



Annual Report FY2020



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Annual Report FY2020

Maine Roads to Quality Professional Development Network (MRTQ PDN) is submitting this report to Maine's Department of Health and Human Services, Office of Child and Family Services (DHHS OCFS) to summarize existing system capacity, evaluate future needs, and make recommendations regarding future service delivery. This report contains data covering FY20.

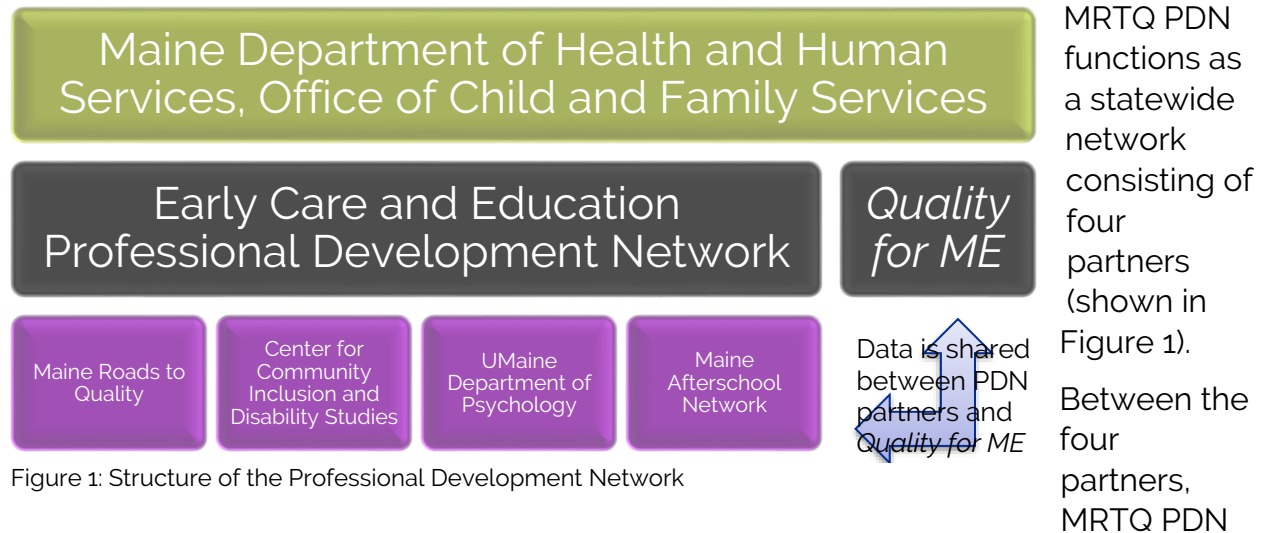


Figure 1: Structure of the Professional Development Network

has offices in Portland, Augusta, Ellsworth, Calais, and Orono. This structure allows MRTQ PDN to deliver responsive, cost-effective services statewide.

The Center for Community Inclusion and Disability Studies (CCIDS) (<https://ccids.umaine.edu/research-projects/mrtq-pdn/>) and The Maine Afterschool Network (<https://www.maineafterschool.org/>) have more information about their work in the PDN partnership on their websites.

The design and delivery of MRTQ PDN services cover the three aspects of professional development shown in Figure 2 – education, training, and technical assistance – with opportunities for practitioners to access professional development in multiple ways.

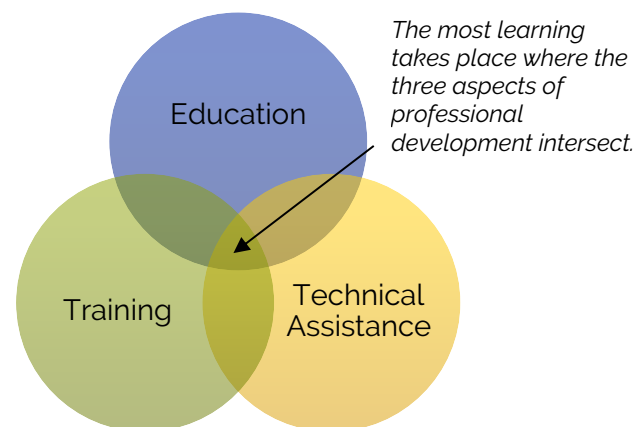


Figure 2: From *Early Childhood Professional Development: Training and Technical Assistance Glossary*, NAEYC and NACCRRA, 2011

Impacts of COVID-19 on MRTQ PDN Service Delivery

The COVID-19 pandemic caused MRTQ PDN to adapt service delivery in order to continue to meet practitioners' needs in a safe way. Additional supports were added to address the specific challenges related to operating child care programs during the pandemic.

COVID-19 related service delivery updates include:

TRAINING

- Increased training offerings based on practitioners' needs. On-demand training participation has increased almost 50% since the pandemic began.
- Created a flyer with additional free and low-cost training options available for programs seeking professional development opportunities. The flyer is linked on the MRTQ PDN home page: <https://bit.ly/2XdtbUT>.

TECHNICAL ASSISTANCE

- Increased the number of scheduled meetings and developed new Communities of Practice (CoPs) based on practitioners' needs. Most notably, MRTQ PDN developed new CoPs focused on staff wellness for early childhood and out-of-school time practitioners. An example of a CoP invitation can be found here: <https://bit.ly/3jYzaGU>.
- Increased offerings of professional growth activities, including the creation of a book club.
- Adapted delivery of on-site consultation to a distance model using Zoom/video.
- Our CCIDS partners to created a link with resources that are specific to COVID-19 and Disability Resources: <https://ccids.umaine.edu/covid-19-and-disability-resources/>.
- Our partners at MASN to developed Summer Learning Guides for youth and families to use: <https://www.maineafterschool.org/summer-learning-guides>. In addition, MASN has introduced the Mizzen by Mott App for additional activities for out-of-school time programs: <https://www.maineafterschool.org/mizzen-app>.

BUSINESS SUPPORT

- In partnership with MaineAEYC, MRTQ PDN maintained a list of open child care programs and license exempt practitioners with openings. The information was updated daily and housed on the CCC website: <https://www.childcarechoices.me>.
- Partnered with Coastal Enterprise Incorporated (CEI)'s Business Lab to provide business relief resources. These Business Relief Resources were also

shared via Facebook and MRTQ PDN's weekly e-newsletter, *SHORTcuts*. The business relief resources included in *SHORTcuts* were:

- 4/7/20: Paycheck Protection Program (PPP)
 - 4/30/20: Pandemic Unemployment Assistance (PUA)
 - 5/4/20: Changes to the PUA Program
 - 6/3/20 and 7/22/20: Employee Retention Tax Credit
- Featured business relief resources on the MRTQ PDN home page:
<https://mrtq.org>.

