

ANNUAL REPORT | FY 2022

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***Maine Roads to Quality Professional Development Network
Updated Vision and Mission Statements:***

Vision:

All early childhood and out-of-school time professionals in Maine provide high-quality care that meets the unique needs of each child they serve.

Mission:

MRTQ PDN supports early childhood and out-of-school-time professionals in developing the skills and expertise to provide high quality, inclusive, and culturally responsive care to Maine's children.

Annual Report FY2022

Maine Roads to Quality Professional Development Network (MRTQ PDN) submits 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 FY22.

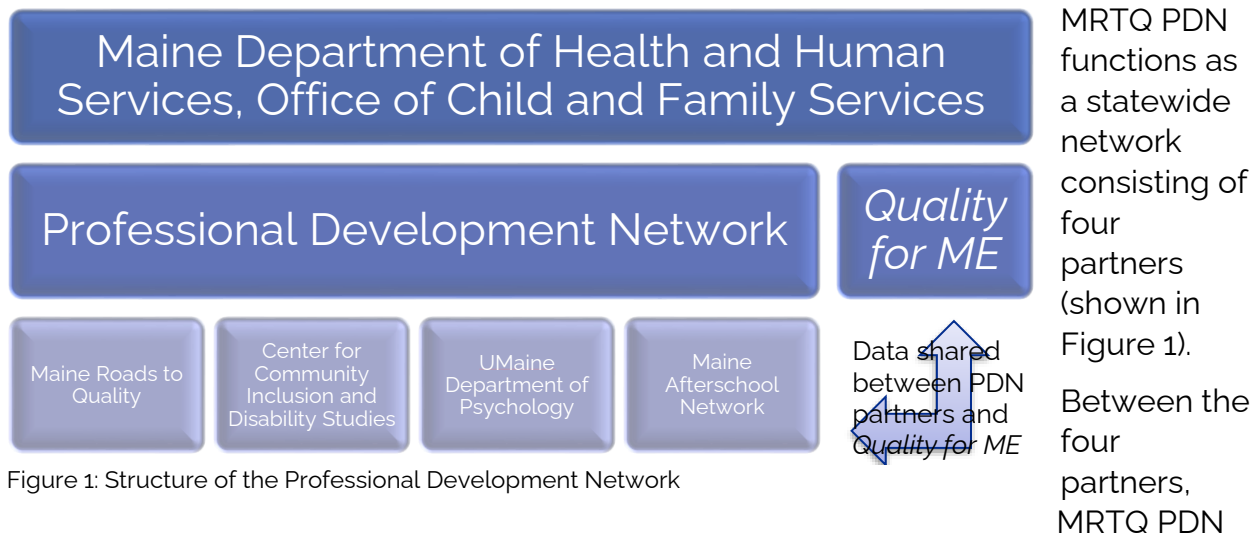


Figure 1: Structure of the Professional Development Network

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

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

Biennial Professional Development Needs Assessment

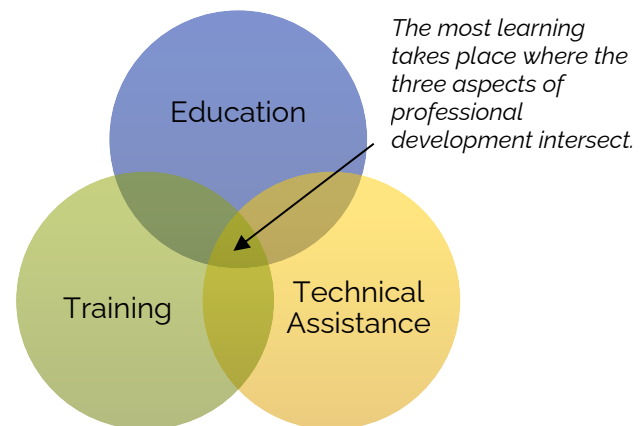


Figure 2: From *Early Childhood Professional Development: Training and Technical Assistance Glossary*, NAEYC and NACCRRA, 2011

In April of 2022, MRTQ PDN distributed its biennial Professional Development Needs Assessment. A total of 638 survey responses were collected between April 1 and May 12, 2022. Selected highlights from the 2022 Professional Development Needs Assessment are incorporated in this report; a full summary can be found in Appendix A.

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.

Mandatory Enrollment Continues to Increase Registry Membership

In 2021, Maine Child Care Licensing adopted updated rules requiring all direct care staff in licensed programs to be Active Registry Members¹. During FY22, Active

"The Registry is easy to navigate. I like having all of my training and education in one place to better keep track."

~ Registry member

Registry Membership increased from 12,289 to 16,742, with 4,453 applications activated for an overall increase in Active Registry Membership of 27%.

A total of 1,752 Registry Memberships were activated during FY21, representing a 39% increase in Registry Memberships processed by MRTQ PDN Registry staff since Child Care

Licensing implemented mandatory Registry enrollment.

In addition to Registry Memberships activated during this year, the MRTQ Registry team verified 1,109 Registry Members' higher education degrees and 16,868 elective trainings.

Registry Membership by the Numbers:

Total Active MRTQ Registry Membership increased 27% over FY21.	MRTQ Registry Memberships processed increased 39% over FY21.	100% of new MRTQ Registry Memberships were processed in one business day.
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Impact: Requiring Registry Membership for all direct care staff in licensed programs has dramatically increased individual participation in the MRTQ Registry. Maine now has more complete workforce data than ever before. MRTQ Registry staff continue to process new applications within one business day.

¹ To be considered an Active Registry Member, the practitioner must submit a completed and signed Registry Application. MRTQ Registry staff verify all information and assign the Registry Member a Level on the appropriate Career Lattice. MRTQ PDN defines Active Registry Membership as a profile that has been accessed at least once in the past two calendar years.

MRTQ Registry: Continuous Quality Improvement Goals for FY23

- As a result of mandatory Registry Membership for licensed child care programs, MRTQ PDN will report workforce data that:
 - More accurately represents the field of early childhood education and out-of-school time programming throughout the state;
 - Helps to identify child care deserts;
 - Promotes quality improvement in child care to meet the needs of children and families; and professionals.
 - Informs advocacy and policy decisions at community and state levels.

Training

Curriculum Development

MRTQ PDN contracts with subject matter experts to write and update curricula using the most current research. During FY22, MRTQ PDN updated nine trainings and completed development of two trainings. Moving into FY23, five additional trainings are in development.

"To say again, the quality of the trainings, the ease of enrollment and the helpfulness of the staff has been really helpful, especially during the pandemic!"

~ Training participant

What's New: Curriculum Development

Updated:

- *Relationship-Based Technical Assistance*
- *Quality Improvement Toolkits*
- *Health and Safety Orientation*
- *Health and Safety Annual Renewal*
- *Foundations of Health, Wellness, and Safety*
- *Foundations of Collaborative Consultation*
- *Foundations of Mentoring*
- *Maine's Early Learning and Development Standards (MELDS)*
- *Rising Stars for ME Inclusive Practices Checklist Video*

New:

Completed

- *Creating Equitable Early Learning Communities*
- *Designing Early Learning: Curriculum and Assessment in Preschool*

In Development

- *Supporting Inclusion: Laws and Practices*
- *Getting Started in Family Child Care*
- *Quality Outdoor Play Environments*
- *Creating Inclusive Child Care*
- *Family Engagement*

Impact: During FY22, MRTQ PDN wrote or revised curricula in response to various factors, including:

- *State requirements (e.g. Health and Safety trainings and MELDS)*
- *New requirements for the Maine Technical Assistance Credential (e.g. Relationship-Based Technical Assistance)*
- *Increasing workforce support (e.g. Creating Equitable Early Learning Environments)*
- *Practitioner demand (e.g. Quality Outdoor Play Environments)*

MRTQ PDN engages in a curriculum planning process designed to meet a wide range of needs and requirements in the field, as well as to keep training content consistent with current best practices.

Getting Started in Family Child Care

Family child care programs are a vital part of Maine's early childhood community. These programs provide an important service to the workforce by delivering quality early childhood education to children and their families.

As a way to reduce barriers to individuals seeking to open a new family child care program, MRTQ PDN redesigned the required six-hour training *Getting Started in Family Child Care* to be completed on-demand. Participants will be able to complete the training at a time convenient to them at no cost. *Getting Started in Family Child Care* introduces the first steps for individuals to open their own family child care program and provides resources to support their business.

Impact: An updated, free, on-demand Getting Started in Family Child Care training reduces the cost and time barriers for individuals seeking to open new family child care programs. An increase in the number of family child care programs statewide increases access to care for families.

Training: Continuous Quality Improvement Goals for FY23

- In response to data from the FY22 Professional Development Needs Assessment (Figure 3), MRTQ PDN will identify training content appropriate for a microlearning and/or on-demand format to support accessibility for all practitioners.

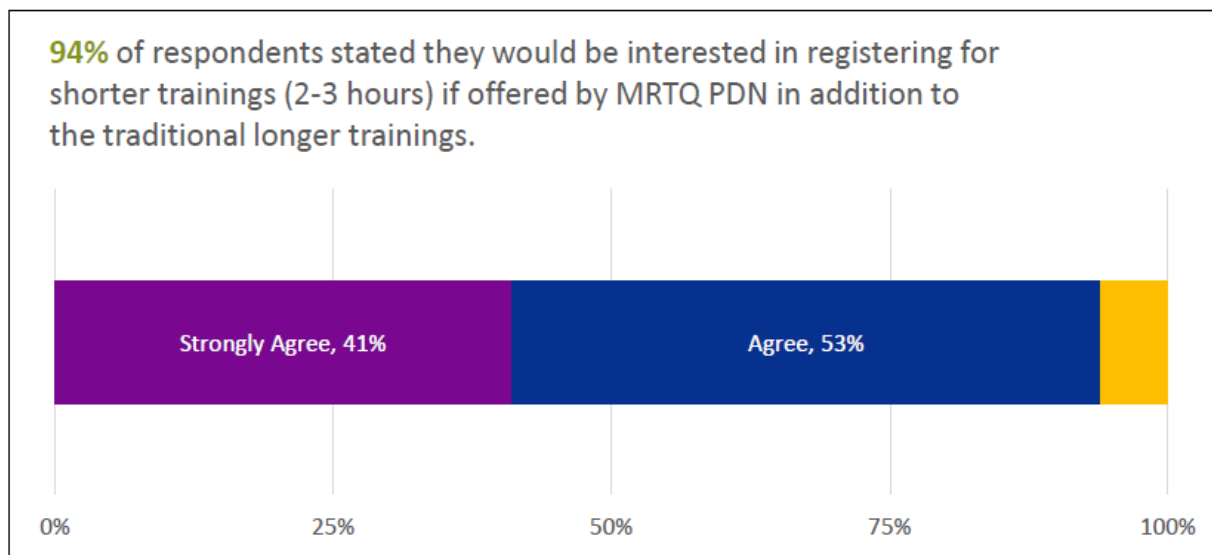


Figure 3: Training Data from FY22 PD Needs Assessment

- The MRTQ PDN Training staff will implement individualized support for training participants to increase practitioner engagement and successful training completion.
- MRTQ PDN will revise the Trainer Quality Assurance System to support high quality facilitation and participant experience.

Technical Assistance

MRTQ PDN implements 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).

All about Relationships: Virtual and On-Site Consultation

During the summer of 2021, the District Coordinators (DCs) resumed on-site consultation in cases where both the consultee and DC felt it was safe and appropriate.

Consultation requests cover a range of topics, such as creating professional development plans, identifying action steps for moving up *Quality for ME*, supporting inclusive practices for children with disabilities, or opening or expanding new child care businesses. Moving forward, consultees and DCs will collaborate to determine if consultation will be delivered virtually or on-site.

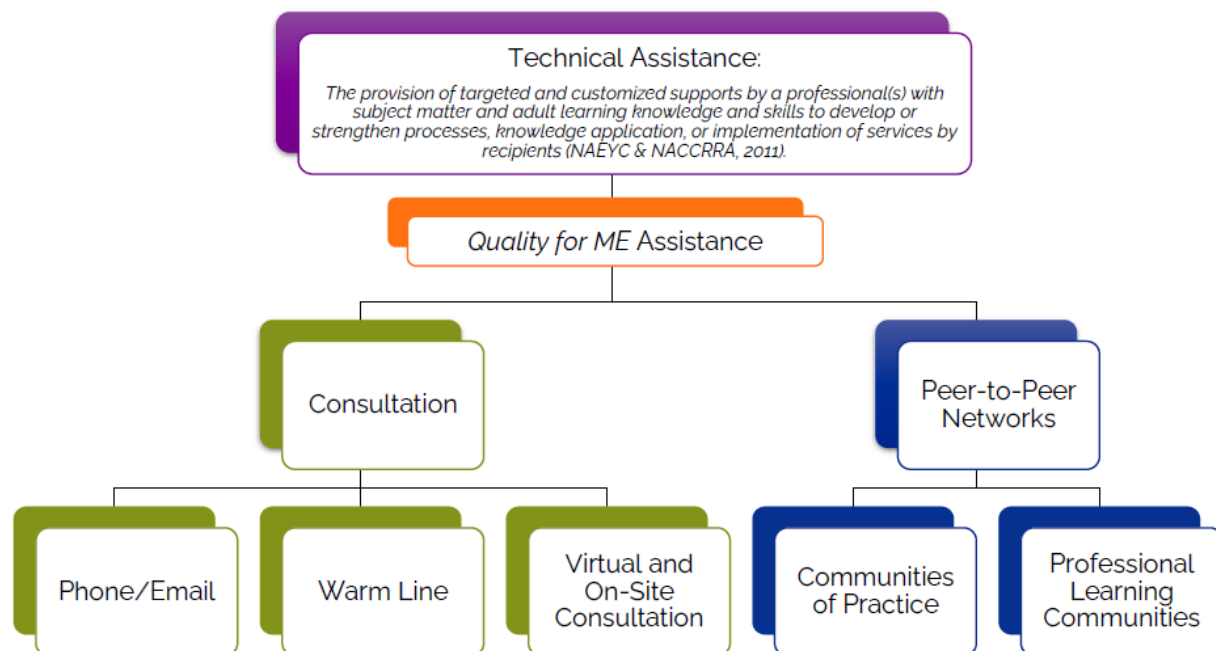


Figure 4: MRTQ PDN Technical Assistance System (revised 2022)

Impact: *For the first eighteen months of the pandemic, the District Coordinators were successful in building trusting relationships as the foundation of the consultation process through a virtual format (Zoom, phone, email). Having the option to choose which format best meets the needs of the both the program and the consultant has provided optimum flexibility with a result of a strengthened consultation process.*

Creatively Engaging Programs and Practitioners

Social and Emotional Learning Kits: Kari Payne, District 4



Image 1: Sara expressing "surprise" and Kari expressing "angry."

Kari and Sara Turner, a children's librarian from the Lewiston Public Library, created a social-emotional kit for child care and out-of-school time programs to borrow and use with children in their care. The kit focuses on play, while also exploring communication and literacy.

The kit includes a book that has been adapted to allow children to predict what emotion a child is expressing from behind a mask. They then can check their prediction by removing the masks attached to the book pages. The kit has information about material use and additional high-quality items for children's play. At times, programs have added to the kit to enhance it based on children's interests; the new additions will travel to the new setting and allow others to share in those discoveries.

The goal is to continue to share the kits with child care settings in the Lewiston area continually every 2-3 weeks.

Where's the Math? Book Club: Robin Holman, District 5

Over the course of five weeks, a group of practitioners read the book *Where's the Math? Books, Games, & Routines to Spark Children's Thinking*

"I have a clear new way to explain patterns and ways to use language to ask more questions to help the kids think in new ways."

~ Book Club participant

(Hynes-Berry & Grandau, 2019, NAEYC). Monthly book club meetings facilitated by Robin focused on bringing math forward into the everyday routines and curriculum inspired the participants.

"Math is everywhere and that pointing this fact out to little kiddos is important and invigorating"

~ Book Club participant

Impact: District Coordinators explore creative ways to engage with the programs and practitioners in their districts and statewide.

Technical Assistance Delivery: Continuous Quality Improvement Goals for FY23

- Based on results from the Professional Development Needs Assessment, the TA team will focus on an expansion of Peer-to-Peer Networks in virtual and hybrid formats with targeted content, responsive to participant needs.
- In response to continued low awareness of the Warm Line (Figure 5), MRTQ PDN will amplify marketing the Warm Line's purpose as a resource for programs across settings, as well as for individuals and families.

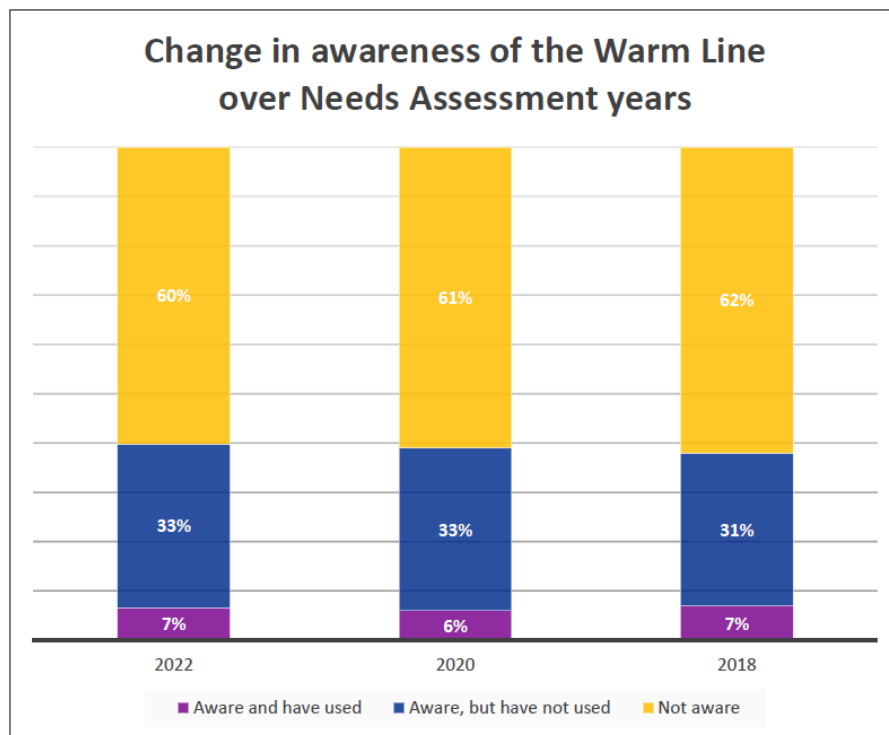


Figure 5: Change in awareness of the Warm Line over Needs Assessment Years

- With statewide implementation of the revised quality rating and improvement system, MRTQ PDN will promote technical assistance offerings to assist programs with quality improvement goals to meet *Rising Stars for ME* standards.

