELRO subscriptions to participating pilot programs, which will connect these businesses to early childhood resources and business solutions. ELRO provides administrators with a hub of tools and knowledge focused on supporting the needs of early learning educators and administrators.<br><br>-Cohort Meetings: Quarterly in-person or virtual cohort meetings will be conducted with Chamber of Commerce staff and participating center administrators. Local ODJFS staff will also be scheduled to review eligibility and subsidy enrollment information with participants. MEWA representatives will be scheduled to present on insurance package options and can set up individual meetings with pilot programs interested in available benefits offerings, including plans related to health care and/or retirement. The Chamber's SCORE volunteers will also be invited to attend cohort discussions to explain all of the services they provide to Chamber members for free, including guidance on staff management, writing a business plan, financial management, etc. We will have planned agendas that include/cover services being utilized, cost effectiveness of services, and additional services needed. Based on feedback received by pilot participants, additional resources and speakers will be brought in to present. |
| Foster Families | The HUB offers quarterly partner meetings to discuss best practices, brainstorm retention and recruitment ideas, collaborate across the region, and build camaraderie, which also supports employment retention. In the last 2 quarterly meetings, we built/refined plans for the Take A Leap Into Foster Care campaign, which was developed to support recruitment and retention of foster families. We brought in Gabrielle Judy from OCA to help partners understand branding and the strategy guide. We also shared that, according to the guide, the best recruiters are current foster parents. This meant partners had to build deeper relationships with current families and work to provide them with a platform for hearing disputes. We sponsored retention activities, including handing out recruitment bags for the families to share with friends/families. Additionally, health & safety items were distributed across the region to current and prospective foster families. |
| CCR&R Staff | During initial hiring intake, the Early Childhood Resource Center (ECRC) ensures all staff meet the education requirements for at least CPL Level 3 or higher. New staff members undergo an orientation process with each department director, ensuring they gain cross-department knowledge of organizational processes.<br>Staff are assigned mentors to assist them during onboarding and to help them learn their new roles effectively. The ECRC actively seeks professional development opportunities that align with the specific skills and interests of each team member. The ECRC is committed to ongoing professional development of our staff. To support staff retention, the ECRC has an engagement committee that organizes monthly activities across all office locations. These activities foster staff engagement and communication. The ECRC has also implemented a staff-wide training that covers Brené Brown's "Dare to Lead" book, which provides team members the opportunity to identify their values, build |

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| | connections, and learn effective communication skills. <br><br> To further staff expertise, recently the ECRC provided a train-the-trainer series with Barbara Kaiser that focused on challenging behavior strategies and a training series on effective online delivery of professional development with adults, which was provided by Theresa Byington based on her book, "Lose the Lecture: Engaging Approaches to Early Childhood Professional Learning." Additionally, staff participate <br> on specialist teams with CCR&Rs statewide including: Family Child Care, Infant and Toddler, Preschool and School-Age, and Foster Care Hub groups. These teams provide opportunities for staff to lead age-based activities and shared experiences. |

15) How does your agency complete outreach and identify families, programs, and children in the following categories to provide supports? What supports do individuals within these populations need?

| Population Category | % of Respondents Represented | Outreach Method | Population Needs |
|---|---|---|---|
| English Language Learners | 0% | The ECRC helps families find care that specifically meets their individual needs. Whether the child has a disability, the family is experiencing homelessness, **the family speaks English as a second language,** or the child has specific care needs, ECRC's training and referral specialists can help families find the best fit. <br><br> Direct support can be provided via telephone or in person, or child care searches can be conducted independently through the WorkLife Systems link on the ECRC website. Families who are experiencing homelessness, **speak English as a second language,** or have children with disabilities are provided enhanced referrals to ensure they find the resources, consumer education, and child care options that meet their needs. <br><br> Additionally, SPARK (kindergarten readiness program) staff support Stark and Summit **families for which English is a Second Language (ESL)**. SPARK works with 19 ESL families in the Akron Public and Canton City schools districts. SPARK parent partners use translation devices, along with siblings in the home, to help with communication. In addition, SPARK resources, such as books and lesson activity cards, are translated into Spanish. The ECRC also contracts with the International Institute of Akron to offer interpreting services when needed. | Unknown |
| Children with special needs | 11.36% | When families visit one of our locations  or call and are identified as caring for a child with special needs or a health condition, the ECRC training and referral specialists are cross-trained to develop an individualized plan to support the family's goals and link them to high-quality care and education through collaboration with community partners/resources. The individualized plan includes methods to address any barriers these parents may face in their understanding of their choices related to child care programs who serve children with disabilities. Options are then given to the families, with a follow up call to ensure the family found child care and/or community services that met their needs. | Child care to meet individual child needs, occupational, speech, and physical therapy options, Applied Behavioral Analysis (ABA) therapy options, navigating my child's Individualized Education Plan (IEP), |