OTHER OUTREACH

- Attended the Children's Cabinet meeting on June 22, 2020 to share support activities created or adapted for programs during the COVID-19 pandemic.
- Created a substantial library of Wellness and Mindfulness materials to share with practitioners, including a regular "Staying Connected" e-newsletter for MRTQ Registry members. "Staying Connected" was sent weekly through April and May, then finished with every other week emails in June.
- Partnered with the Yale Child Study Center and Walter Gilliam to recruit survey participants for the study "COVID-19 Infection Rates & Mitigation in US Child Care Programs." A link to the survey was sent initially and then in one reminder email. Survey results are currently under analysis:
<https://medicine.yale.edu/ycci/trial/8234/>.

Maine Roads to Quality Registry

The Maine Roads to Quality Registry is the core of Maine's professional recognition system. The Registry uses a member's work, education, and training histories, along with any professional credentials, to assign a Level on the appropriate Career Lattice.

Registry Applications

During FY20, MRTQ PDN processed **1,287 applications from new members**. As a result of the COVID-19 pandemic, with staff working remotely, mailed Registry applications could not be picked up and processed as normal. In response, MRTQ PDN updated the Registry application to accept digital signatures. As a result, complete Registry applications may now be submitted fully online. During the fourth quarter, complete applications were able to be activated on the same day they were received.

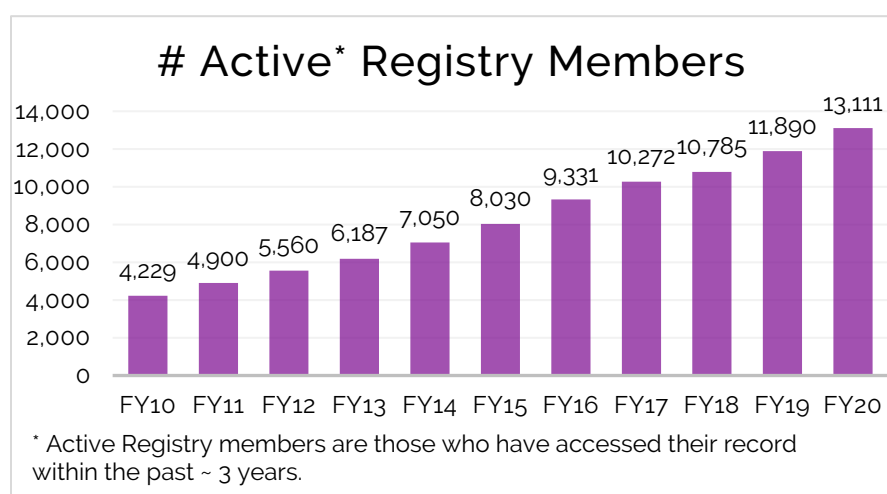


Figure 3: Active Registry members, FY2010 - FY2020

Also as a result of the effects of COVID-19 on sending and receiving physical mail, MRTQ Registry staff now send digital welcome packets to new members. This change saves the project the costs of postage while getting the materials to new members more quickly. Paper welcome packets are

available upon request.

Impact: New members joining the MRTQ Registry can submit their complete application, with electronic signature, online. MRTQ PDN staff are able to activate new members on the same day the complete application is received.

MRTQ Registry: Continuous Quality Improvement Goals for FY21

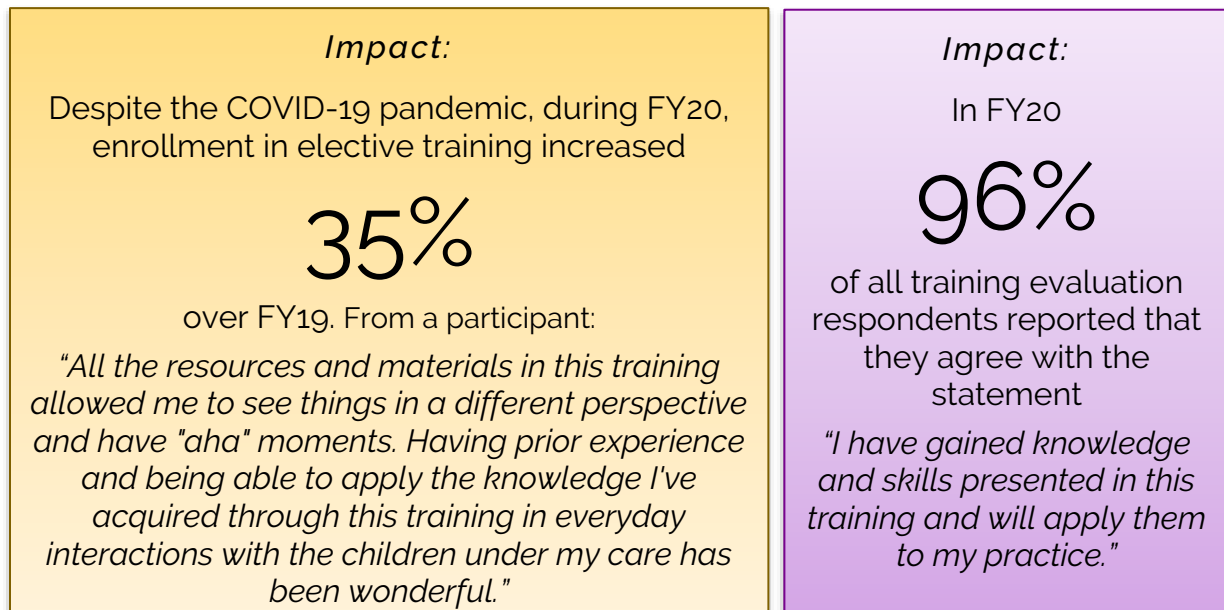
- MRTQ PDN will improve data integration, data analysis, and cross training among staff to continue to build our data team capacity.
- MRTQ PDN Registry will continue to inform registry workforce datasets to the National Workforce Registry Alliance (NwRA) as one of only fifteen nationally recognized Peer Eligibility Review (PER) state.

- MRTQ PDN staff will work with partners (including OCFS) to coordinate data reporting on the Maine early childhood workforce to external organizations (e.g. Child Trends, Child Care Aware of America, The Center for the Study of Child Care Employment at the University of California, Berkeley).