Child Care Choices

Child Care Choices Traffic Report

Child Care Choices traffic and use in searches for child care both ran at double pre-pandemic levels in the second quarter of FY22, representing sixteen consecutive months of highly elevated use. Additional elevation occurred in the fourth quarter of FY22. During that quarter, traffic ran at 2.8 times pre-pandemic levels from the same months (that is, two to three times as high).

The actual number of unique IP addresses from which child care searches were conducted also remains highly elevated (right panel of Figure 6). Same-month comparisons in the fourth quarter of FY22 were 2.2 times as high as pre-pandemic levels—more than twice as high.

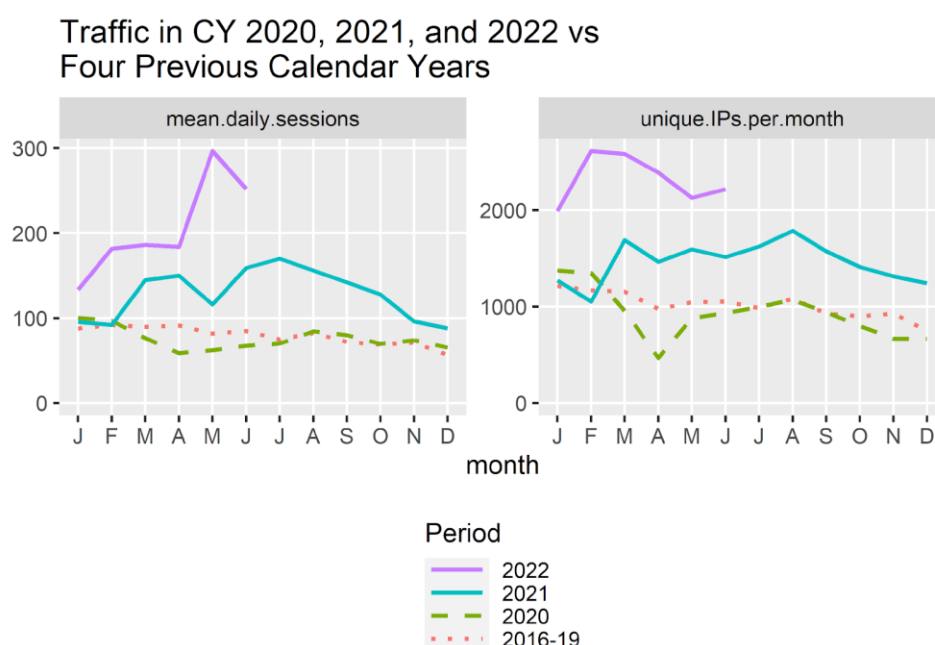


Figure 6: Traffic to Child Care Choices in 2020, 2021, and 2022 vs. Four Previous Calendar Years

Possible causes for the increased traffic might include:

- The increased traffic could be a result of there being a lack of child care spaces leading to more families searching for child care.
- As Maine moves to a “post-pandemic” period, more families may be looking for child care that they did not seek care during the pandemic.
- The increased traffic may be attributed to the ongoing marketing and outreach efforts by the MRTQ PDN, OCFS, and other partners.

Impact: Child Care Choices use continues to increase into 2022. Both overall searches and searches from unique IP addresses doubled from 2021 levels. Continued marketing of Child Care Choices, enhancements to the search page, and the implementation of Rising Stars for ME

should continue having positive impacts on Child Care Choices usage into FY23.

Program Portal

The Program Portal allows individual programs to update the information displayed on Child Care Choices. Since August of 2020, programs have been able to update the following information:

- Number(s) of openings, listed by age:
 - Infants (6 weeks to 1 year old)
 - Toddlers (1-2 years old)
 - Preschoolers (3-5 years old)
 - School Age (5 years and older)
- If the program accepts Child Care Subsidy Program (CCSP) funding.

During the second full year of Program Portal implementation, the total number of family child care program updates increased markedly over FY21 for all but the fourth quarter. For the year, the number of updates from family child care programs was up 68% (Figure 7).

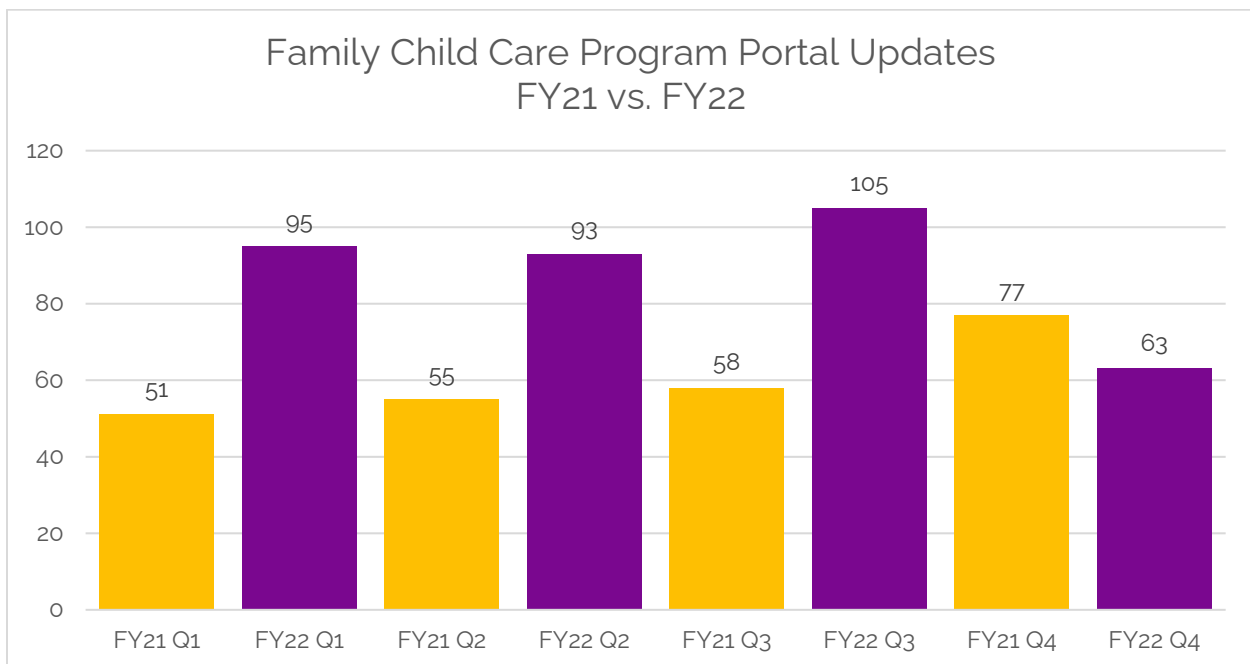


Figure 7: Family Child Care Program Portal Updates

Unfortunately, both center and family child care programs reported significantly fewer openings for children receiving CCSP funds, with only 55 total updates for that field in all of FY22.

Impact: Program participation in the Child Care Choices Program Portal has increased for all programs, with family child care programs showing the largest jump. While second year participation overall is up, programs reported fewer openings for CCSP slots. Upcoming

enhancements to the program-side interface of Child Care Choices will incorporate needed revisions to the Program Portal.

Child Care Choices Continuous Quality Improvement Goals for FY23

- Child Care Choices will receive needed updates to the search function and program profile sections. As a result, both families and programs will experience a more user-friendly site that will collect and display more current and complete results.
- With the implementation of *Rising Stars for ME*, programs will be incentivized to achieve higher Star ratings in order to display additional program information on Child Care Choices. For example, programs at 3 Stars or above may have a link directly to their program's website in their profile information.

Rising Stars for ME

Preparing for Implementation of *Rising Stars for ME*

During FY22, MRTQ PDN and OCFS continued to meet with partners to plan for the statewide rollout of *Rising Stars for ME*, Maine's revised quality rating and improvement system (QRIS).

Key accomplishments for FY22 include:

- MRTQ PDN presented a virtual workshop and resource table at the 2021 Early Childhood Conference. The overview presented at the conference was shared with statewide partners and the MRTQ PDN District Coordinators as preparations for implementation continue.
- The QRIS Rules continue through the review process with the Attorney General's Office and OCFS.
- MRTQ PDN hired a contractor to design a new application for *Rising Stars for ME*. The new application will be responsive and user-friendly for practitioners and will provide MRTQ PDN and OCFS with reliable data on program quality statewide.
- MRTQ PDN is consulting with VIVA Social Impact Partners, a nationally recognized company with extensive experience with QRIS communications planning, to create a comprehensive marketing plan for implementation of *Rising Stars for ME* with multiple audiences – families, programs, policymakers, partners, and the public.



Figure 8 New logo for *Rising Stars for ME*

Impact: With statewide implementation of Rising Stars for ME, Maine will have an updated Quality Rating and Improvement System designed to recognize and support programs to improve program quality and to inform families on their options for choosing care that best meets their needs.

Rising Stars for ME Continuous Quality Improvement Goals for FY23

- MRTQ PDN will work with VIVA Social Impact Partners to implement initial strategies from the marketing and communications plan. The plan will build excitement and positive associations with *Rising Stars for ME* for programs and families.
- With the adoption of the QRIS Rules, MRTQ PDN will collaborate with OCFS to support all programs with the transition from *Quality for ME* to *Rising Stars for*

ME. All programs will feel supported and confident of their ability to participate in the new system, including the application process.

Quality Improvement Initiatives

Strengthening Business Practices

From March to May of 2022, MRTQ PDN delivered the training *Strengthening Business Practices*. From 36 initial applicants, the fifteen selected participants represented ten counties and were divided nearly equally between center and family child care programs, with two participants representing out-of-school time programs. All participants attended regular Zoom meetings and had the opportunity to receive technical assistance. At the conclusion of the project, the participants each received a laptop to aid their business practices.

The trainer received the following email from a participant who completed the training:

"Right now, there are no physical budgets for me to look at to work with my director on staff purchases. With the new school year approaching, my director and I have decided to sit down and set a budget for each class for September. We feel this will help prioritize the needs of each teacher if they know the budget they need to stick to, and will help my boss and I stick to a certain number and keep things even between the teachers.

"I have upped our online presence since our marketing week which I have seen help staff hiring. We did a "boost" on Facebook for the hiring ad and we had far-reaching results. I would say twelve high-quality applicants in two weeks.

*"My goal going forward is to be more aware of the budget and the money flow. My boss and I can both be more aware of money in and money out. In the past two years, we have had a lot of success, but we do plan to expand so we need to keep an eye on these things to create a cushion. **All in all, I found each class highly informative and took extensive notes. I think this is a brilliant idea for all new and old directors or management in early childhood. Thank you all so much.**"*

Impact: The Strengthening Business Practices initiative developed in response to a need in the field for more comprehensive training and technical assistance on the intricacies of operating a small business. Participant responses to the training content were overwhelmingly positive and cited interaction with peers, including those from different settings, as most beneficial. Going forward into FY23, additional programs – both new and established – will benefit from this initiative.

Designing Early Learning: Assessment and Curriculum in Preschool

The *Designing Early Learning: Assessment and Curriculum in Preschool* initiative provided training, a Professional Learning Community (PLC), technical assistance,

"The [incentive award] will help to support more fluidity between the environment and the curriculum, hopefully reinforcing the MELDS for my age group and improving their concentration and love of learning as well!"

~ Training participant

and a \$1,500 award to fourteen practitioners, selected from a pool of 53 applicants. The participants represented seven counties with eight participants working in child care centers and six working in family child care programs.

In many cases, the financial award was used to purchase materials to align with the curriculum, with participants reporting that the award will support curriculum implementation throughout the preschool program.

Impact: Following the training, practitioners shared that they enjoyed the format and learning with peers from other care settings. They felt more comfortable integrating STEM and technology-based activities.

Quality Improvement Initiatives Continuous Quality Improvement Goals for FY23:

- Funds will be used to continue offering *Strengthening Business Practices* and *Designing Early Learning: Assessment and Curriculum in Preschool*.
- MRTQ PDN will redesign the Quality Improvement Awards and Quality Improvement Mini-Grants to incentivize movement on the revised quality rating and improvement system, *Rising Stars for ME*. Awards will recognize movement up the Stars, while mini-grants will continue to support programs pursuing national accreditation.

Center for Community Inclusion and Disability Studies

During FY22, the Center for Community and Disability Studies (CCIDS) continued to contribute to all components of MRTQ PDN through activities that support inclusion, equity, and access. CCIDS also assists with capacity building in the area of technical assistance with the goal of increasing provider knowledge, skills, and abilities in providing high quality, accessible, affordable care to Maine children and families.

Removing Barriers and Increasing Accessibility through Universal Design

In response to needs from the field, CCIDS staff collaborated with OCFS and MRTQ PDN to create [a website to support individuals seeking to open a child care program in Maine](#). The website addresses accessibility issues, including language, lack of clarity about points of contact, and complexity of the process. Work is continuing to finalize the website.

Impact: CCIDS and MRTQ PDN staff recognized the challenges faced by numerous individuals related to the complexity of the child care system in Maine. The new website addresses language and process barriers that can prevent individuals from engaging in or completing the licensing process.

New England Regional GOAL Project and Association of University Centers on Disabilities (AUCD) Indigenous Communities Engagement Workgroup

Maine Leadership Education in Neurodevelopmental and Related Disabilities Program (NH-ME LEND) and CCIDS staff participated in the GOAL (Group Opportunities to Advance Learning) initiative focused on increasing collaborative relationships with tribal communities throughout New England.

Working jointly to support professional development, the CCIDS Partnership staff collaborated with MRTQ PDN to support the training and technical assistance goals identified by the Penobscot Nation Child Care Program, including the following activities:

1. Collaborate with Penobscot Nation Child Care program director and other administrators as needed to coordinate leadership needs and activities to support program staff.
2. Provide the *Maine Early Learning and Development Standards* (MELDS) training to program staff.
3. Facilitate a professional learning community coinciding with the MELDS training.

4. Provide on-site or virtual consultation support for programmatic changes.
5. Review and align *Quality for ME* requirements with consultation goals and activities.

Impact: This project resulted in strengthened collaborative relationships the Penobscot Nation and CCIDS/MRTQ PDN in support of the goal to better support children and families within the Penobscot Nation in the areas of disability services.

CCIDS Continuous Quality Improvement Goals for FY23:

- CCIDS will support early childhood and out-of-school time professionals to enhance diversity, equity, and inclusion (DEI) practices based on practitioner strengths and needs through training and technical assistance.
- CCIDS will promote increased awareness within community and state partnerships regarding the impact of the multiple intersecting identities of consumers – families, early childhood and out of school time professionals, and children – in terms of their ability to access and participate in service delivery systems, as well as support structural change to create equitable and just systems.
- CCIDS will provide technical assistance in collaboration with the MRTQ PDN Technical Assistance team in the specific areas of mental health/challenging behavior, disability, inclusion and equity.
- CCIDS will enhance the core services of MRTQ PDN in the areas DEI by collaborating with MRTQ PDN teams, individuals, and the broader PDN to support increased access to services.

"We have about 5 or 6 children with disabilities or who need extra support and we could use help with the best practices for these children as well as the rest of the class in relation to these children."

~ PD Needs Assessment response

Maine Afterschool Network

Collaboration with Portland Community Squash

During FY22, the Maine Afterschool Network (MASN) worked to expand access to quality programming through Maine's Child Care Subsidy Program (CCSP). MASN supported programs in creating models to expand recreation programming and CCSP participation. One partner, Portland Community Squash, shared the following:

*"Portland Community Squash made a commitment to reflecting the demographics of the Portland schools since our first practice in 2012. Over the past ten years, we worked with 422 students who would have otherwise missed out on out-of-school time athletics, academic support, wellness, and friendships. We sought the expertise of the Maine Afterschool Network to help Portland's out-of-school-time network increase access across all of our arts and sports. **We believe that the MASN's focus on bringing programs into the Child Care Subsidy Program will be the largest systemic improvement to reducing the cost barrier and serving more kids.**"*

Impact: MASN's work engaging out-of-school time programs in the CCSP increased access to quality recreation, athletic, art, and academic opportunities for children and families in Maine.

Support for Licensing Recreation Programs

In June of 2022, OCFS implemented a \$1,000 stipend to Recreational Programs that enrolled in the Child Care Subsidy Program (CCSP) and an additional \$9,000 stipend to those Recreational Programs that became fully licensed within a year of becoming enrolled CCSP providers. Recognizing the value of this opportunity, MASN collaborated with OCFS to develop and distribute promotional materials to raise awareness of the stipend among Recreational Programs.

Impact: The OCFS Early Childhood Education Data Dashboard shows school age children as the largest group receiving CCSP during every month of FY22. Recruiting additional Recreation Programs to accept CCSP funding and to become licensed gives families of school age children receiving CCSP funding additional options for out-of-school time care.