| | | ECRC staff also participate on community councils that include agencies that support children with disabilities. During these meetings, staff educate other community organizations who serve families with children with special needs the importance of our child care referral options, how to make a referral, components of high-quality care, Ohio Promise programs, and supports offered to families through OCALI.<br><br>Since the ECRC's diverse family service options already link families to a comprehensive, coordinated framework of services, families seeking care for children with disabilities are able to coordinate services easily through our responsive services approach. When ECRC staff believe a child may be eligible for services through the Individuals with Disabilities Education Act (IDEA), they inform parents of their rights, including an Individualized Education Plan, free appropriate public education, least restrictive environment, appropriate evaluation, parent-teacher participation, and procedural safeguards.<br><br>When parents seeking care contact the ECRC, trained staff begin the intake process using a standardized form that includes questions on potential developmental delays or diagnosed disabilities, in order to identify families who may benefit from coordinated services and supports. Staff are trained to make appropriate referrals to care providers equipped to handle early intervention or preschool special education, challenging behaviors (including preschool expulsion prevention), autism, and assistive technology. If staff determine a child may need additional assessment before referral can be made, the family is referred to a local partner who can further assist with resources and supports. Additionally, staff connect families of children with special needs with online resources, such as redtreehouse.org and programs including Help Me Grow and the Ohio Parent Mentoring program, to access resources and supports to meet the family's needs.<br><br>Staff have a full understanding of assistance available through the 211 Helpline or other local resources. As appropriate, families are given information on who to contact in their local community. Also as applicable, parents are given information on parenting education courses and other ECRC services available for parents. The standardized form used at intake collects data and information used in the WorkLife Systems database and other data collection efforts concerning services for children with identified needs. | Navigating my child's Individualized Family Service Plan (IFSP), Assistance paying for services &/or equipment that is not covered by my insurance |
| Families experiencing homelessness | 2.27% | ECRC staff participate in Homeless Coalitions in SDA4. During these meetings, staff educate other community organizations who serve homeless families about our child care referral options, how to make a referral, components of high-quality care, and the licensing rules around child care programs mandated to offer child care to homeless families first, regardless of the status of their assistance application. | Housing options, food resources, child care options |
| Families with infants and toddlers | 9.09% | The ECRC provides services to infant and toddler classroom teachers. ECRC selects child care programs to receive intensive coaching, training, and support. An ECRC early childhood specialist assists each classroom in completing an Infant Toddler Environment Rating Scale (ITERS), which is designed to assess center-based child care programs for infants and toddlers | Child care, community programming specific to infants and toddlers |