Training Delivery

Core Knowledge and Elective Training

MRTQ PDN offers a wide range of training opportunities for all early childhood and out-of-school time professionals. During FY20, MRTQ PDN delivered **86 Core Knowledge Trainings** to **1,344 individuals**, for a total of **22,155 contact hours** and **128 elective trainings** to **2,157 individuals**.



On-Demand Trainings

MRTQ PDN began FY20 with three on-demand trainings:

- *Health and Safety Orientation 2019* (6 hours)
- *Annual Renewal of CCDF Health and Safety* (2 hours)
- *Caring for Children and Families Experiencing Homelessness* (1 hour)

As seen in Figure 3, enrollment in the *Health and Safety Orientation* training was high during the first two quarters of FY20, with 1,340 individuals completing the training during that time. As expected, enrollment began to taper off as more practitioners were able to enroll in the *Annual Renewal of CCDF Health and Safety* training to meet annual requirements.

Early in 2020, MRTQ PDN introduced another on-demand training: *Substance Use Disorders – Informed Practice for Early Childhood Educators* (2 hours).

Beginning in the third quarter of FY20, coinciding with the beginning of the COVID-19 pandemic and the closure of many child care programs, the demand for all on-demand trainings rose significantly, as seen in the orange line in Figure 3. Enrollment increased 42% in the third and fourth quarters, compared to the first two quarters of FY20. The new *Substance Use Disorders* training enrolled 662 individuals over a six-month period, while enrollment in the *Caring for Children and Families Experiencing Homelessness* increased over 450%.

"This is my first experience with the website, but I definitely see myself coming back to do more. The online training is very convenient and provides so much information that makes me feel like I have a better grasp on what to do and where I am heading. Thank You!"

On-Demand Training Participant

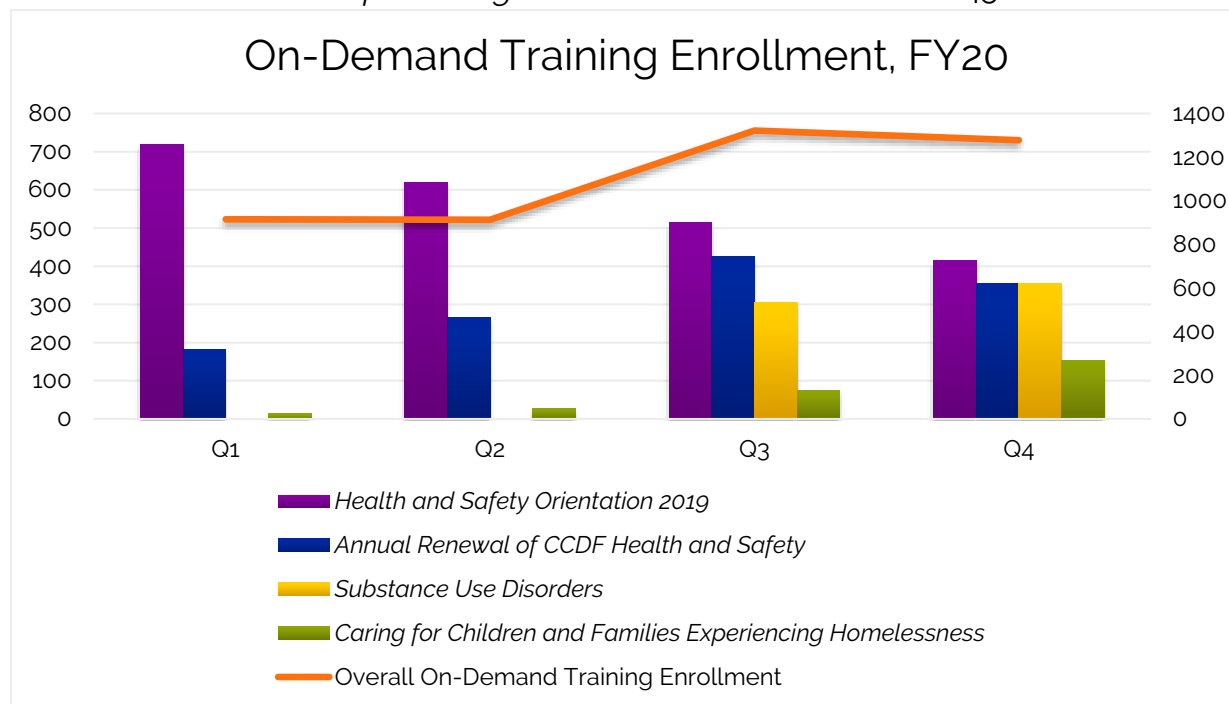


Figure 3: Overall Enrollment in On-Demand Training, FY20

Impact: In addition to meeting practitioner needs for the required health and safety trainings, MRTQ PDN responded to practitioner requests for additional training as a result of the COVID-19 pandemic. Practitioners who were not working in programs due to closures were able to complete needed training hours during that time.

Creation of Social and Emotional Learning, Birth to Age Five Training

In collaboration with our partners at CCIDS, MRTQ PDN created this 18-hour online training in response to the demand for training addressing social and emotional

learning and to meet the needs of practitioners pursuing the Maine Infant Toddler Credential I, The training description reads:

"This 18-hour training covers some of the fundamental aspects of social and emotional development and learning, focusing on children birth through age 5. It will cover information about developmental milestones, attachment, self-regulation, temperament, executive function and the importance of relationships and play for healthy social and emotional development. Social and emotional development is a lifelong process. In this training we embrace the infant mental health perspective of promoting, sustaining and restoring social and emotional health for children through our relationships."

Training delivery began in the fall of 2019, with three deliveries completed in FY20. All deliveries were fully enrolled; two additional deliveries are scheduled for fall 2020.

Impact: Practitioners pursuing the Maine Infant Toddler Credential I can now complete this training in place of the 18-hour "Introduction to Infant Mental Health: Issues and Practice," which has only been available in a face-to-face format. The creation of Social and Emotional Learning Birth to Age Five expands the availability of this training and removes a barrier for those practitioners who are not able to attend in-person training. Additionally, this training has proven to be popular with practitioners overall, as it regularly fills with a waiting list.

All Maine Practitioners Can Now Participate with the iLookOut Training

Beginning in April of 2020, MRTQ PDN and iLookOut partnered to message to child care programs that the iLookOut training is now available to all practitioners, free of charge.