Maine Afterschool Network Continuous Quality Improvement Goals for FY23

- MASN will create a sustainable structure of statewide, regional, and local partnerships to ensure programs are of high quality.
- MASN will support the development and growth of statewide policies that will secure the resources needed to sustain new and existing afterschool programs.

Appendix A: 2022 Professional Development Needs Assessment



Professional Development Needs Assessment Report

2022

Overview

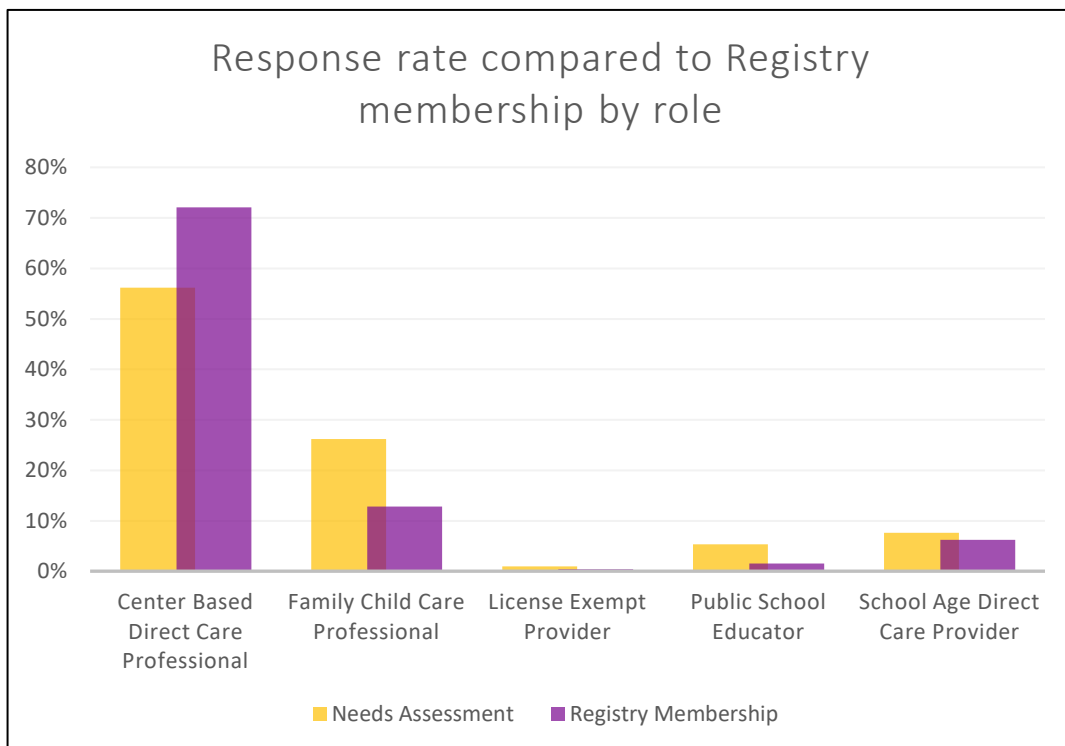
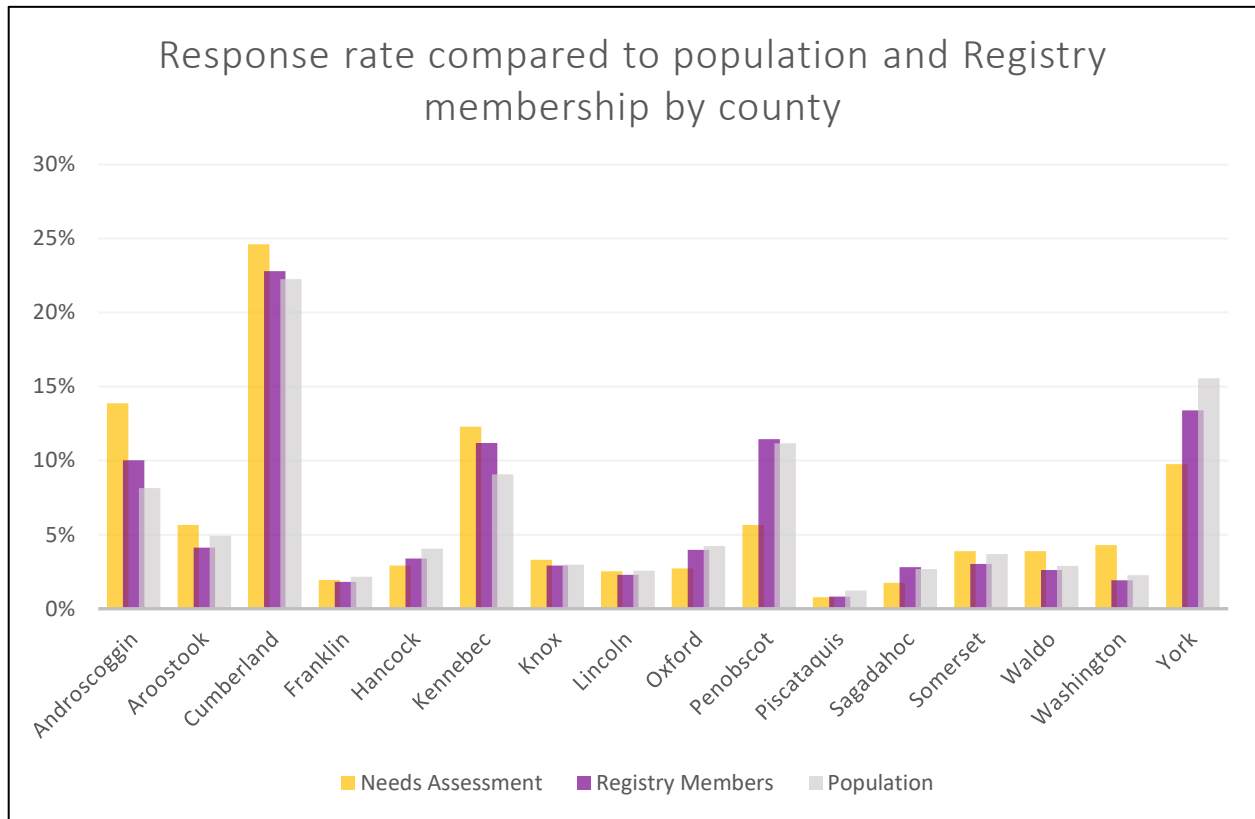
Responses received: 638

Dates Open: April 1-May 12, 2022

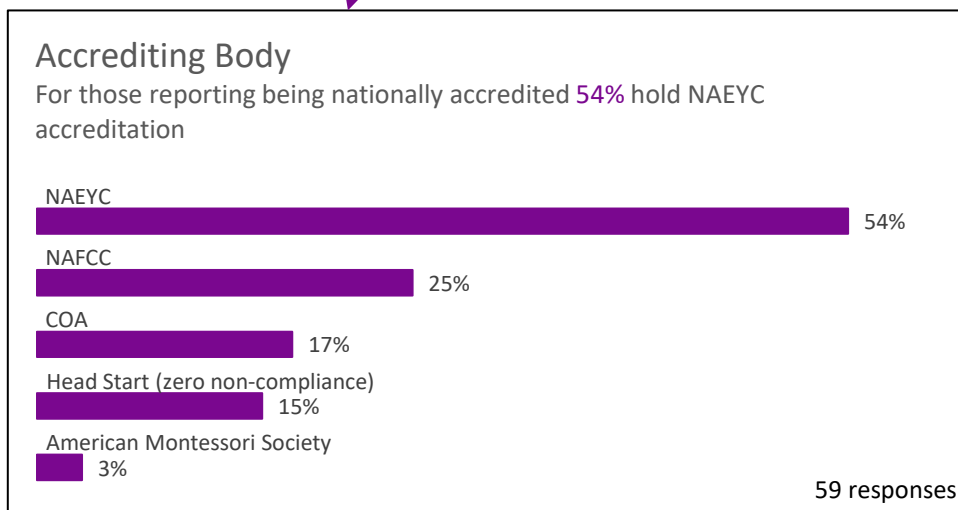
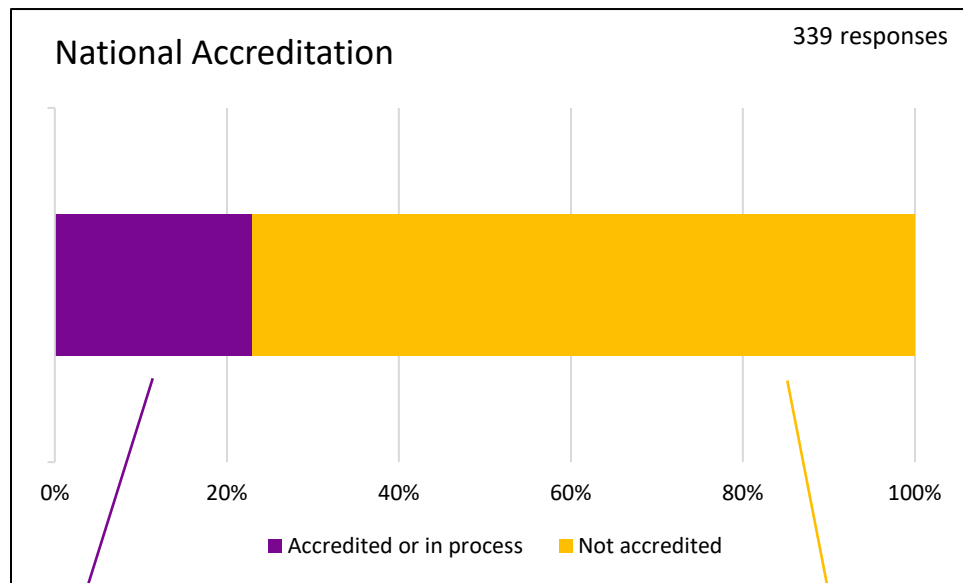
Survey languages offered

- English
- Portuguese
- French
- Arabic
- Persian
- Somali
- Spanish

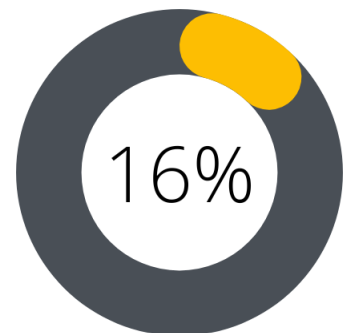
Response Rate Comparisons



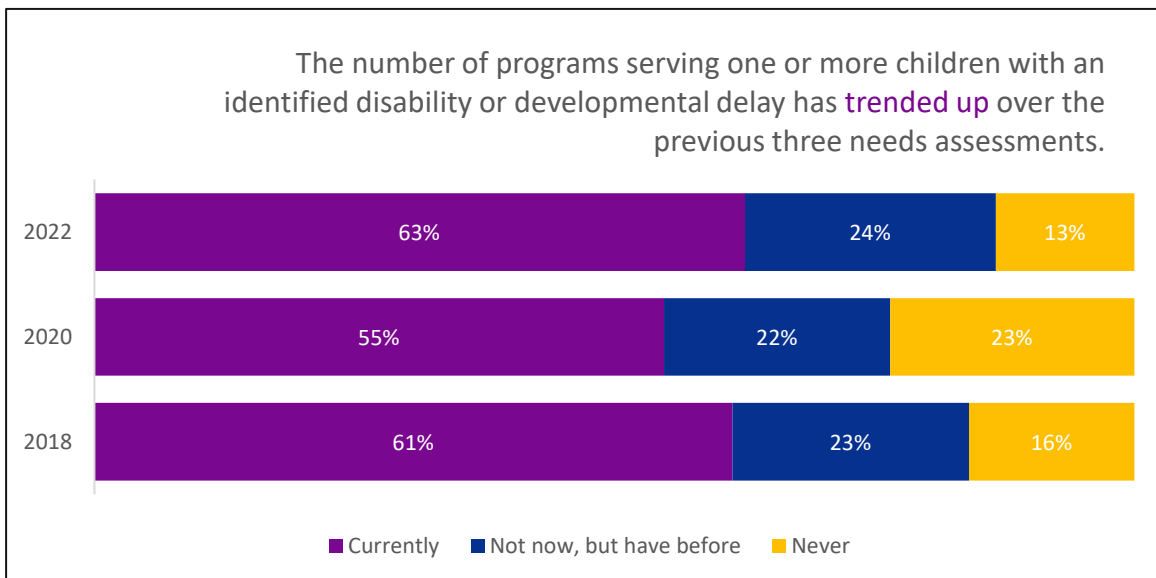
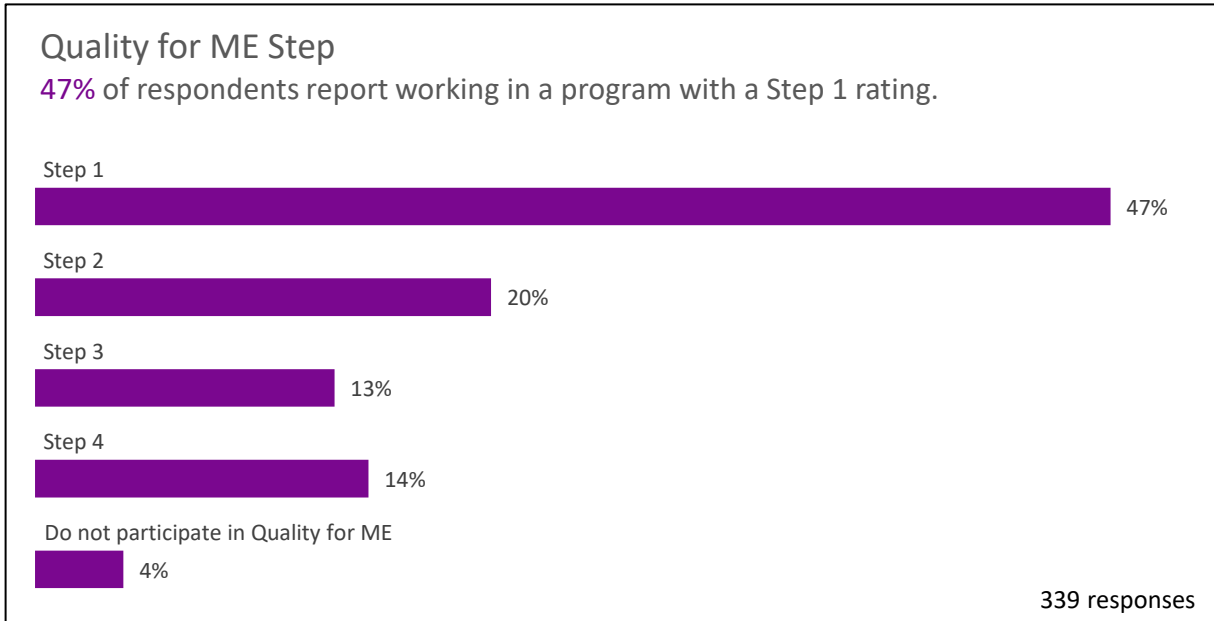
Accreditation



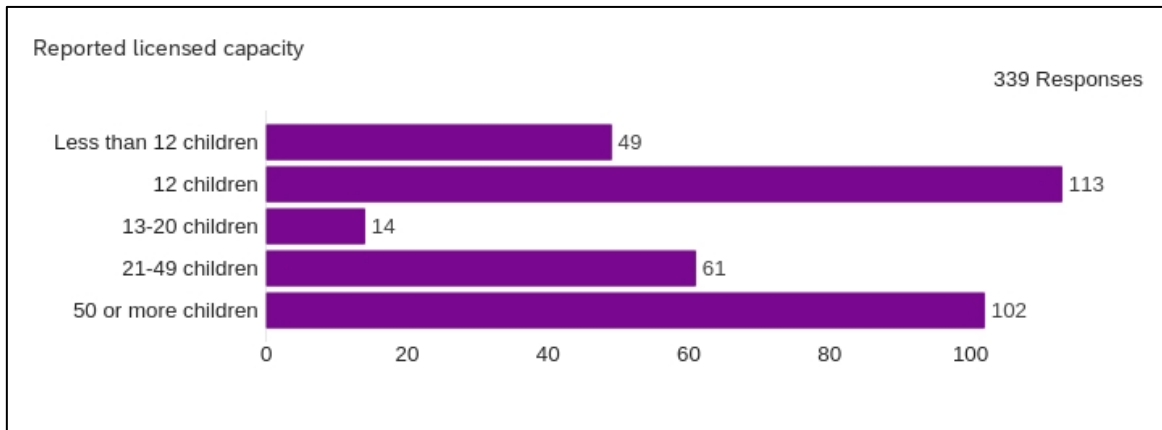
16%, or an additional 42 respondents, of those not currently accredited indicated they are interested in pursuing national accreditation in the future.
37% indicated they are not sure if they want to pursue accreditation.