| | | up to 30 months of age. The scale consists of 39 items organized into seven subscales: Space and Furnishings; Personal Care Routines; Listening and Talking; Activities; Interaction; Program Structure; and Parents and Staff. The tool includes assessing the classrooms on the following: helping children understand language; nature/science; use of TV, video and computer; free play; and group play activities.<br><br>Additionally, the ECRC provides infant and toddler teacher supports through the LENA project. LENA is a straightforward, evidence-based solution to boosting children's language, literacy, and social-emotional development, while improving both teacher satisfaction and classroom quality by focusing on serve-and-return interactions between teachers and children. Over the past year, participating teachers received over 100 hours of Ohio Approved training. Children initially experiencing social isolation with minimal verbal interactions saw a significant improvement, with an average increase of +2.7 turns per hour, marking a 16% increase. Additionally, 88% of teachers observed positive changes in children's language development.<br><br>Furthermore, each week, the ECRC offers a coffee hour, similar to a support group for parents of children of all ages, at our facility where families come together and talk about issues they are facing in raising their children. The sessions are facilitated by (our partners) Child and Adolescent Behavioral Health staff, while the ECRC recruits families and provides the space, on-site child care, and light refreshments. Coffee hours occur every Tuesday morning from 9:30 – 11 a.m. | |
|---|---|---|---|
| Early Childhood Programs serving infants and toddlers | 82% | The Early Childhood Resource Center (ECRC) uses a case management approach to ensure all ODJFS-licensed child care programs have access to an ECRC early childhood specialist who can manage their needs. Through technical assistance and targeted outreach, specialists develop a case plan for each program that includes training needs and support for programs entering the tiered quality rating system and/or maintaining or increasing their quality rating.<br><br>ECRC staff provide specialized training and individualized, leveled technical assistance for child care providers of all types on a variety of topics that support quality improvements and licensing compliance, infant/toddler environments, routines, and transitions, developmentally appropriate practices, etc. Additionally, since 2015, ECRC has received a grant to provide technical assistance, training, and administrative support for staff and administrators of 6 Stark County YWCA Early Head Start programs, who serve infants and toddlers. ECRC also provides LENA technology/training to infant and toddler classrooms, along with ITERS observations and training and coaching. | Trainings specific to teaching infants & toddlers, on-site coaching teachers on infant & toddler environments, schedules, transitions & activities, infant/toddler CDA classes, qualified infant/toddler staff |

16) What shared services are child care programs in your SDA interested in? What is already available? Blank rows may be added for any additional categories.

| Category | % Programs Interested | Specific Interests | What is already available? |
|---|---|---|---|
| CCMS | 32.67% | Brightwheel assistance | SDA4 provides this currently with 10 programs involved in our shared services project |
| CCMS Training | 18.67% | Brightwheel assistance | SDA4 provides this currently with 10 programs involved in our shared services project |
| CCMS TA | 12% | Brightwheel assistance | SDA4 provides this currently with 10 programs involved in our shared services project |
| Sub-Pool | 30% | Substitutes on-hand to ensure all classrooms can be open | SDA4 provides this currently with 10 programs involved in our shared services project |
| Training (leadership) | 26% | Administrator trainings | SDA4 provides this currently with 10 programs involved in our shared services project |
| Professional Development | 60.67% | Administrator and business trainings | SDA4 provides this currently with 10 programs involved in our shared services project |
| Networking | 32% | Space to connect with other programs | SDA4 provides this currently with 10 programs involved in our shared services project |
| Memberships | 11.33% | Chamber of Commerce | SDA4 provides this currently with 10 programs involved in our shared services project |
| Classroom Materials | 41.33% | Literacy supports | Supporting/providing certain programs in our SDA with literacy supports, who are involved in smaller projects funded by outside funding sources |
| Business Supports | 18.67% | Assistance with how to run my business | SDA4 provides this currently with 10 programs involved in our shared services project |
| Health insurance | 24% | Health insurance options for my staff | ELRO has affordable health insurance options |
| Life insurance | 14.67% | Life insurance options for my staff | Providing information to the programs involved in our shared service project via speakers who share with cohorts information on affordability of life insurance for programs |

17) What are the training needs in your SDA for families, including foster families?

| Population | % Interested | Specific Interests | What is already available? |
|---|---|---|---|
| Families | 77% | Positive guidance/discipline, Supporting my school-ager with their homework, Parenting education, Child development, Fatherhood, Available financial supports | 24/7 Dads, Parent Cafes, On My Shoulders, Love Notes, Triple P |
| Foster Families | 4% | Grief after foster child is returned to biological family, How to support the biological family after reunification | Parent Cafes, April 2023 Foster Care Expo, Grief training to current foster parents |

18) What are the professional development needs for child care staff and programs in the upcoming two years to meet QRIS requirements?