SHORTcuts excerpt:

The iLookOut Learning Program offers 3 (free) online, interactive courses specifically designed for people who work or volunteer at child care programs. iLookOut offers three trainings: Core mandated reporter training, Advanced Training 1, and Advanced Training 2.

Because it's important to make sure that iLookOut is both effective and an improvement over training that already exists, this project involves a research component. The iLookOut program is now available to all Maine child care providers.

Impact: All Maine practitioners can now access iLookOut to meet the requirement for a training on mandated reporting for free. iLookOut is also a broader learning program that includes handouts, resources, and learning games. Enrollment with iLookOut involves research that is studying how best to prepare child care providers to protect children from abuse.

Training Delivery: Continuous Quality Improvement Goals for FY21

- MRTQ PDN will continue to:
 - Assist practitioners in obtaining training required by the CCDBG.
 - Support programs working toward increasing their quality rating with *Quality for ME/QRIS* by enrolling program staff in the correct trainings.
 - Work with the cross disciplinary team to revise the document *Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development* and the aligned 30 hour training. The team has representation from MRTQ PDN, the Maine Department of Education (DOE), the Maine Association for Infant Mental Health, and Head Start/Early Head Start.
- Training staff will support the overall work of the Maine Credentials by advising practitioners on training enrollment.
- MRTQ PDN will collaborate with Child Development Services in offering the Maine Early Learning Development Standards training to 39 staff with plans for a fall delivery to an additional 45 staff.

Technical Assistance Delivery

MRTQ PDN has created a statewide system to offer technical assistance (TA) services to early childhood and out-of-school time programs working to improve program quality. The TA System supports the reflective processes that practitioners need in order to apply the theories and information learned through education and/or training to improve or sustain best practices.

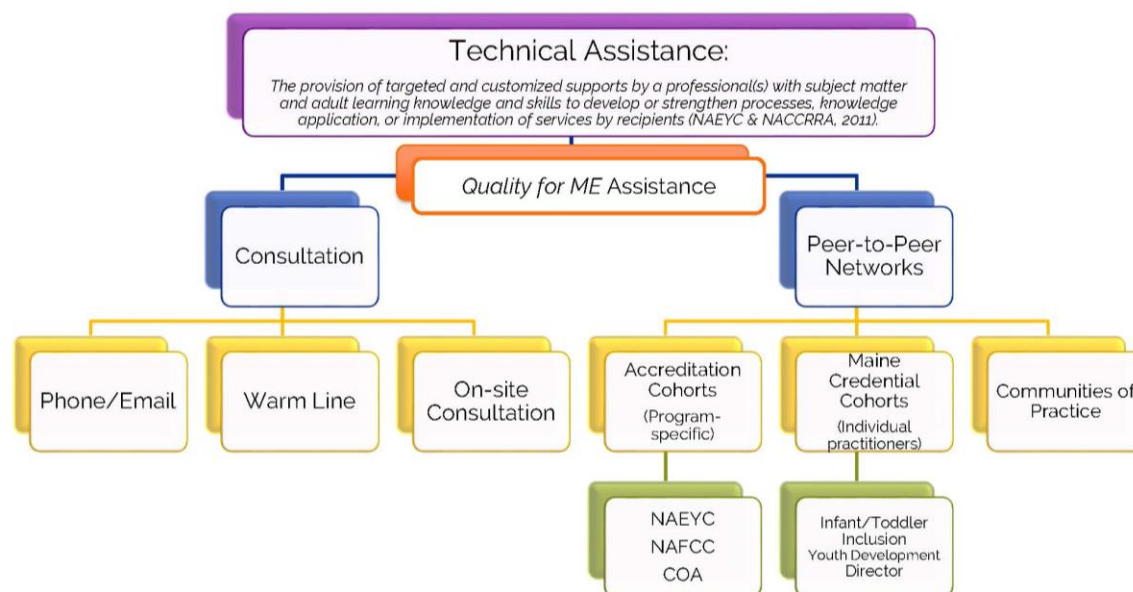


Figure 4: MRTQ PDN's TA System

Communities of Practice

As noted above in the "Impacts of COVID-19 on MRTQ PDN Service Delivery" section, demand for Communities of Practice increased immediately in response to the pandemic. All CoPs were moved to an online format, which allowed groups currently meeting to continue without interruption. New CoPs focused on staff wellness for a general audience and one specific for out-of-school time practitioners were created in April and May. As shown in Figure 5 below, participation in CoPs **increased 31%, to 3,076 participants**, over FY19.

| CoP Participation | FY19 | FY20 |
|------------------------------------|-------------|-------------|
| <i>Total # of CoPs (statewide)</i> | 30 | 36 |
| <i>Meetings</i> | 246 | 319 |
| <i>Participants</i> | 2,348 | 3,076 |

Figure 5: Increase in CoP participation, FY19 to FY20

MRTQ PDN conducts a bi-annual evaluation of the CoPs. For the most recent six months:

- 90% of evaluation respondents agreed or strongly agreed that **"The topics are useful and relevant."**
- 94% of evaluation respondents agreed or strongly agreed that **"I would recommend others join a CoP."**
- 90% of evaluation respondents agreed or strongly agreed that **"The CoP provides opportunities for relationships."**

| Impact: CoPs Supporting Programs during COVID-19 | |
|---|--|
| <i>Please describe why you decided to join the Community of Practice.</i> | <p>"To be able to have novel discussions with a group of peers who might be able to share inspirations and also problem-solve together about challenges during this time."</p> <p>"To see how other programs were handling change during the COVID-19 pandemic."</p> |
| <i>How have YOU benefitted from your participation in the CoP?</i> | <p>"I received a lot of information that I needed [regarding] COVID-10. [It] helped me decide what to do for the business. She gave more links to research."</p> <p>"It has been especially helpful to know that during COVID-19 we as providers have each other to discuss things that are going on."</p> |
| <i>How do you think your PROGRAM has benefitted from your participation in the CoP?</i> | <p>"Sharing of ideas for how to change practices to meet the challenges of the pandemic."</p> <p>"What I learned I put into practice - health measures related to COVID-19."</p> |

Launch of Accreditation and Credential Cohorts

In late 2019, MRTQ PDN began recruiting for individuals and programs to join new cohorts:

- Accreditation Cohorts: A group of practitioners who work together with a trained facilitator to share resources and support around obtaining national Accreditation. *This type of cohort provides program-level support.*

- Maine Credential Cohorts: A group of practitioners who work together with a trained facilitator to share resources and support around obtaining a Maine Credential. *This type of cohort provides individual-level support.*

Cohort meetings began in early 2020.