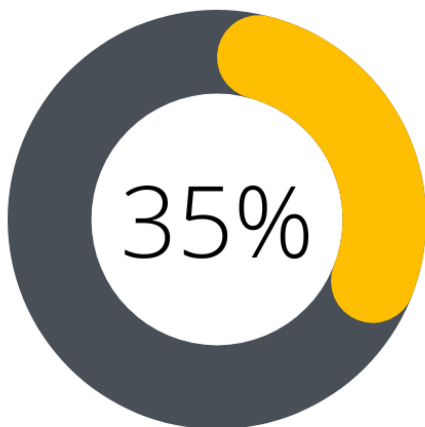
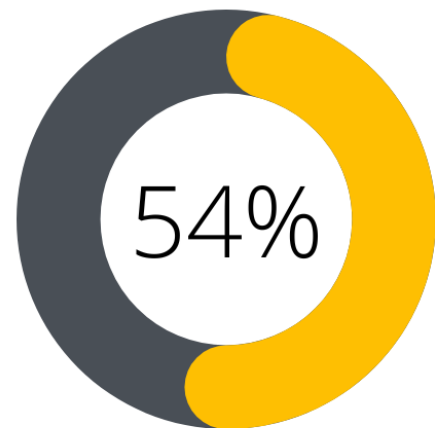
Additional Program Information



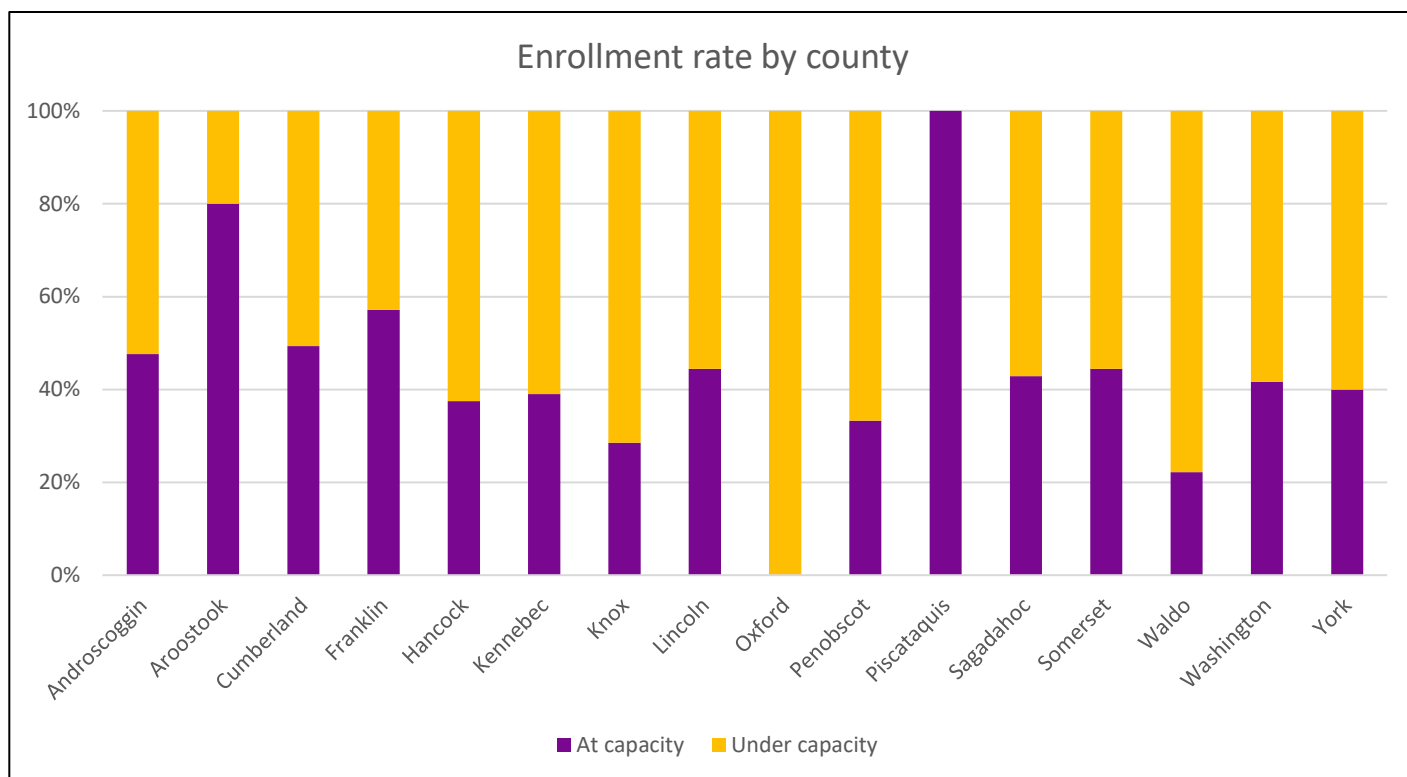
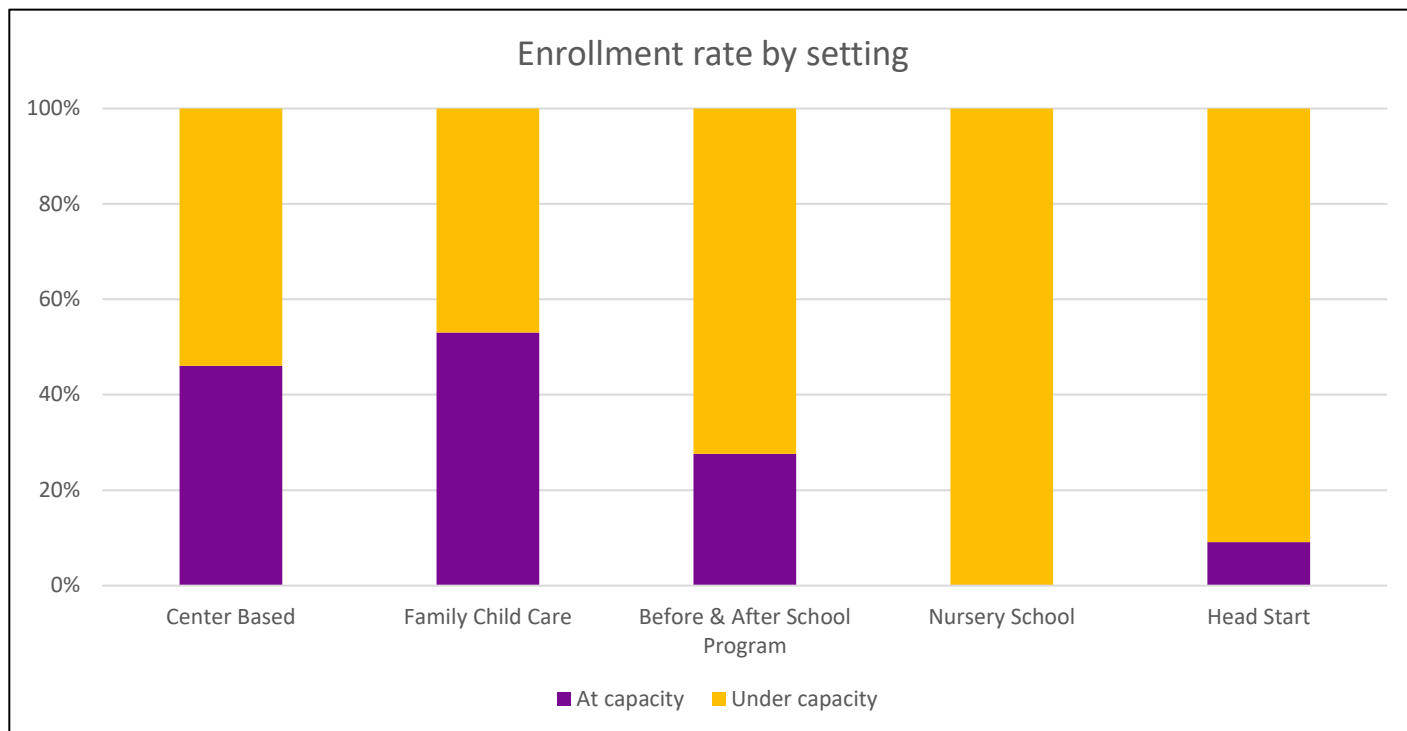
Program Enrollment & Capacity

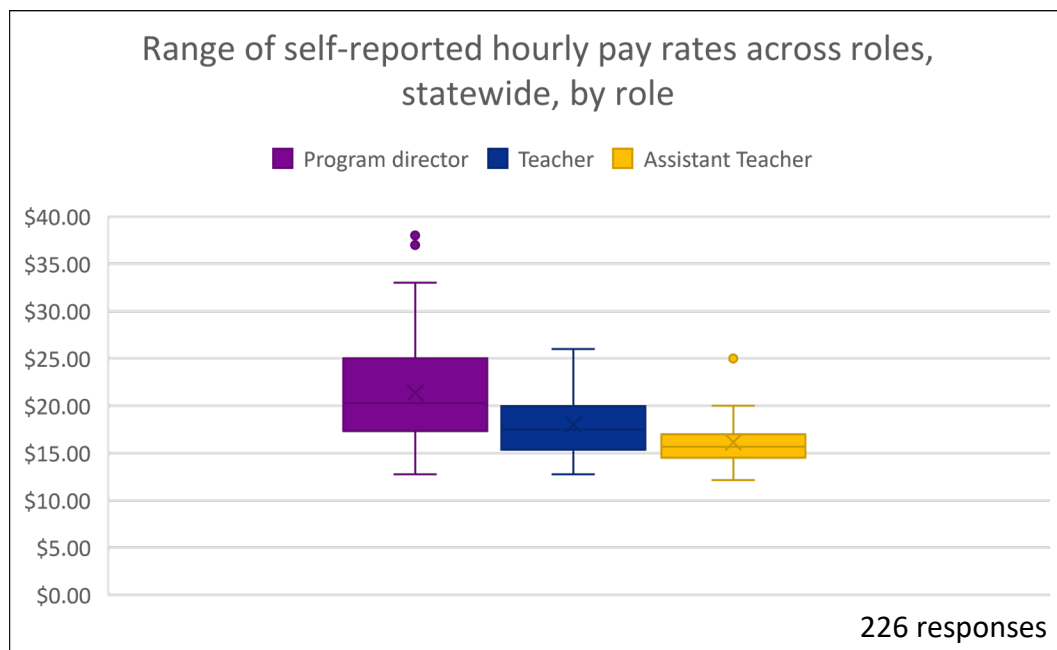
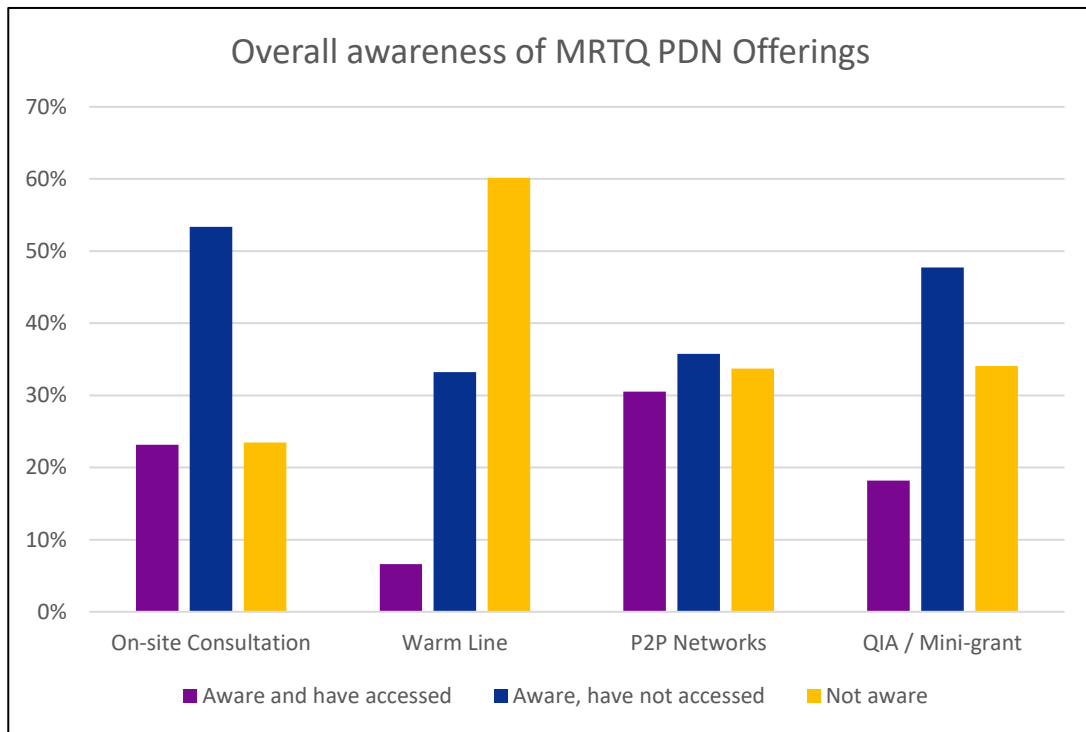


54% of respondents reported being enrolled under their licensed capacity.



35% of under-enrolled respondents cited needing staff as a main driver.





Areas of Strength & Improvement for MRTQ PDN – Practitioner Comments



“Having a hub of resources and ability to track as you go is essential for both the professional and organizations.”



“I look forward to and truly enjoy the CoP groups that I participate in. I always leave with my questions answered and my bucket filled!”



“The affordable trainings have been so helpful to the program budget. The cohort was essential to us when we became NAEYC accredited. This never would have happened without the help and support of [our District Coordinator] and MRTQ!”



“I was impressed with the overall quality of the trainings I have participated in.”

“It would be great to have a clear directive for on-demand training... I can’t see the big picture of what is needed for the different programs we want to participate in...”



“I wish the training calendar offered more classes every period because the classes fill up.”



“Offer more 2 hour course trainings that are at a reasonable fee.”



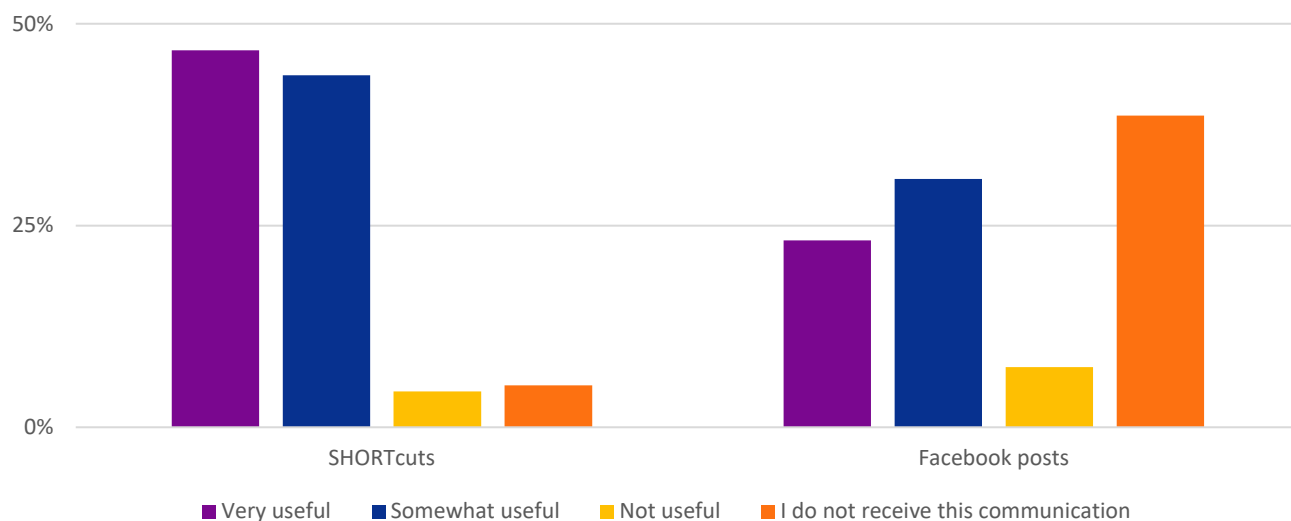
“I wish there were more hybrid training with at least 1 zoom meeting... [so] the trainer had the ability to offer to those who wanted extra support...”



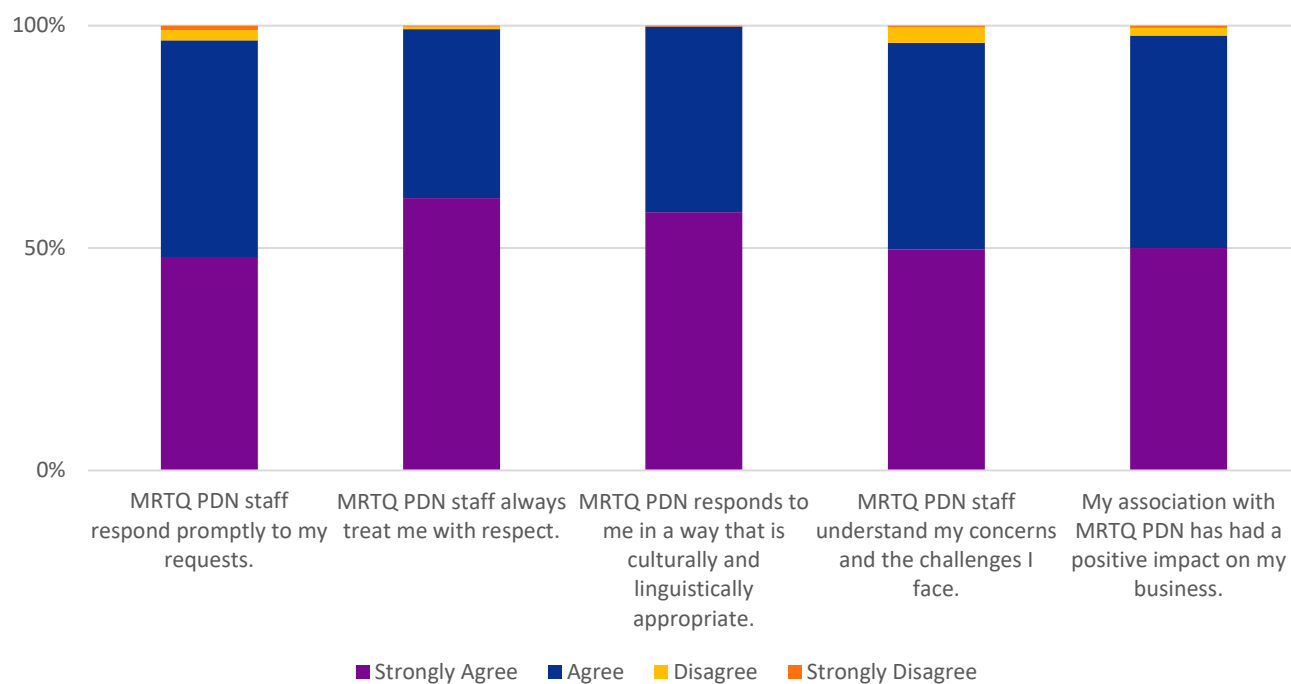
Practitioner views on usefulness of MRTQ PDN external communications

91% of practitioners find the weekly SHORTcuts email newsletter useful.