| Topic | % Interested | Specific Interests | What is already available? Ohio Approved Training offerings and coaching from EC Specialists: |
|---|---|---|---|
| Curriculum implementation | 50.67% | Bronze programs that have to implement curriculum for the first time | Curriculum Alignment, Curriculum-101 |
| Child Assessment | 40.00% | Bronze programs that have to implement assessment for the first time | Assessment-101 |
| Observation | 34.67% | Ongoing documentation on observation | Offering Ohio Approved trainings: Observing Children: Understanding Why and How |
| New staff orientation/onboarding | 31.33% | Having staff trained and ready to be in the classroom | Piloting a new staff orientation training each month for which shared services administrators can send their staff; surveying administrators to fine tune this process to meet their needs. OA Training: New to the Crew, Now What Do I Do? |
| Child Screening/Ages and Stages Questionnaire (ASQ) | 28.00% | Training on ASQ for Bronze programs who have to implement screenings for the first time | Offering Ohio Approved trainings: Ages and Stages Questionnaire-3 and Ages and Stages Questionnaire Social Emotional-2 trainings on our quarterly training calendar, with additional sessions specifically marketed to Bronze-level programs. |
| Classroom Assessments | 36.00% | Bronze programs that have to implement assessment for the first time | Offering Ohio Approved trainings: Observing Children: Understanding Why and How |
| Portfolios | 39.33% | Tracking child progress through portfolios | Offering Ohio Approved Training: Building A Better Portfolio: Capturing Children's Progress on training calendar and as a for-contract training. |
| Environmental Rating Scales (ERS) | 24.00% | Training on how to score the ERS | Introduction to the Environment Rating Scales Understanding the ECERS-Revised Understanding the FCCERS-R. Understanding the ITERS-Revised Understanding the SACERS-Updated |

| | | | |
|---|---|---|---|
| Family Engagement | 34.00% | Ideas on how to better engage families | Offering Ohio Approved Trainings: Family Driven Engagement: A Strength-Based Parent Centered Approach; Family Engagement: A Five Protective Factor Approach; and Communication is Key, How to be Flexible when Planning Family Engagement: A Guide to Transformative Family Engagement<br><br>Trainings available on regular training calendar and as a contract training option. |
| Science of Reading | 40.00% | Training that is Ohio Approved in this category | Ohio's Introduction to The Science of Reading Courses- 20.5 hours through Cox Campus |
| Developmentally appropriate practice and play | 41.33% | Training and activities on developmentally appropriate practice | Offering Ohio Approved trainings:<br>Creating Classrooms That Spark Creativity Imagination and Learning;<br>Daily Experiences for Infants and Toddlers Developmentally Appropriate Practice Module One;<br>Fingerplays: The Best Kept Secret for Transitions & Learning;<br>Five Things to Know About Early Childhood Brain Development;<br>Importance of Play;<br>Play Dough Extravaganza; |
| Social/emotional | 38.67% | Behavior management, trauma | Positive Socialization and Guidance in Infants and Toddlers;<br>Changing the Way We See Behaviors: Becoming Trauma Competent;<br>Your Trauma Competent Tool Kit;<br>FLIP IT® overview;<br>FLIP IT®: Four steps to help children learn about feelings and reduce behavior (3 hour version);<br>FLIP IT®: Four steps to help children learn about feelings and reduce behavior (6 hour version) |
| Supporting children with | 34.67% | Training on how to better serve children with disabilities | Welcoming Children with an Official Diagnosis;<br>It Starts at the Top: Creating a Culture of Inclusion as an |

| special needs | | | Administrator in the Early Childhood Field; Essential Elements for Designing an Inclusive Classroom; Essential Elements for Family Conversations; Essential Elements for Successful Inclusion; Learning Materials that Promote Inclusion |
|---|---|---|---|
| Hiring and retaining staff | 26.67% | Marketing programs | Create Effective Teamwork By Navigating Work Styles; Strengthening Business Practices Module IV; For Center-Based Programs: Recruiting & Retaining Staff |
| Running effective staff meetings | 22.67% | Administrator staff meeting tools | Planning Great Staff Meetings |