Impact: The cohort model follows the premise that peer learning can be a positive influence on advancing progress towards identified and shared goals. By offering cohort support to individuals and programs, MRTQ PDN expects to see an increase in the number of accredited programs in Maine and in the number of Maine Credentials awarded during FY21.

Pilot of the Maine Technical Assistance Credential

Building upon the Maine Technical Assistance Competencies, MRTQ PDN partners at CCIDS created a series of trainings aimed at TA providers seeking to increase their knowledge, skills, and abilities. The trainings form the foundation of the new Maine Technical Assistance Credential. MRTQ PDN's District Coordinators constitute the pilot for this new Credential and are completing the training and compiling their portfolios throughout 2020.

Impact: The piloting of the Maine TA Credential with the District Coordinators working at MRTQ PDN and CCIDS will be evaluated during FY21 with a goal of opening the credentialing process to TA providers statewide once revisions are complete.

Technical Assistance Delivery: Continuous Quality Improvement Goals for FY21

- With the increase in Early Childhood Mental Health Consultation (ECMHC) funding approved by the Legislature during FY19, and a pilot set to begin in fall 2020, MRTQ PDN will work with DHHS to support and align the delivery of these services.
- MRTQ PDN will continue to recruit programs and providers to participate in Accreditation and Credential Cohorts. These cohorts will be evaluated on an ongoing basis.
- The Maine TA Credential pilot offered during the summer and fall of 2020 will be thoroughly evaluated in winter 2021 to inform changes to the process moving forward.
- In the summer of 2020 MRTQ PDN will add Peer Learning Communities (PLC) to the TA system offerings. The first offering will be a book club based on the book *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges*. This PLC will be evaluated to determine future PLC offerings.

- To continue to promote the Warm Line, MRTQ PDN will add information to new practitioner trainings, such as "Getting Started in Family Child Care" and to outreach to new practitioners through the Registry and the District Coordinators.

Child Care Choices

Support for Essential Workers

In partnership with MaineAEYC and OCFS, MRTQ PDN launched an effort to provide essential workers with information about available child care slots during the initial weeks of the COVID-19 pandemic. The lists were updated weekly and housed at the top of the Child Care Choices home page.

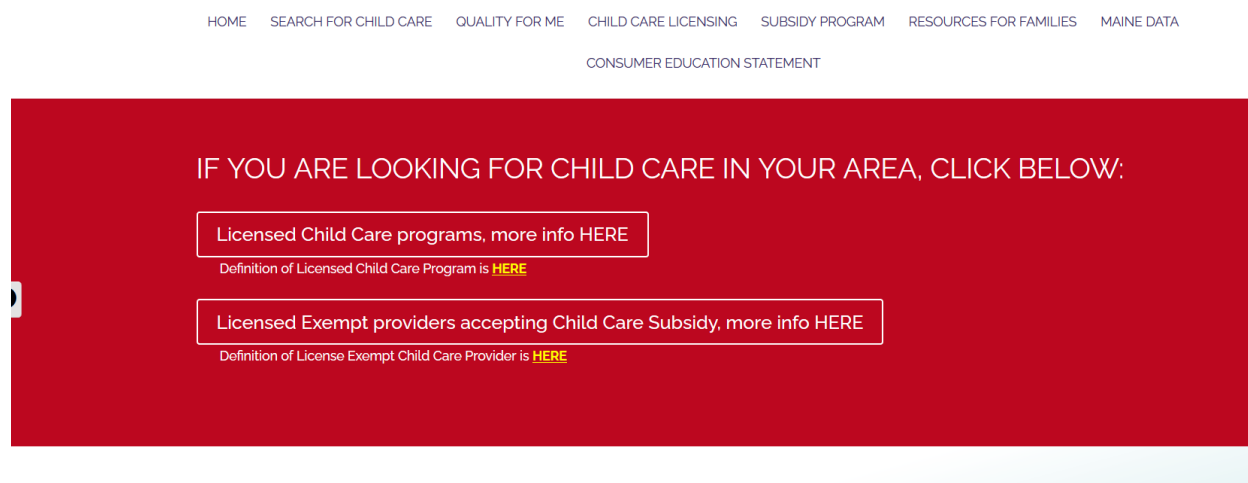


Figure 6: Screen shot of Child Care Choices home page

As more of Maine began to reopen in May and June, the information was revised to be applicable to all families, not just families of essential workers.

Impact: During the challenging initial weeks of the COVID-19 pandemic, many essential workers with young children struggled with finding child care options. Through a coordinated effort, MRTQ PDN, MaineAEYC, and OCFS were able to create a resource to assist these families by connecting them with programs with openings.

Child Care Choices Traffic Report

Traffic for FY20 is compared to the traffic in the three previous state fiscal years (Figure 7). The left panel shows mean daily users and the right panel shows FY20 traffic as a percentage of the traffic in previous years. Before the COVID-19 pandemic hit Maine (July 2019 through February 2020), traffic in FY20 was always above previous averages (red line always above blue line for July through February in left panel, bars always above 100% for July through February in right panel), with FY20 traffic averaging 117% of traffic in the same months in the three previous fiscal years.

After the COVID-19 pandemic hit Maine (March through June 2020), traffic in FY20 fell to an average of 76% of traffic in the same months in the three previous fiscal years. Specifically, traffic was down to 86% of previous levels in March (partially

affected by pandemic), fell further to 64% in April (at the height of the pandemic in Maine), and partially rebounded to 77% and 78% in May and June, respectively.