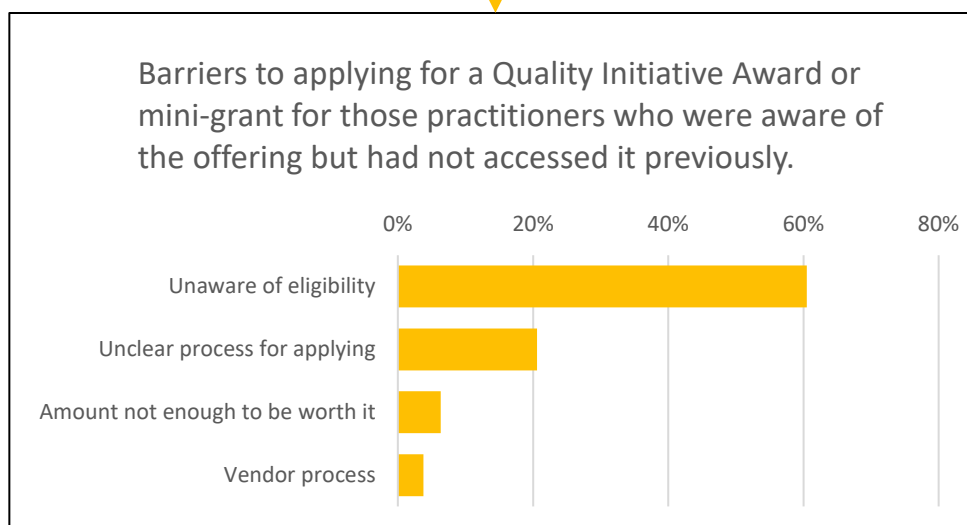
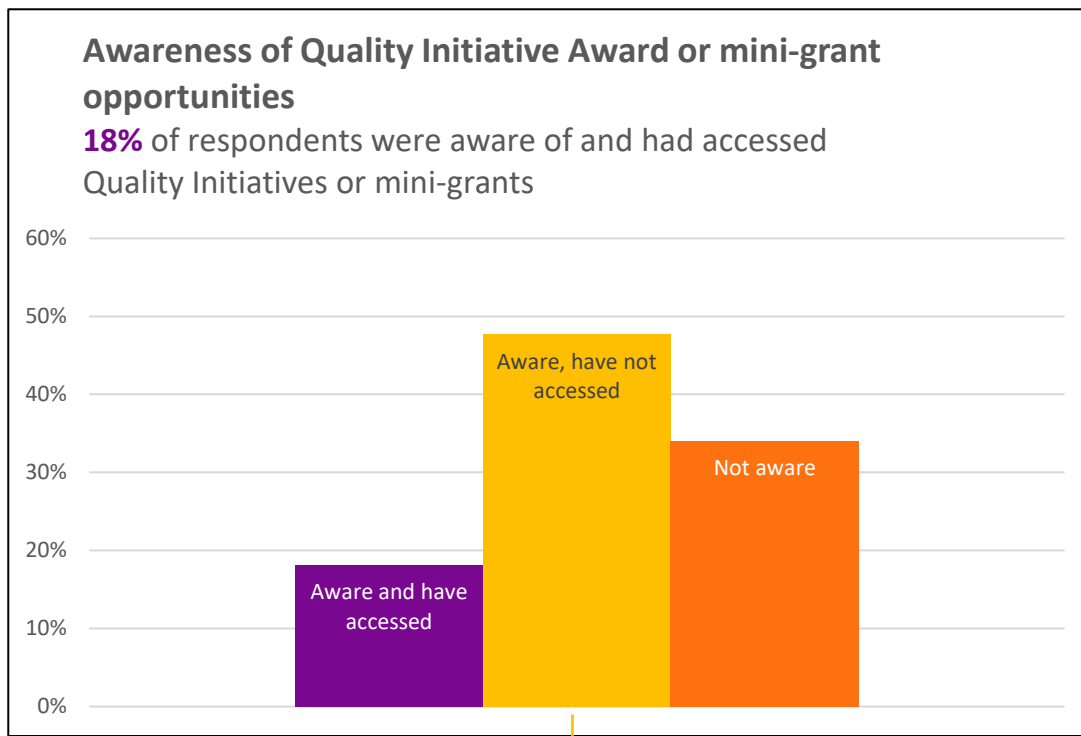
39% of respondents do not utilize Facebook for information from MRTQ PDN.



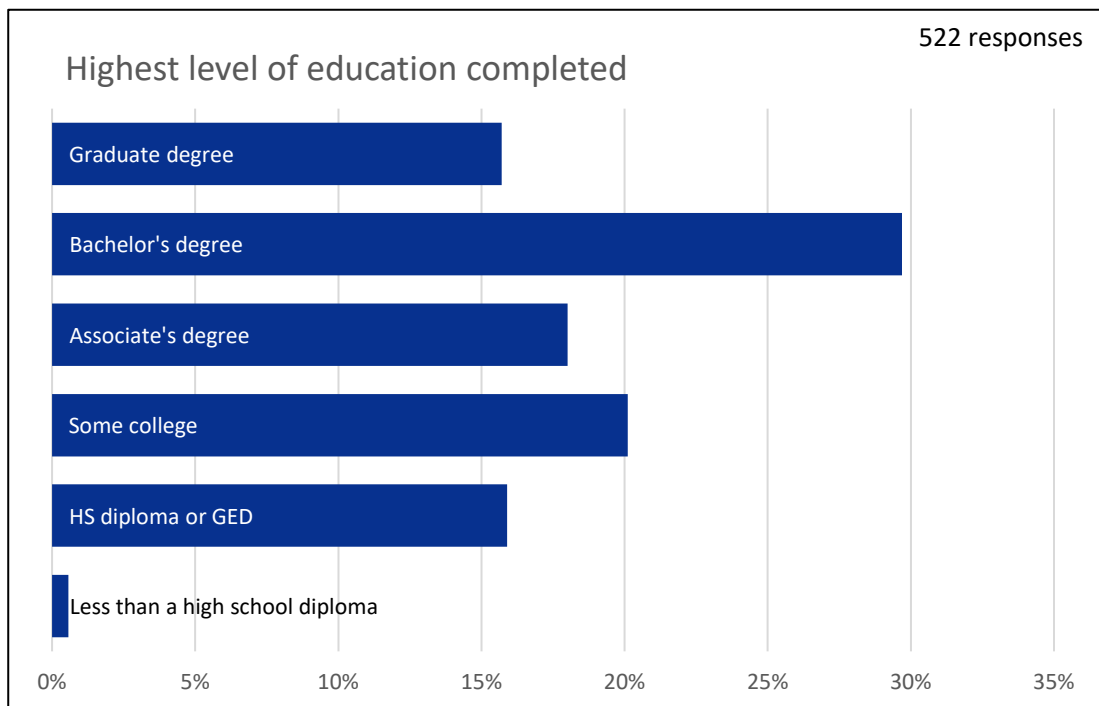
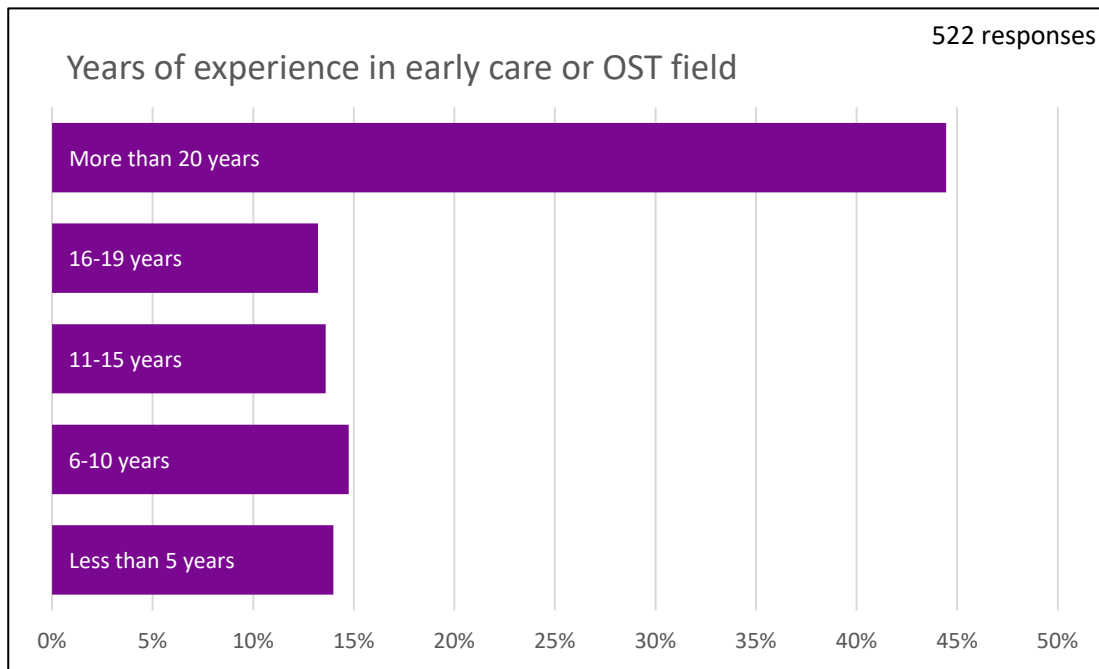
Practitioner ratings of direct communication and interactions with MRTQ PDN staff members

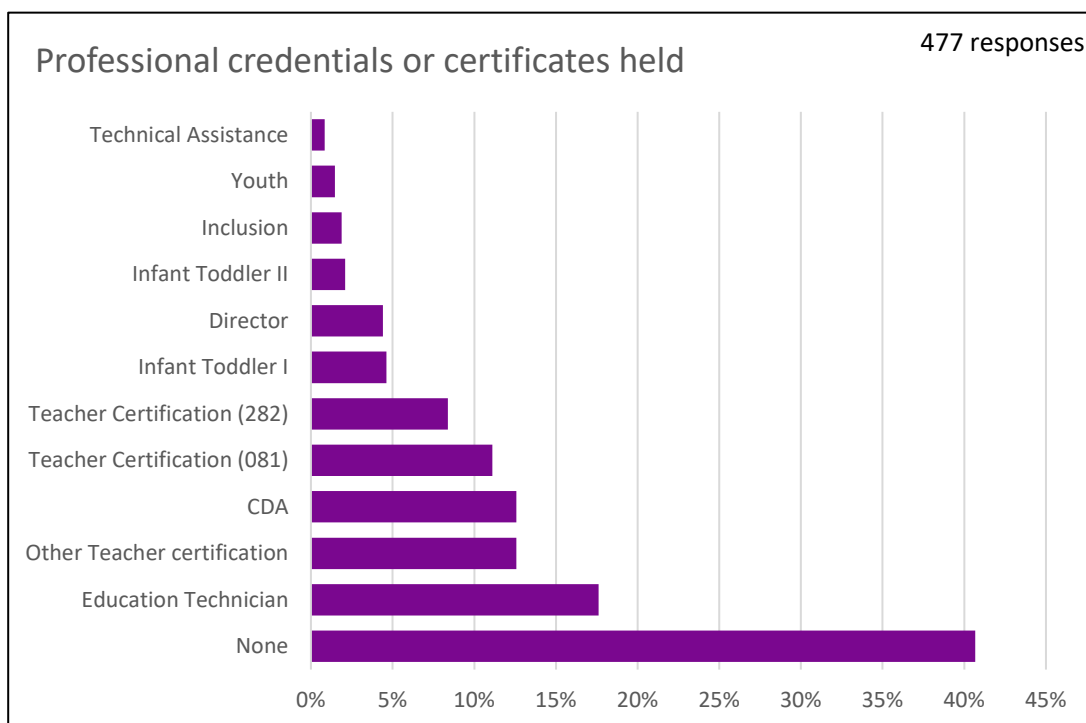


Quality Initiatives



Demographics of Respondents

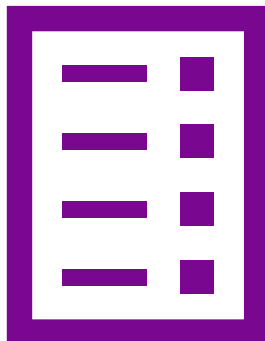


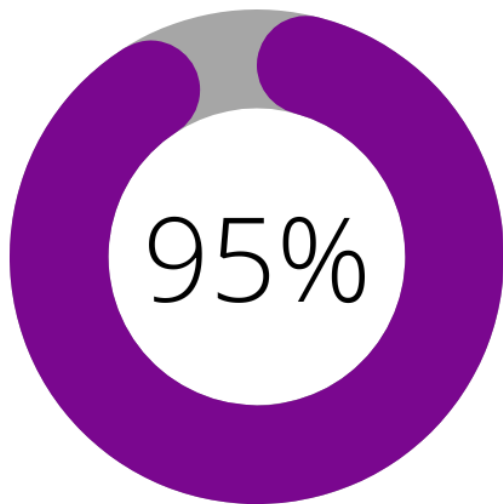


Languages used by practitioners at home or at work

Apart from **English**, which over **99%** of practitioners indicated they use at home and/or work, **2%** use **French** regularly, and **1%** use **American Sign Language**. Other (<1%) responses included Portuguese, Somali, Arabic, Spanish, Tagalog-Filipino, Bulgarian, Pa Zande, and Native American-Passamaquoddy.

Registry





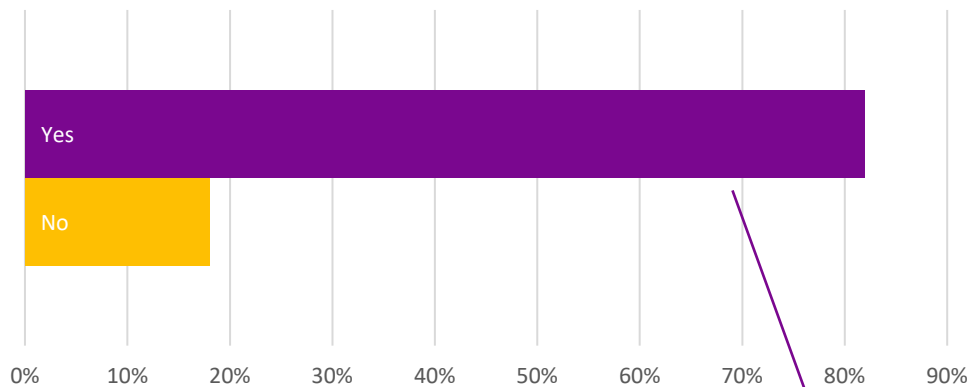
95% of respondents agreed that it was easy for them to enroll in the MRTQ PDN Registry.

394 responses

Awareness of Director of Record Access

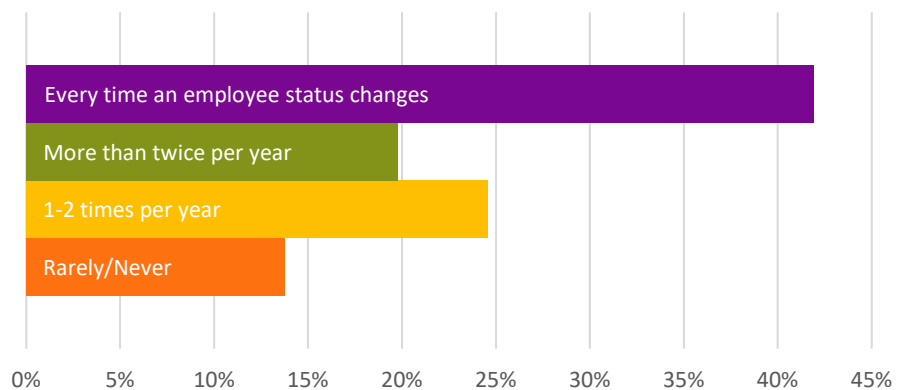
205 responses

For those who reported their primary role as Program Director or Coordinator, 82% stated they were aware of this access to their employees within the Registry.



For those aware of access, 42% update with every employee status change. 14% indicate they rarely or never update their employees in the Registry.