| Business practices | 26.00% | Strengthening Administrator and FCC business practices | The PAS (Program Administration Scale): An Overview; The BAS - (Business Administration Scale): An Overview; Strengthening Business Practice for Family Child Care Module I: Budgets, Projections, and Planning--E-learning; Strengthening Business Practice for Family Child Care Module II: Financial Reports and Internal Controls– E-Learning; Strengthening Business Practice for Family Child Care Module III: Marketing Your Program-- E-Learning; Strengthening Business Practices for Centers Module I: Budgets, Projections, and Planning-- E-Learning; Strengthening Business Practices for Centers Module II: Financial Reports and Internal Controls –E-Learning; Strengthening Business Practices for Centers Module III: Marketing Your Program–E-Learning; Strengthening Business Practices for Centers Module IV: Recruiting and Retaining Staff–E-Learning;<br><br>Strengthening Business Practices Module 1 for Center-Based Programs: Budgets, Projections, & Planning; Strengthening Business Practices Module I for Family Child Care: Budgets, Projections, & Planning; Strengthening Business Practices Module II for Center-Based Programs: Financial Reports & Internal Controls; Strengthening Business Practices Module II for Family Child Care: Financial Reports & Internal Controls; Strengthening Business Practices Module III for Center-Based Programs: Marketing Your Program; Strengthening Business Practices Module III for Family Child Care: Marketing Your Program; Strengthening Business Practices Module IV for Center-Based Programs: Recruiting & Retaining Staff; |

19) What are the needed health & safety courses for child care staff and programs in the upcoming two years to meet licensing requirements?

| Topic | % Interested | Specific Interests | What is already available? |
|---|---|---|---|
| First Aid/CPR | 76% | First Aid and CPR Classes | SDA for has 2 EC Specialists who are trained to deliver this and also a list for programs of agencies in each county who provide this training |
| Child Abuse | 66% | Child Abuse Classes | Free child abuse training offered through OCCRRA |

| Communicable Disease | 64% | Communicable Disease Classes | Refer programs to local and online trainings that are offered |
|---|---|---|---|
| Disaster evacuation protocols | 2% | Not specified | SDA 4 offers the following OA training: Emergency Preparedness: Is Your Program Ready? Child Care Aware of America also has an asynchronous training: Resources for CCR&Rs Supporting Child Care Emergency Preparedness, Response, and Recovery |
| Any other requirements with new SUTQ rules | 1% | Not specified | SDA4 is prepared to send staff to any/all train-the-trainer opportunities that arise regarding the new SUTQ requirements |

20) What are the technical assistance needs for child care programs in your SDA for licensing and QRIS?

| Topic | % Interested | Specific Interests | What is already available? Coaching, cohorts, and trainings on the following: |
|---|---|---|---|
| Transitioning to Bronze-Silver-Gold | 34% | Ensuring all requirements are met | SDA4 EC Specialists are committed to conduct cohorts by medal level in each region to review and go over requirements, then schedule one-on-one TA sessions with programs to go over details, if needed. DCY to conduct regional in-person and virtual training on medal levels |
| Transitions & Routines | 33.33% | Training staff on transitions & routines | SDA4 offers OA trainings: Transitions, Routines, and Schedules for Preschool Classrooms; Fingerplays:  The Best Kept Secret for Transitions & Learning |
| Curriculum Implementation | 28.67% | Bronze programs in need of curriculum; once free curriculum provided by DCY is determined, training on the curriculum | SDA4 EC Specialists assist teachers, administrators and FCC providers on curriculum implementation strategies via on-site coaching and OA training. |
| Aligning Lesson Plans to ELDS | 28.67% | Assistance with hands-on lesson planning training | SDA4 offers OA training: Lesson Planning: Planning Meaningful Individualized Experiences for Young Children;  ELDS Level 1 Overview; All new ELDS Module trainings |
| Observation & Assessment | 26.67% | Bronze programs in need of assessment; if free assessment is provided by DCY with curriculum, once determined, training on the assessment piece | SDA4 offers OA training : Observing Children: Understanding Why and How |
| Active Supervision | 25.33% | Training staff on true meaning of active supervision | New to the Crew, Now What Do I Do? |
| Child Screening | 16.67% | Bronze programs in need of screening training and referral process | Offering Ohio Approved trainings: Ages and Stages Questionnaire-3 and Ages and Stages Questionnaire Social Emotional-2 |

| | | | Trainings are on our quarterly training calendar, with additional sessions specifically marketed to Bronze-level programs. |
|---|---|---|---|
| Safety, Health & Nutrition | 15.33% | First Aid, CPR, & child abuse classes for staff | See responses for question #20 above |