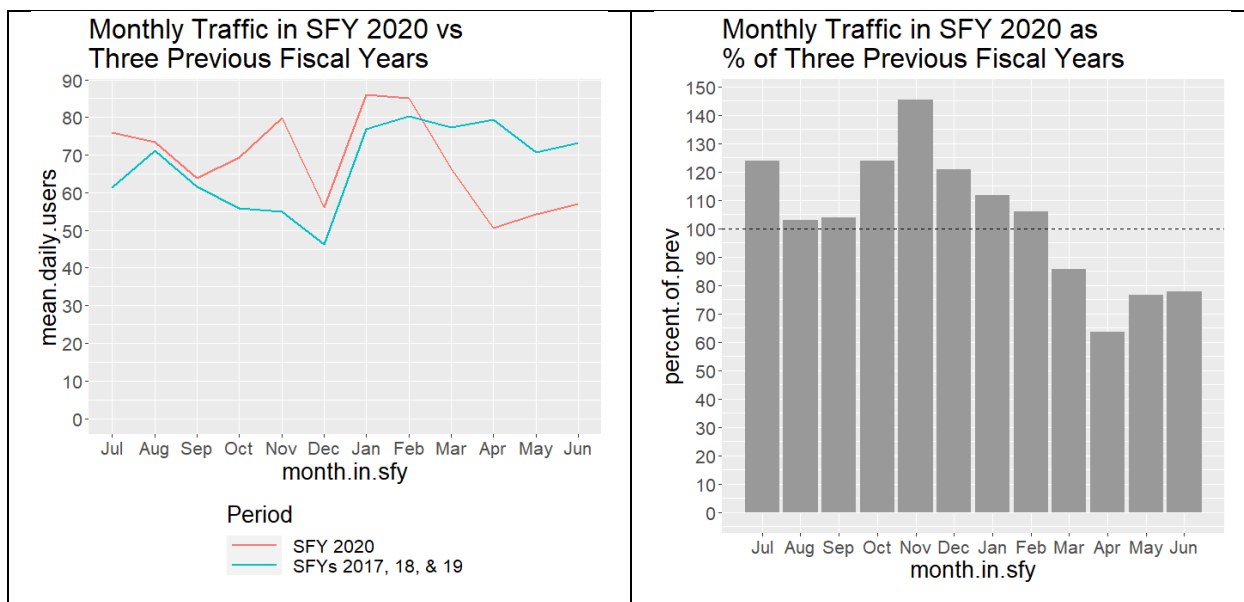


Figure 7: Child Care Choices traffic, FY20

Impact: The COVID-19 pandemic had an immediate and obvious impact on Child Care Choices web traffic due to the closures of programs and the number of families that no longer needed care due to stay-at-home orders. The need for searches on Child Care Choices shifted to those families of essential workers seeking new care arrangements. As noted above under "Support for Essential Workers," Child Care Choices adapted to meet this need.

Child Care Choices Continuous Quality Improvement Goals for FY21

- MRTQ PDN will continue to implement a multimedia marketing campaign for families regarding the Child Care Choices website to increase awareness of CCC's resources (including child care search) and increase web traffic. Measurement of the campaign in FY20 has been difficult due to the COVID-19 pandemic's effect on families' use of child care.
- In August of 2020, the Child Care Choices Program Portal will launch. The Program Portal has been developed to allow individual programs to update the information displayed on Child Care Choices. Programs will be able to update their number(s) of openings, listed by age, and if the program accepts Child Care Subsidy Program (CCSP) funding. Additional functionality is planned for the Program Portal in the future.

QRIS Revisions: *Rising Stars for ME*

During FY20, MRTQ PDN and OCFS continued to meet with partners to revise *Quality for ME*, Maine's quality rating and improvement system.

Key components of the revisions include:

- *Quality for ME* will be renamed *Rising Stars for ME*.
- The four Steps of *Quality for ME* will be replaced with five Stars with *Rising Stars for ME*.
- Programs will submit portfolios of evidence electronically.
- License exempt providers participating with the Child Care Subsidy Program (CCSP) may join *Rising Stars for ME* at Star 1. (This includes non-family providers and recreation programs.)
- Ratings for licensed programs begin at Star 2.
- Center-based and Head Start program standards have been merged into one document.

The following requirements from *Quality for ME* will remain the same:

- *Rising Stars for ME* will remain a "block" rating system. To receive a Star 4 rating, for example, a licensed program must meet all requirements for Stars 2, 3, AND 4.
- Registry membership is required for all staff (including license exempt providers).
- Star Five (the highest rating) requires national accreditation through:
 - The National Association for Family Child Care (NAFCC);
 - The National Association for the Education of Young Children (NAEYC);
 - The American Montessori Society (AMS);
 - The Council on Accreditation (COA).
- OCFS will conduct random on-site monitoring of portfolios.

During the spring of 2020, MRTQ PDN led a Pilot of *Rising Stars for ME* with three groups of programs: Center/Head Start, Family Child Care, and Out-of-School Time. A final report of the Pilot will be available in August 2020.

Staff at CCIDS revised the *Inclusive Practices Checklist* as part of the QRIS revisions. Pilot participants reviewed the *Inclusive Practices Checklist* to give feedback on the amount of time needed to complete the required sections of the checklist for each Star. Pilot participants reacted positively to the revised checklist and gave feedback that will inform further revisions.

Impact: The standards of Quality for ME have not been revised since their initial introduction in 2008. Much has changed in that time and programs are looking forward to an update of the system. The new Rising Stars for ME system will include important changes, such as bringing in license exempt providers and moving the Program Portfolio to an online format.

QRIS Continuous Quality Improvement Goals for FY21

- The *Rising Stars for ME* Pilot Report will be finalized in August of 2020. Using feedback from the Pilot groups captured in the report, the revised *Rising Stars for ME* Standards will be shared with other stakeholder groups for a final round of feedback. MRTQ PDN will continue to work with OCFS to move the changes through state government, including the Legislature, in early 2021.
- The *Inclusive Practices Checklist* revisions will be complete in FY21 for use with *Rising Stars for ME* and as a continuous quality improvement tool for programs.

Maine Afterschool Network

The Maine Afterschool Network collaborated with multiple partners to assist out-of-school-time programs statewide with responding to the COVID-19 pandemic. Some activities included:

- The Statewide Afterschool Network Rapid Response Team focused on 21st Century Community Learning Centers (21st CCLC) guidance for programs. MASN participated in weekly calls with Maine 21st CCLC program directors.
- MASN worked with the Statewide Afterschool Network Rapid Response Team to develop Summer Activity Guide to keep youth engaged over the summer. The guide includes 150 activities and challenges, organized by age group, that are based in skill-building and social and emotional learning.
- MASN helped launch the Mizzen App (<http://mizzen.org>), a tool developed by the CS Mott Foundation to support afterschool programmers.
- MASN hosted Virtual Network meeting with 85 programmers to connect on summer programming.
- MASN launched Million Girls Moonshot Project, a multi-year initiative that seeks to re-imagine who can engineer, who can build, who can make. It will inspire and prepare the next generation of innovators by engaging 1 million more girls in STEM learning opportunities through afterschool and summer programs.