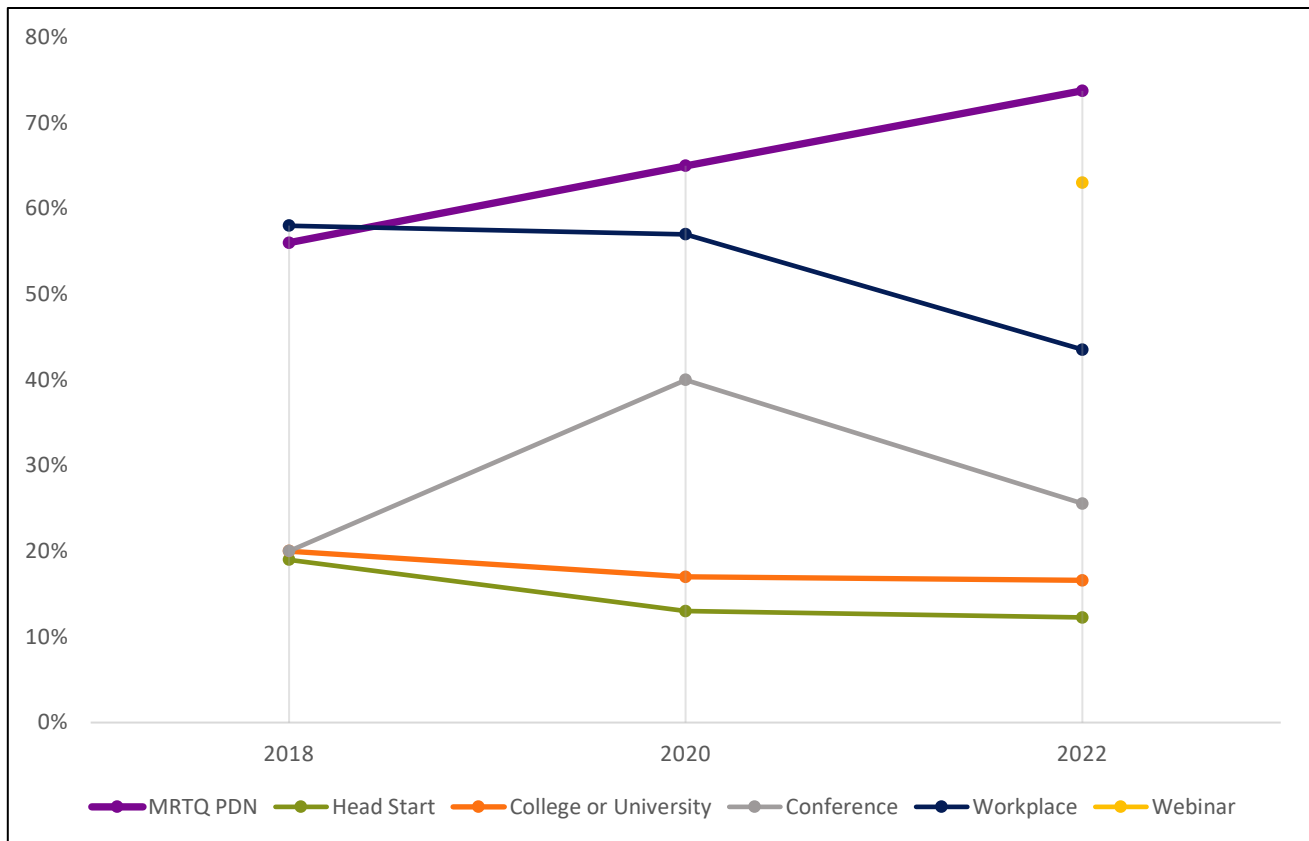
167 responses



Training



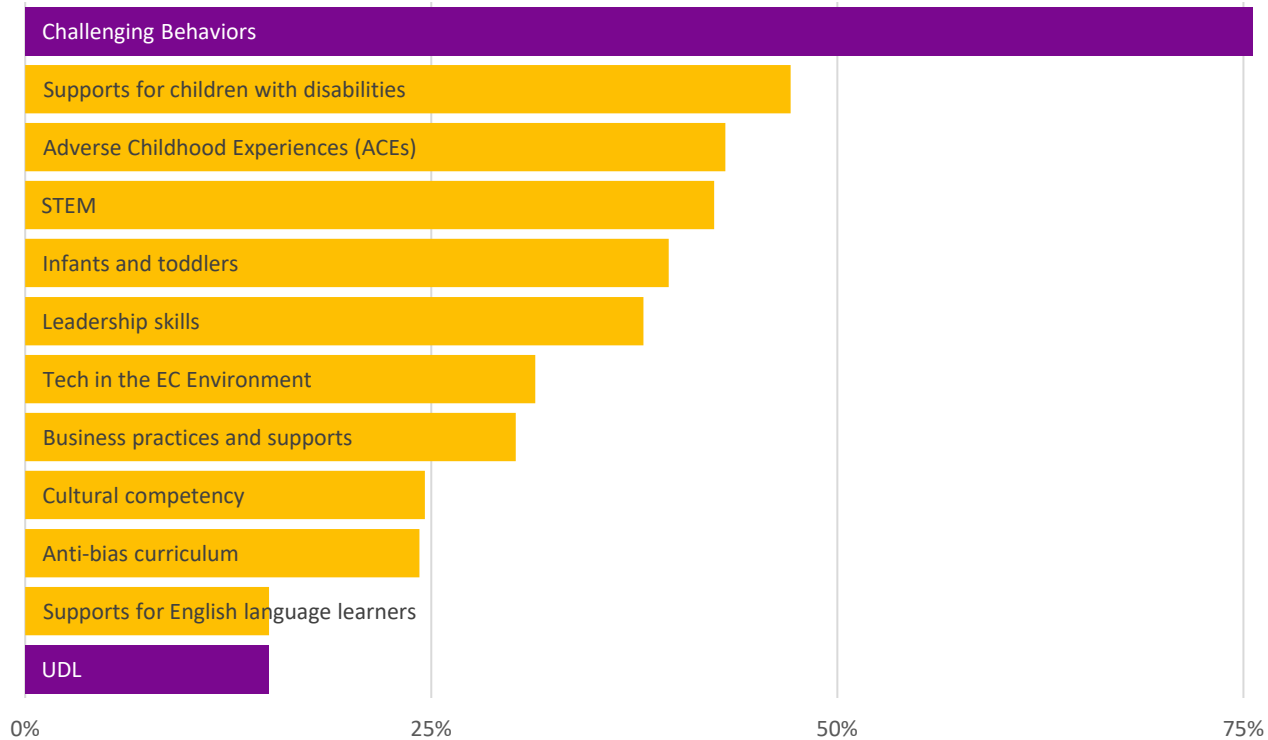
From 2018 to 2022, there has been an **32%** increase in practitioners turning to MRTQ PDN for training opportunities.



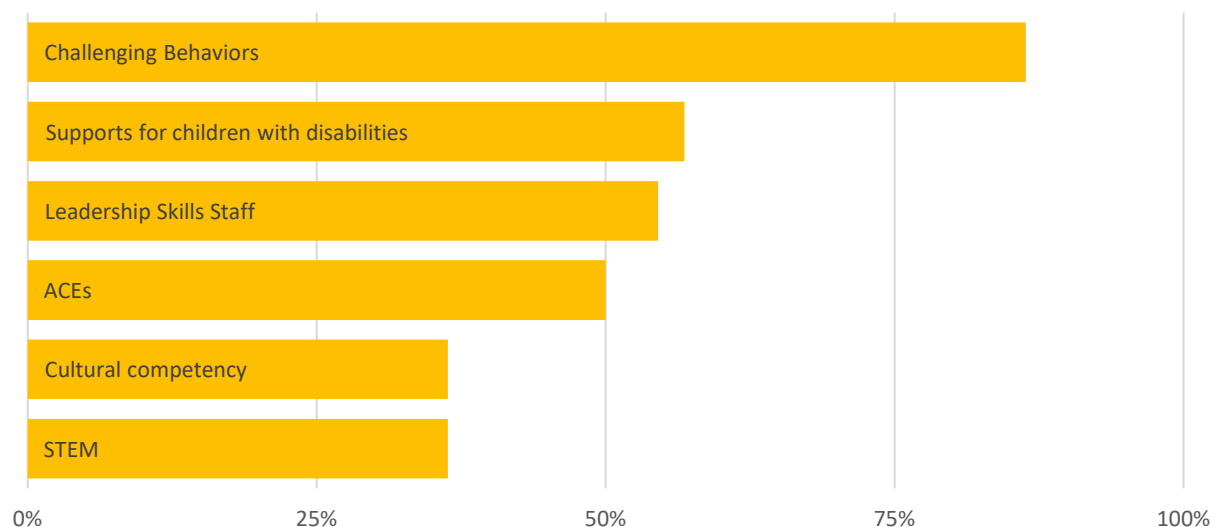
Areas of interest for future trainings

75% of practitioners are interested in training on handling challenging behaviors and **47%** indicated interest in training about supports for children with disabilities, though only **15%** indicated interest in training on Universal Design for Learning (UDL).

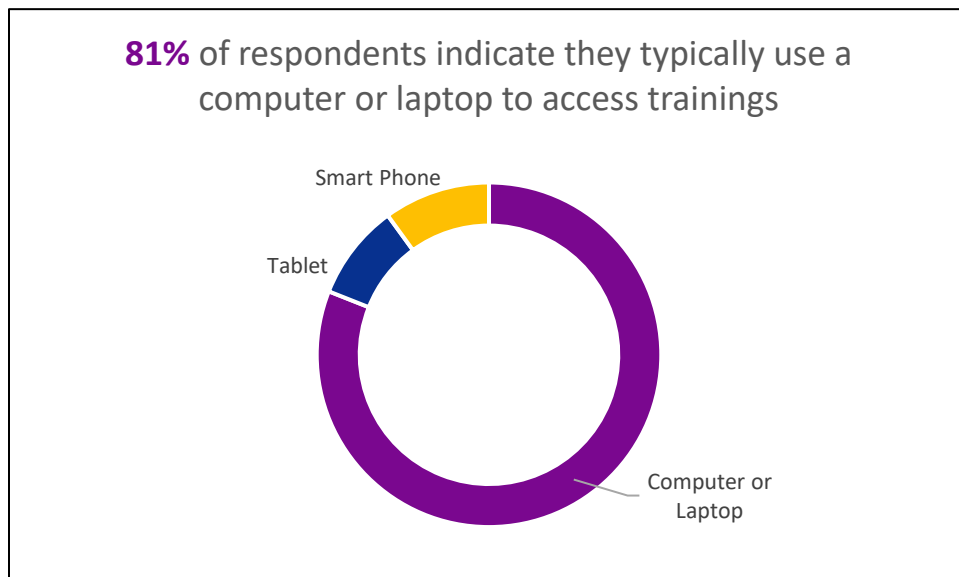
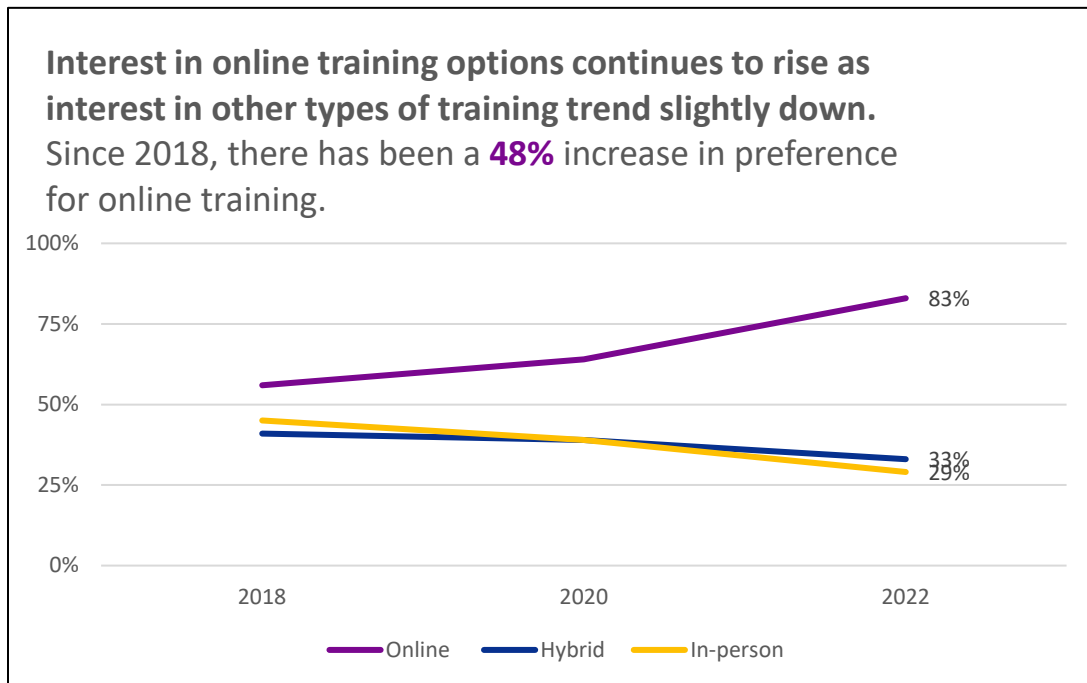
573 responses



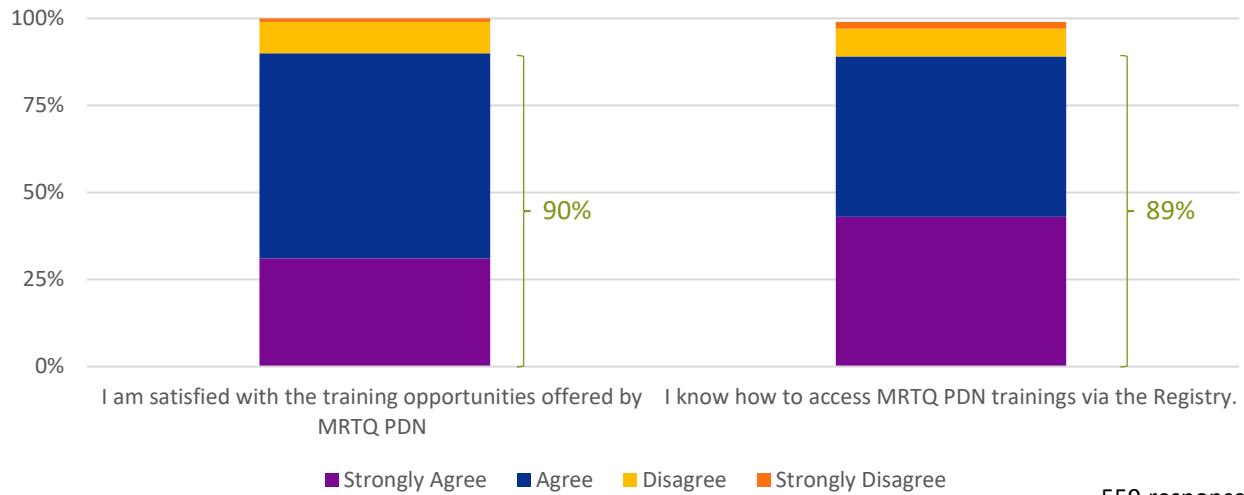
Top 6 training topic interest areas for practitioners in the out-of-school-time field



Access & Technology for Trainings

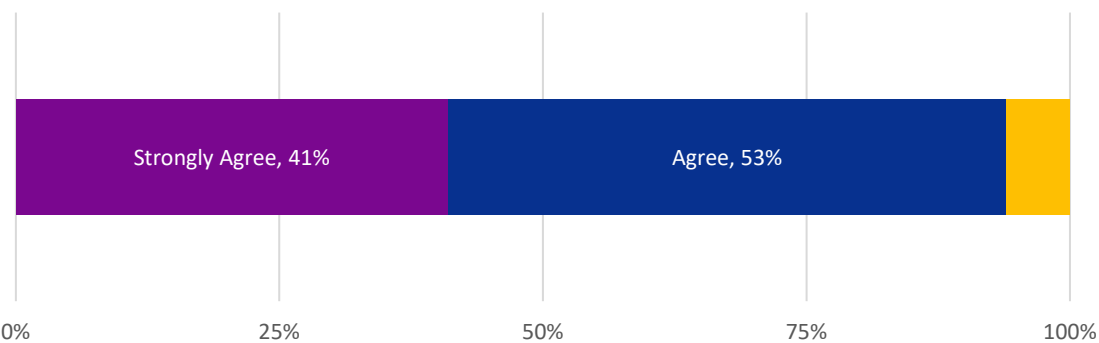


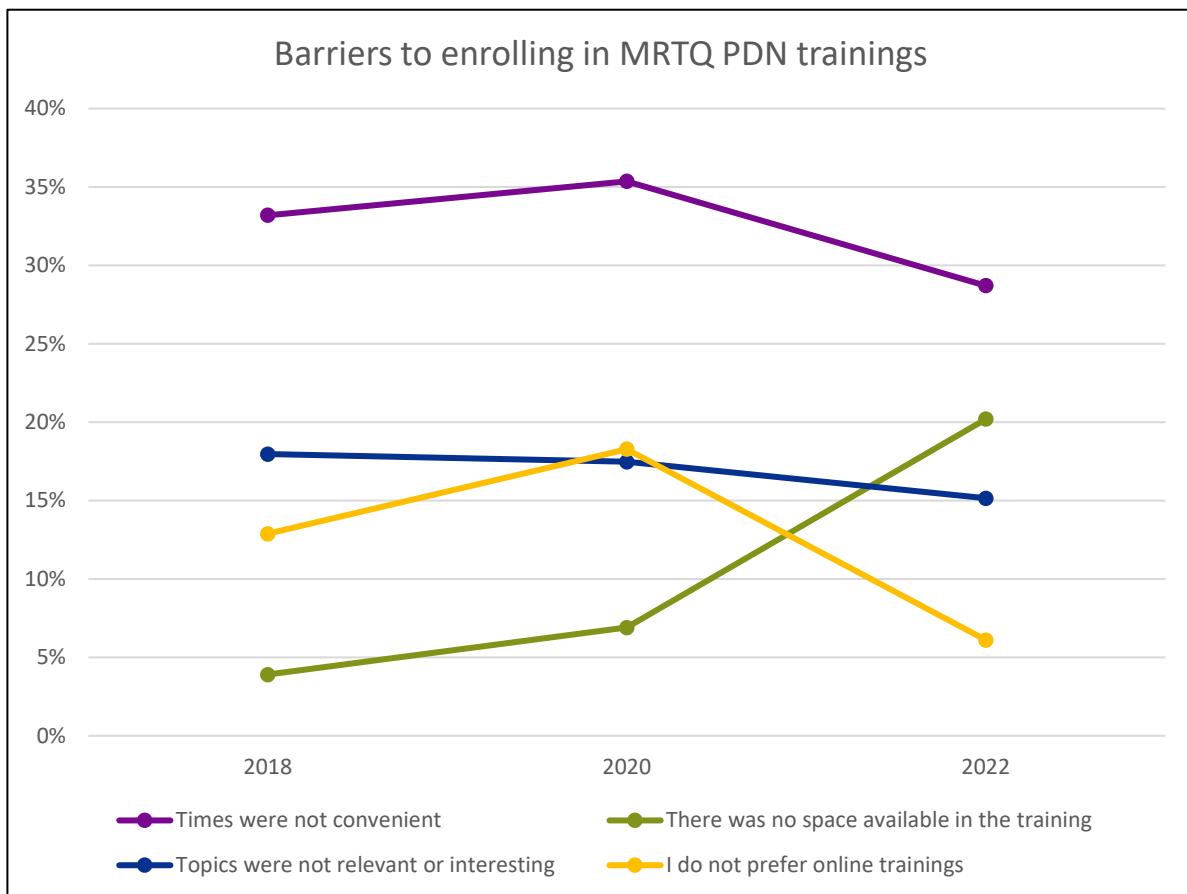
A majority of practitioners are **satisfied** with the training opportunities provided by MRTQ PDN, and **can navigate** the website to access those training options.