Impact: MASN collaborated with multiple state and national partners to create and distribute resources to out-of-school time programs in response to the COVID-19 pandemic. MASN will continue to evaluate the success of these interventions as out-of-school time programs prepare for the 2020-2021 school year.

Maine Afterschool Network Continuous Quality Improvement Goals for FY21

- MASN will continue to provide COVID-19-related resources including information to out-of-school time programs on the importance of being participants with local schools and school boards during school re-opening plans.
- MASN will promote *Rising Start for ME* to all out-of-school time programs in their National Afterschool Alliance affiliate membership.
- MASN will continue to collaborate with MRTQ TA Staff to offer out-of-school time Communities of Practice.

Appendix A: Professional Development Needs Assessment 2020

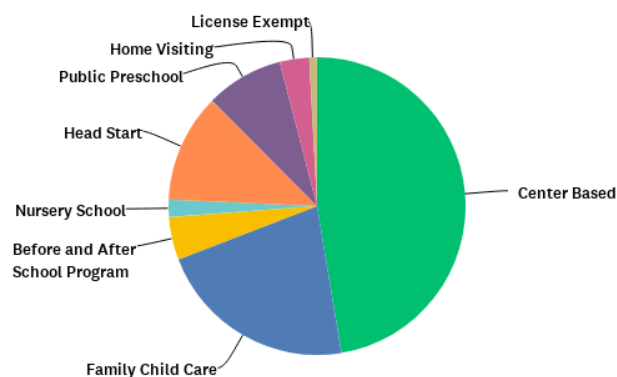
Survey sent online on March 1, 2020. Survey closed on April 3, 2020. Participants received this survey during the first month of the COVID-19 pandemic. Responses Received: 840

The following items represent a selection of questions from the Professional Development Needs Assessment 2020. To view results of the entire survey, visit the data dashboard at: <https://www.surveymonkey.com/stories/SM-B2TRNXHD/>.

WHO RESPONDED TO THE SURVEY?

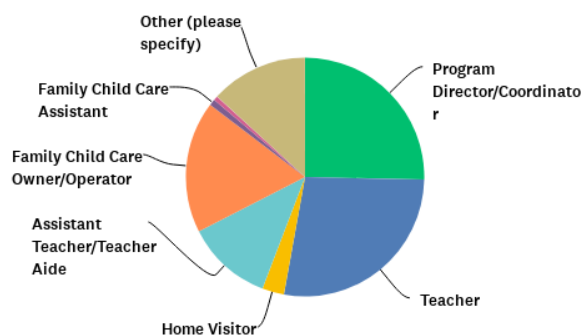
Over half (59%) of the respondents to the survey work in center-based or Head Start programs. In 2018, 55% of survey respondents worked in center-based or Head Start programs.

Q1 Please indicate the one answer that BEST describes the setting in which you work.



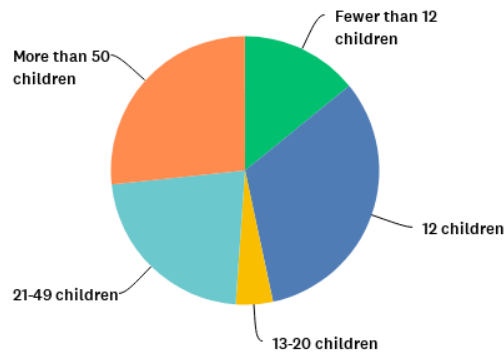
For job titles, roughly half of the respondents are Program Director/Owners or Family Child Care Owners.

Q2 What is your position (job title) at this program? (Please indicate the one BEST answer.)



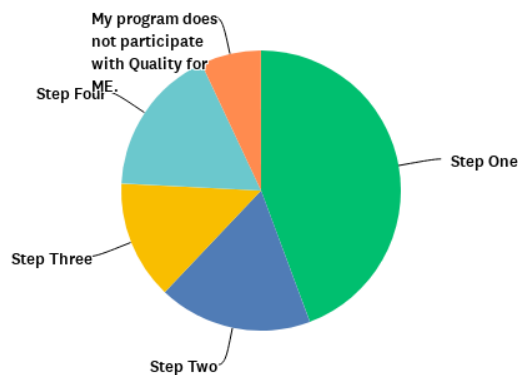
In a question answered by the Program Owner/Director or Family Child Care Owner, respondents were asked how many children are currently enrolled in their program. The results show an even mix between programs with more than 20 children and those with fewer than 20 children.

Q3 What is your program's current licensed capacity?



Program Owner/Directors and Family Child Care Owners were asked about their programs' participation with *Quality for ME*. Only 7% of respondents indicated that their program does not participate. Of those that participate, 44% are currently at Step 1.

Q7 Does your program participate with Quality for ME? If yes, which Step has your program currently achieved?



Respondent locations represented all counties of Maine. All survey respondents were asked this question.

In which county do you LIVE?

| Answer Options | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Androscoggin | 9.0% | 70 |
| Aroostook | 4.6% | 36 |
| Cumberland | 23.4% | 183 |
| Franklin | 2.6% | 20 |
| Hancock | 3.1% | 24 |
| Kennebec | 14.0% | 109 |
| Knox | 2.7% | 21 |
| Lincoln | 2.4% | 19 |
| Oxford | 3.5% | 27 |
| Penobscot | 9.3% | 73 |
| Piscataquis | 1.5% | 12 |
| Sagadagoc | 2.3% | 18 |
| Somerset | 5.0% | 39 |
| Waldo | 3.0% | 24 |
| Washington | 2.3% | 18 |
| York | 10.7% | 84 |
| Other (NH) | 0.6% | 5 |
| answered question | | 782 |
| skipped question | | 58 |

COMPARISONS TO 2018

Demographically, the respondents in 2020 and 2018 are similar in terms of program type, job title, program enrollment, participation with *Quality for ME*, and geographic location. The survey contains the same questions from 2018 (with updates to ensure current information).

Training Satisfaction

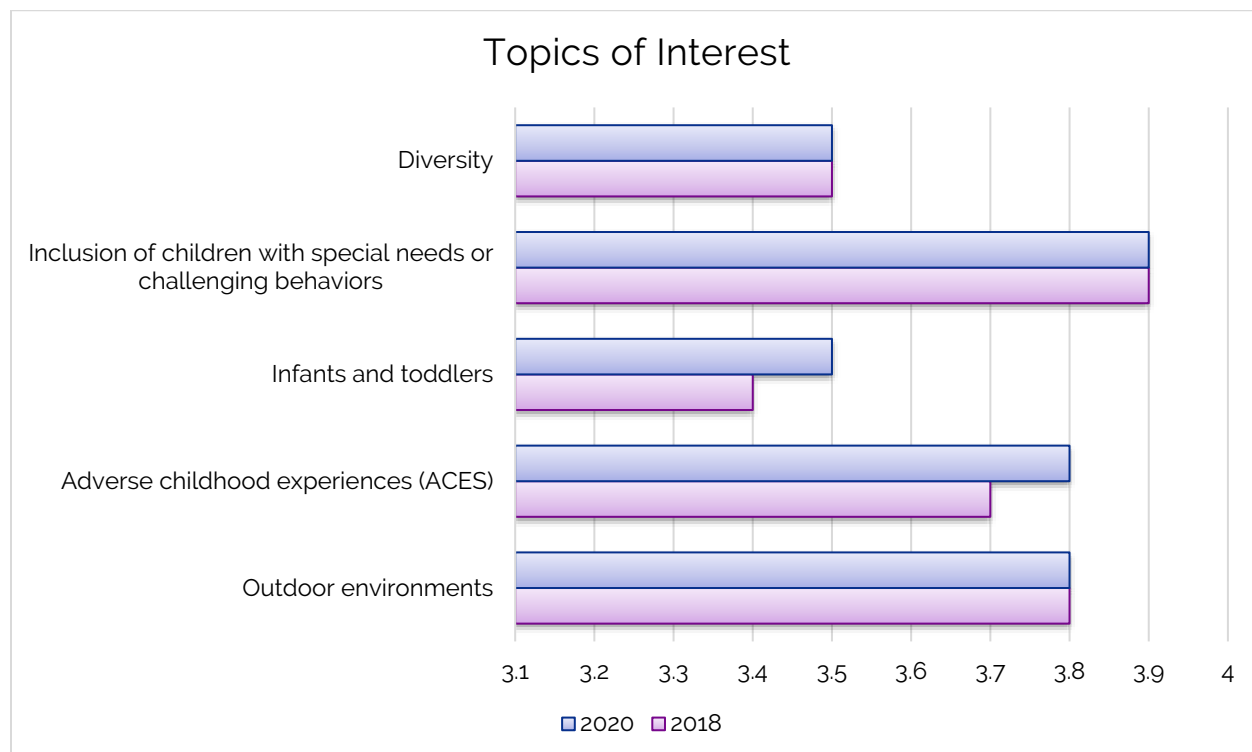
When asked: "How satisfied are you with training opportunities offered in your area?" respondents, the answers are nearly identical to 2018.

| How satisfied are you with the training opportunities offered in your area? | | |
|---|------|------|
| | 2018 | 2020 |
| Very Satisfied | 12% | 17% |
| Satisfied | 42% | 40% |
| Neither Satisfied nor Dissatisfied | 31% | 30% |

| | | |
|--------------------------|-----|-----|
| Dissatisfied | 13% | 11% |
| Very Dissatisfied | 2% | 2% |

Topics of Interest

When asked to rate topics of interest on a scale of 1 to 5, the responses for 2020 mirrored those in 2018.



Where Practitioners Access Training

Practitioners continue to access training from the same providers, with the exception of Child Care Options, which has closed. Notably, the percentage of practitioners accessing training through MRTQ PDN has increased 9% since 2019.

| Training Provider | Percent, 2018 | Percent, 2020 |
|--|----------------------|----------------------|
| Maine Roads to Quality Professional Development Network | 56% | 65% |
| Child Care Options | 15% | 0% |
| Head Start | 19% | 13% |
| Cooperative Extension | 3% | 4% |
| CARE Courses (or similar) | 23% | 25% |

| | | |
|--|-----|-----|
| College or university | 20% | 17% |
| Conference(s) | 40% | 40% |
| Training provided at my workplace | 58% | 57% |

Preferred Training Modalities

Survey participants were asked about their preferred training modalities, there is an expected shift away from face-to-face training to online training. It is likely that at least some of this change is due to the COVID-19 pandemic and the unavailability of face-to-face meetings.

| Modality | Percent, 2018 | Percent, 2020 |
|-----------------------|----------------------|----------------------|
| Face-to-face | 45% | 39% |
| Online | 56% | 64% |
| Blended/hybrid | 41% | 39% |

Knowledge of and Participation in MRTQ PDN Technical Assistance Activities

For questions related to MRTQ PDN TA Activities including On-Site Consultation, Communities of Practice, and the Warm Line, the number of respondents who answered that they knew about the service increased for all areas. However, for the Warm Line, knowledge of the service went up only 1%.

| Question | Percent, 2018 | Percent, 2020 |
|---|----------------------|----------------------|
| Did you know that MRTQ PDN provides on-site consultation?¹ | | |
| Yes | 71% | 78% |
| No | 29% | 22% |
| Have you accessed on-site consultation?¹ | | |
| Yes | 36% | 33% |
| No | 63% | 65% |
| Requested, not yet received | 1% | 2% |
| If you have not had on-site consultation, please rate the likelihood that you would or would not request it in the future.¹ | | |

¹ Question answered by program owner/director/administrator

| Question | Percent, 2018 | Percent, 2020 |
|--|---------------|---------------|
| Definitely would | 20% | 10% |
| Probably would | 46% | 53% |
| Probably would not | 28% | 35% |
| Definitely would not | 6% | 2% |
| Did you know that MRTQ PDN provides Communities of Practice? | | |
| Yes, and I have attended. | 25% | 28% |
| Yes, but I have not attended. | 39% | 38% |
| No | 36% | 35% |
| If you have not attended an MRTQ PDN-sponsored CoP, please rate the likelihood that you would or would not attend in the future. | | |
| Definitely would | 14% | 15% |
| Probably would | 56% | 56% |
| Probably would not | 27% | 28% |
| Definitely would not | 3% | 1% |
| Did you know that MRTQ PDN offers the Warm Line? | | |
| Yes, and I have accessed the Inclusion Warm Line. | 7% | 6% |
| Yes, but I have not accessed the Inclusion Warm Line. | 31% | 33% |
| No | 62% | 61% |
| If you have not contacted the Inclusion Warm Line, please rate the likelihood that you would or would not contact it in the future. | | |
| Definitely would | 12% | 9% |
| Probably would | 52% | 54% |
| Probably would not | 33% | 35% |
| Definitely would not | 3% | 2% |