559 responses

94% of respondents stated they would be interested in registering for shorter trainings (2-3 hours) if offered by MRTQ PDN in addition to the traditional longer trainings.



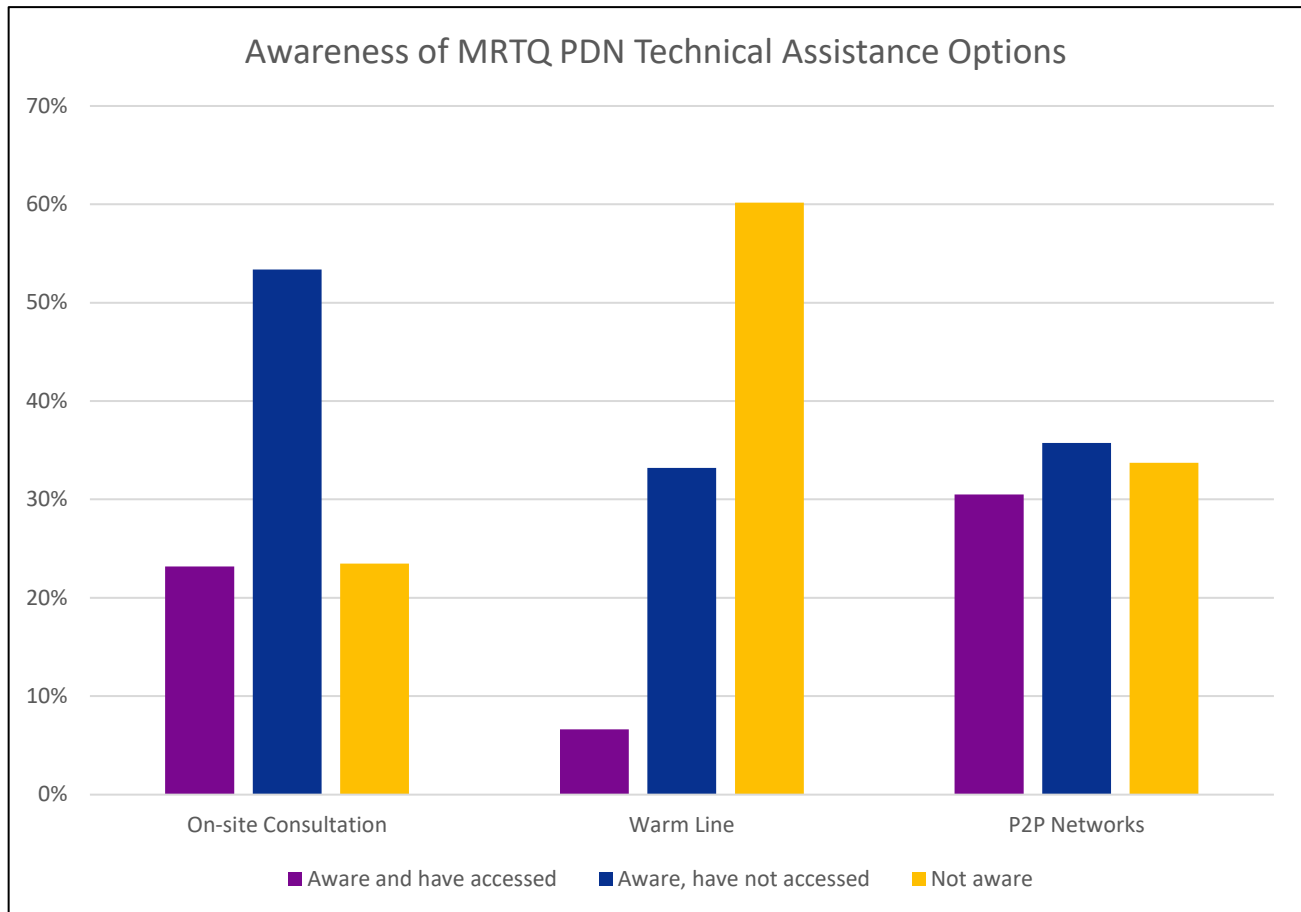


Since 2020, there has been a **67%** decrease in those reporting a dislike for online trainings. This aligns with the continued increasing interest in online trainings and the increase in practitioners accessing MRTQ PDN online offerings for training needs.

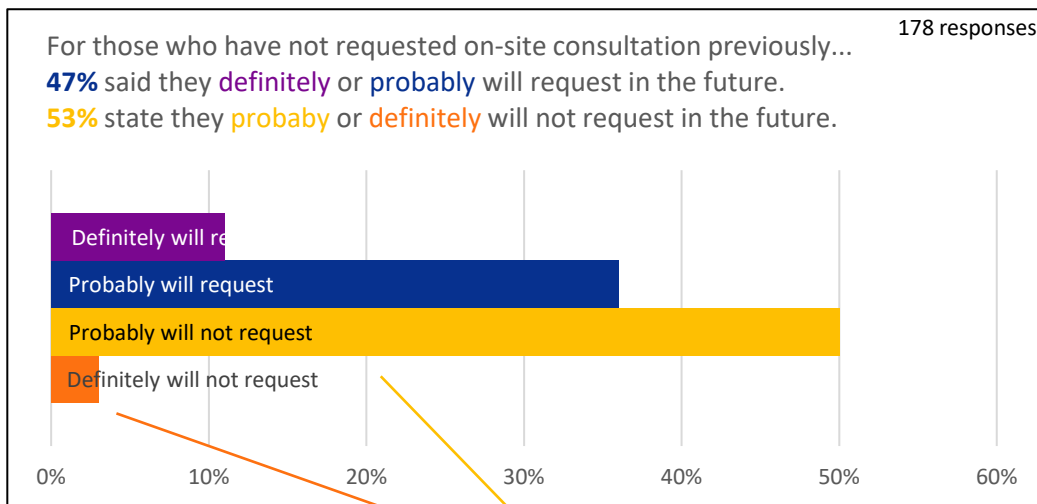
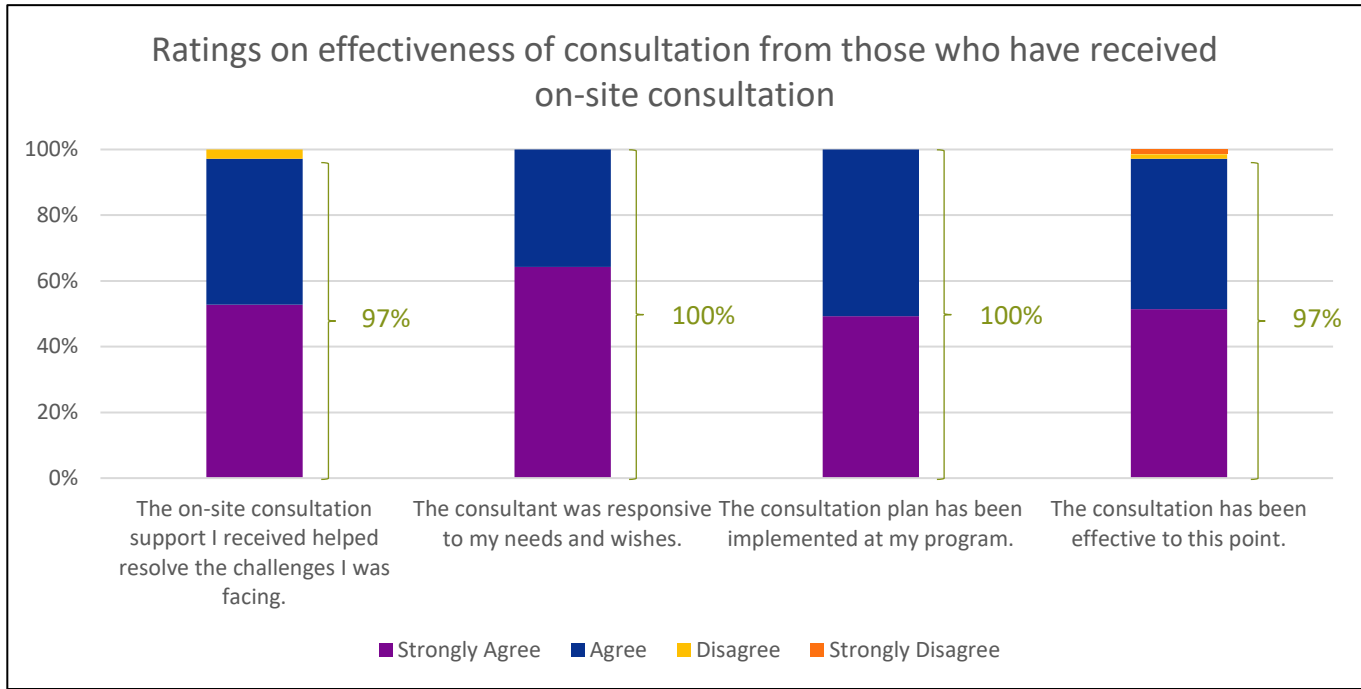
Technical Assistance



Overall Awareness



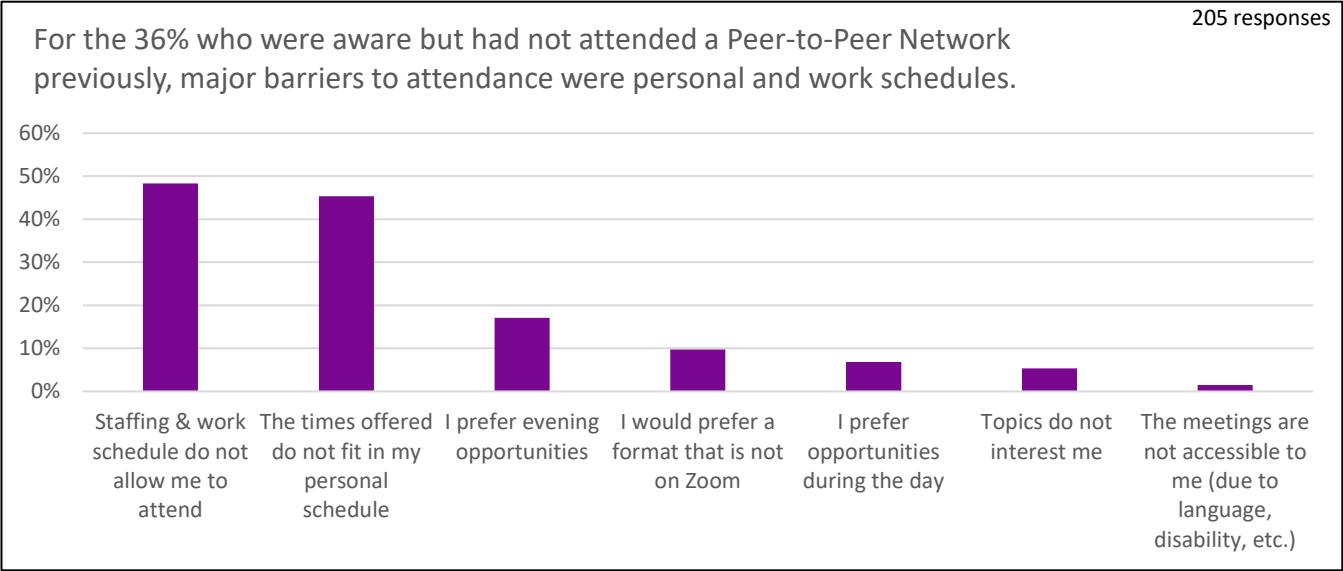
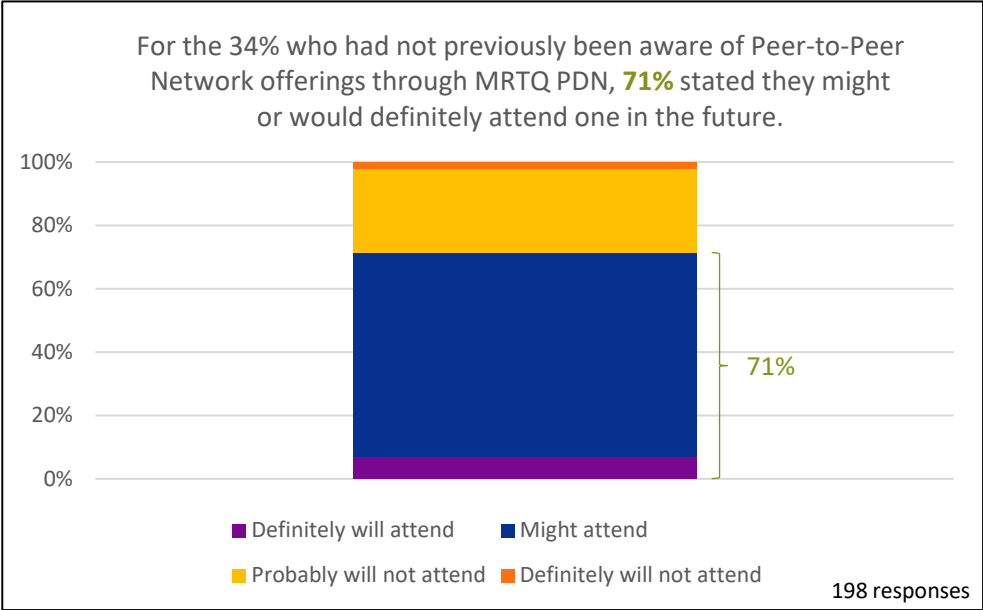
On-site Consultation



Of those not interested in requesting On-site Consultation,

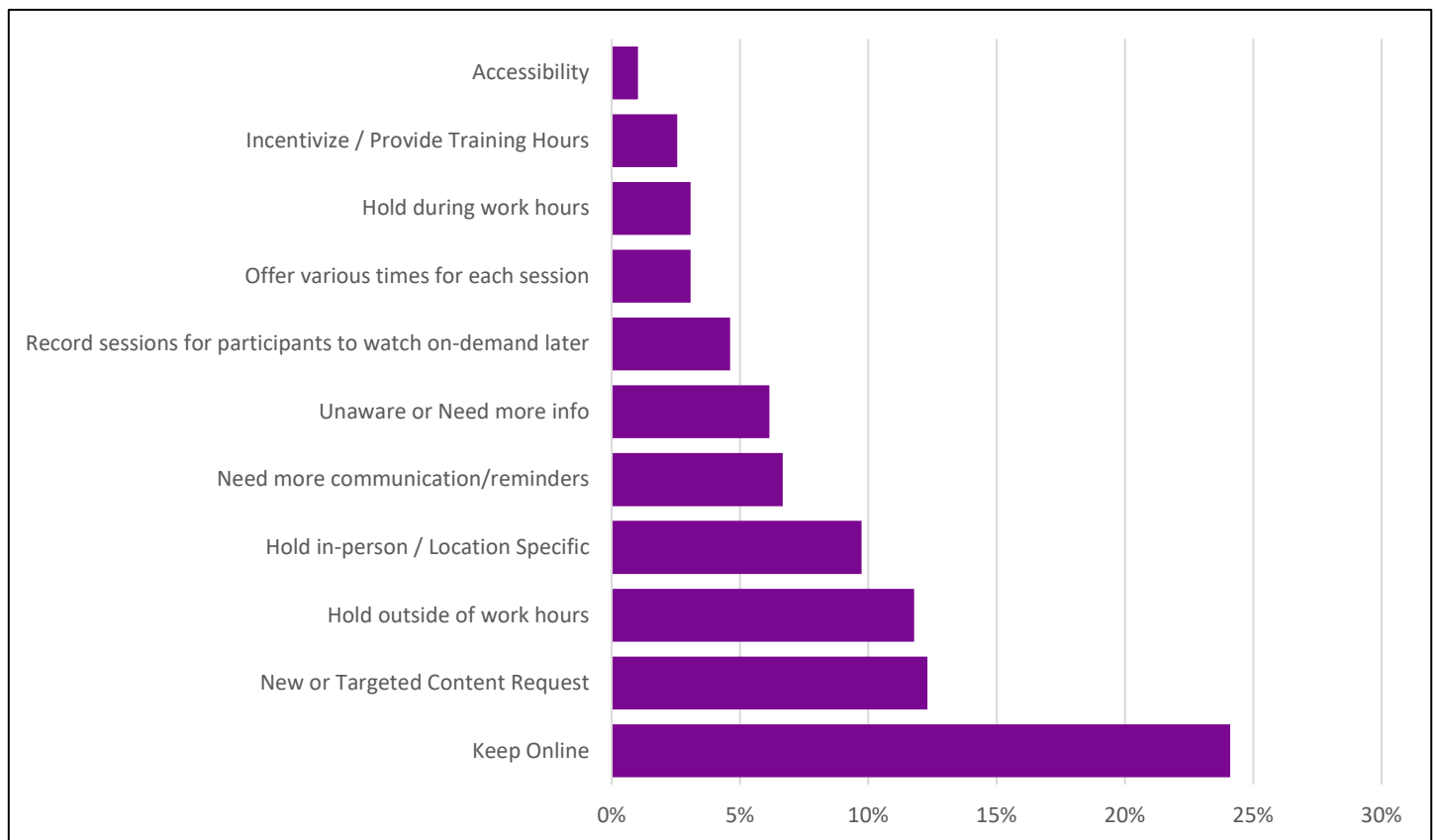
- **64%** are were family child care practitioners; **22%** were center-based practitioners
- Only **29%** had attended a Peer-to-Peer Network (P2PN) opportunity. Participation in P2PNs can build relationships with District Coordinators who can best communicate benefits and process of consultation.
- **47%** of the respondents not interested in consultation and who had not attended a P2PN, said they would consider attending one in the future.

Peer-to-Peer Networks



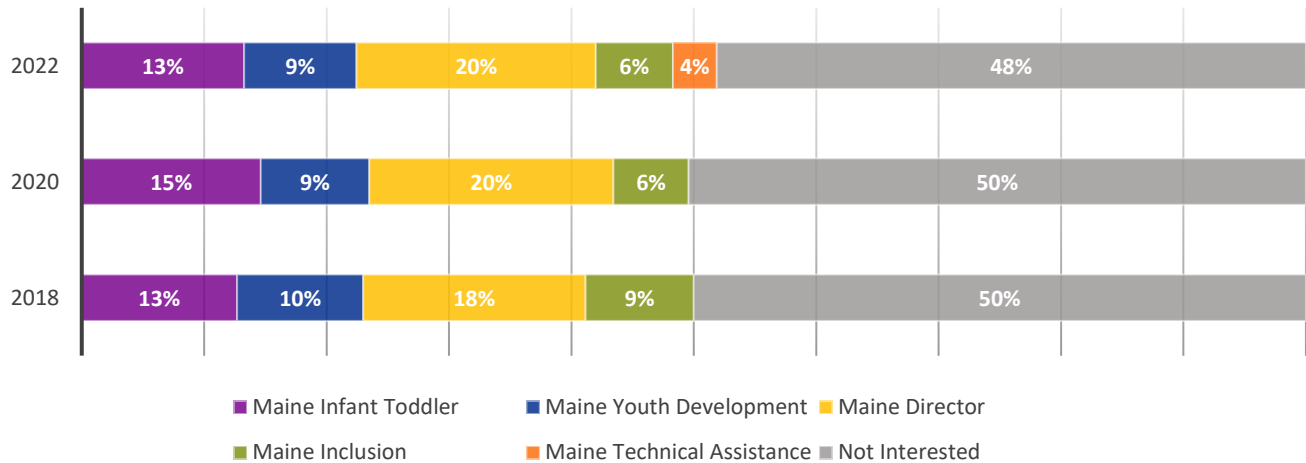
From 195 write-in comments, below are ways practitioners would improve Peer-to-Peer Networks to make them more useful.

Continuing to offer online sessions was the most common theme. Some of the new or targeted content requests were movement up QRIS, Out-of-school time, and topic specific professional guest speakers.

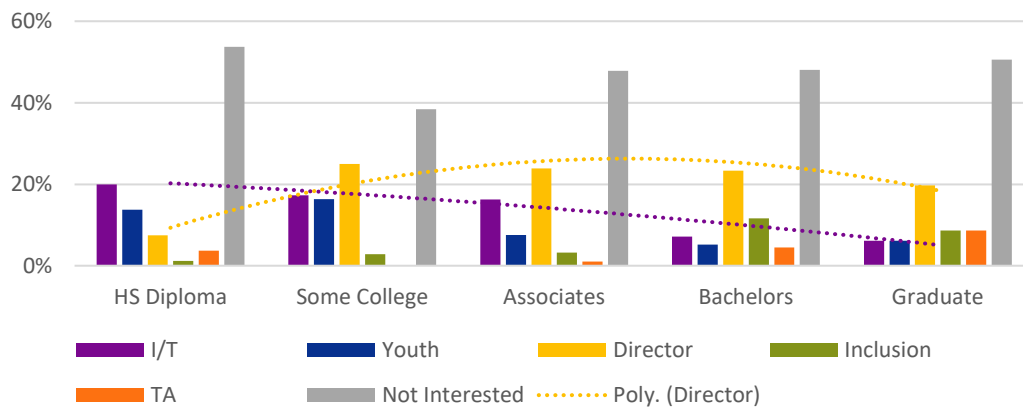


Credentials

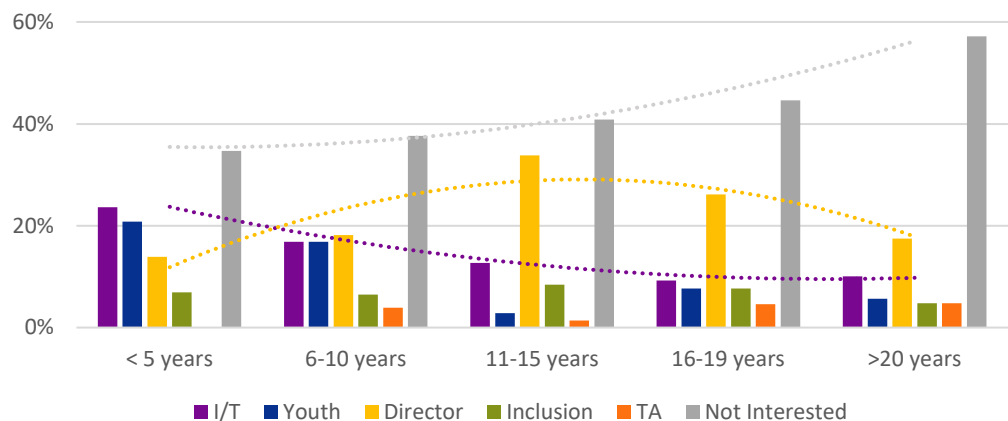
Credential most likely to pursue in the future



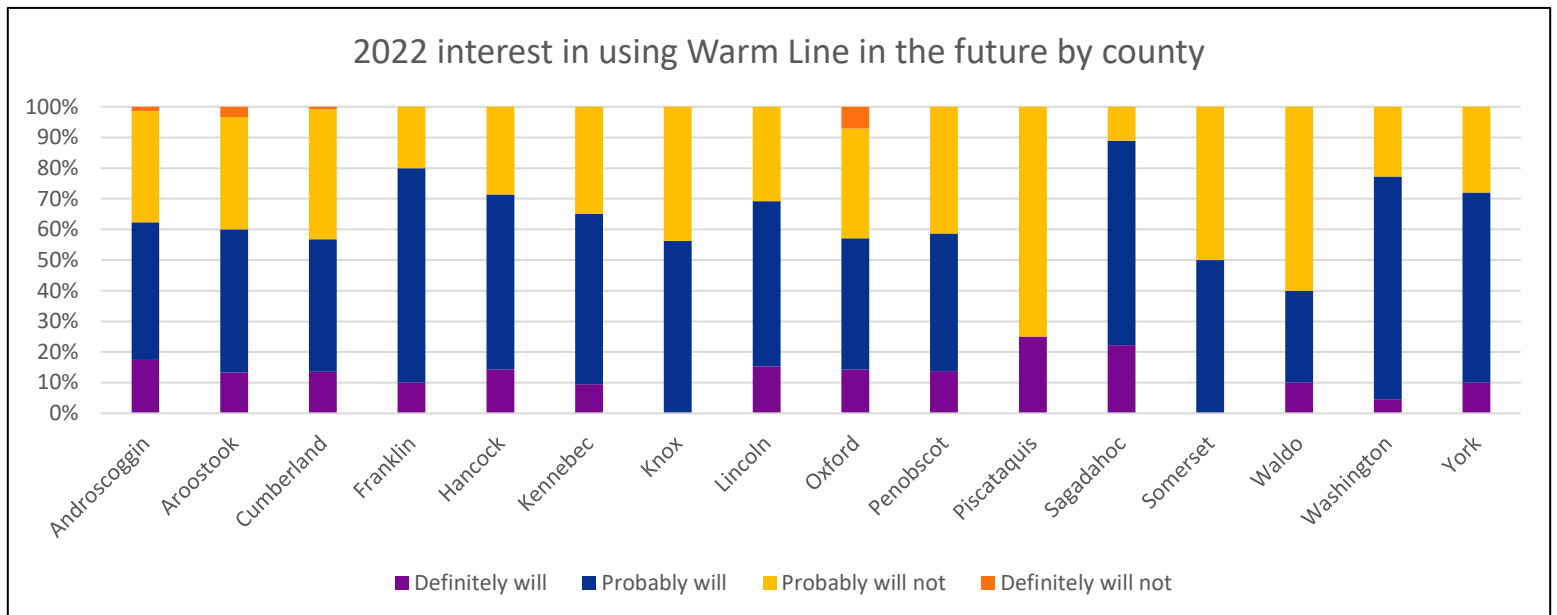
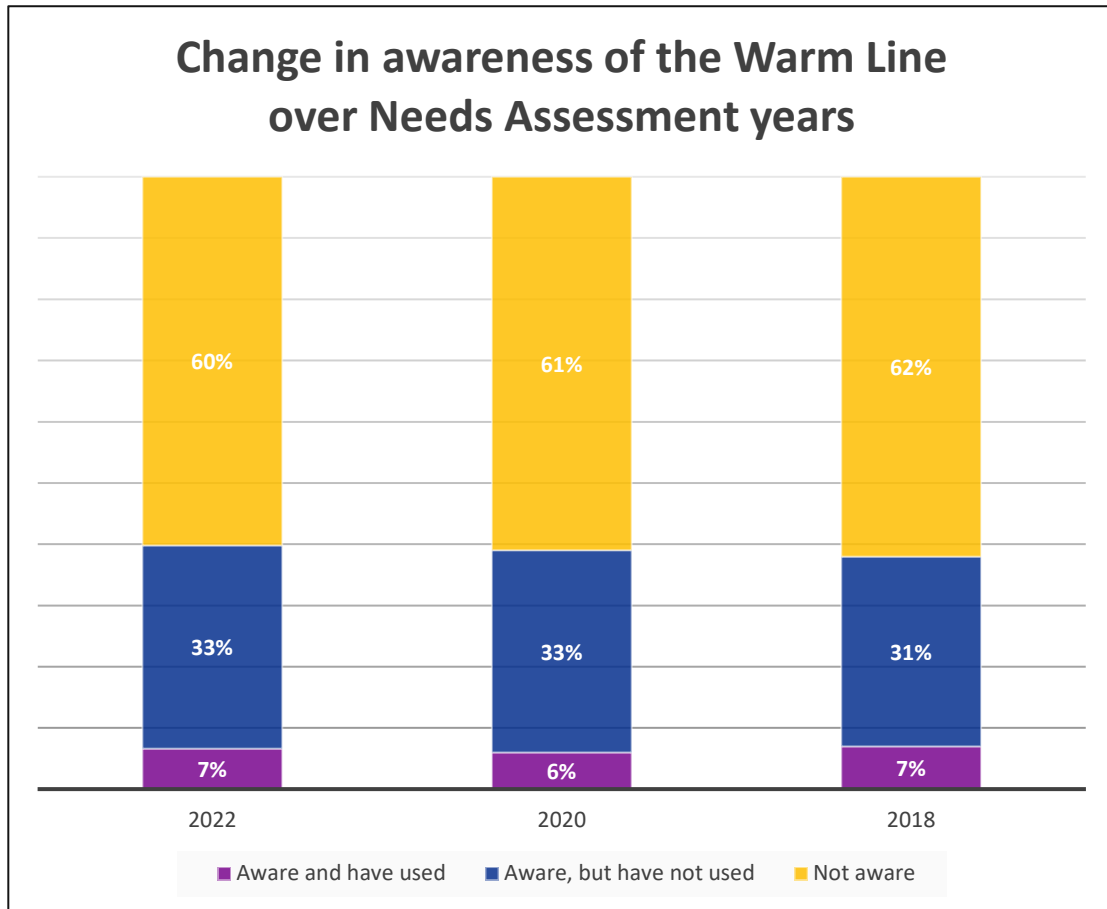
Future interest in credential by education level

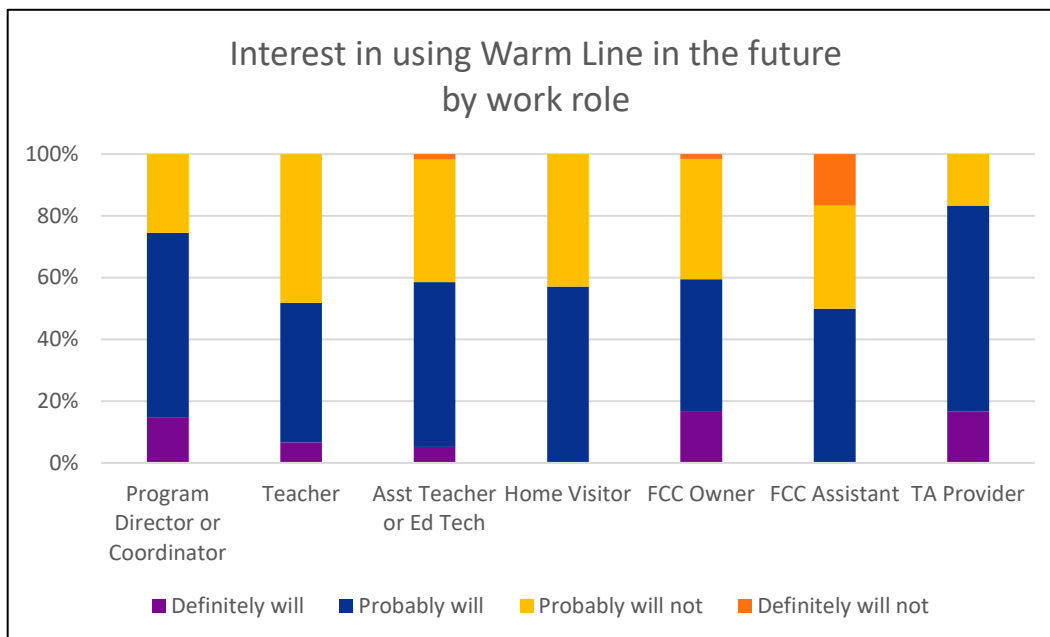
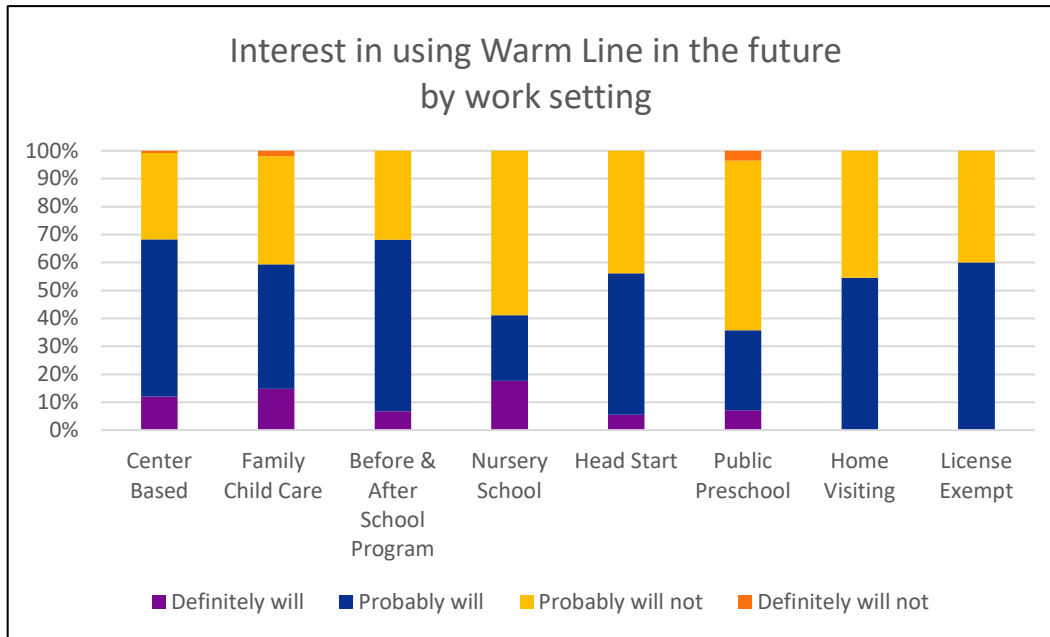


Future interest in credential by years of experience in the field



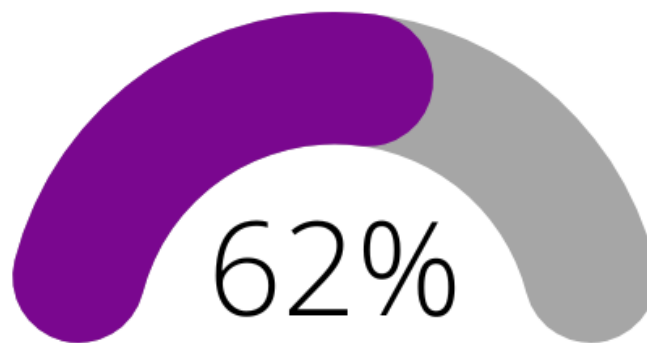
Warm Line Interest





The Needs Assessment provided introductory information about the Warm Line, when and why to access it, and how to reach out. After reading this, respondents who had previously not used the Warm Line were asked if they would use it in the future.

62% of these respondents stated they would definitely or probably utilize the Warm Line in the future.



“This sounds like a **great resource**, and I did not know about it or how it is structured to support child care staff.”



“We have about 5 or 6 children with disabilities or who need extra support and **we could use help** with the best practices for these children as well as the rest of the class in relation to these children.”



“I would definitely use this! I think any **insight** would be very helpful!”



“I feel as though I have enough resources at my place of work.”



“I think it’s tricky to explain the many reasons and unique circumstances that could help us make use of the Warm Line – we know it’s there and available, but teachers are more likely to reach out to in-house observers and consultants...for support and guidance.”

