

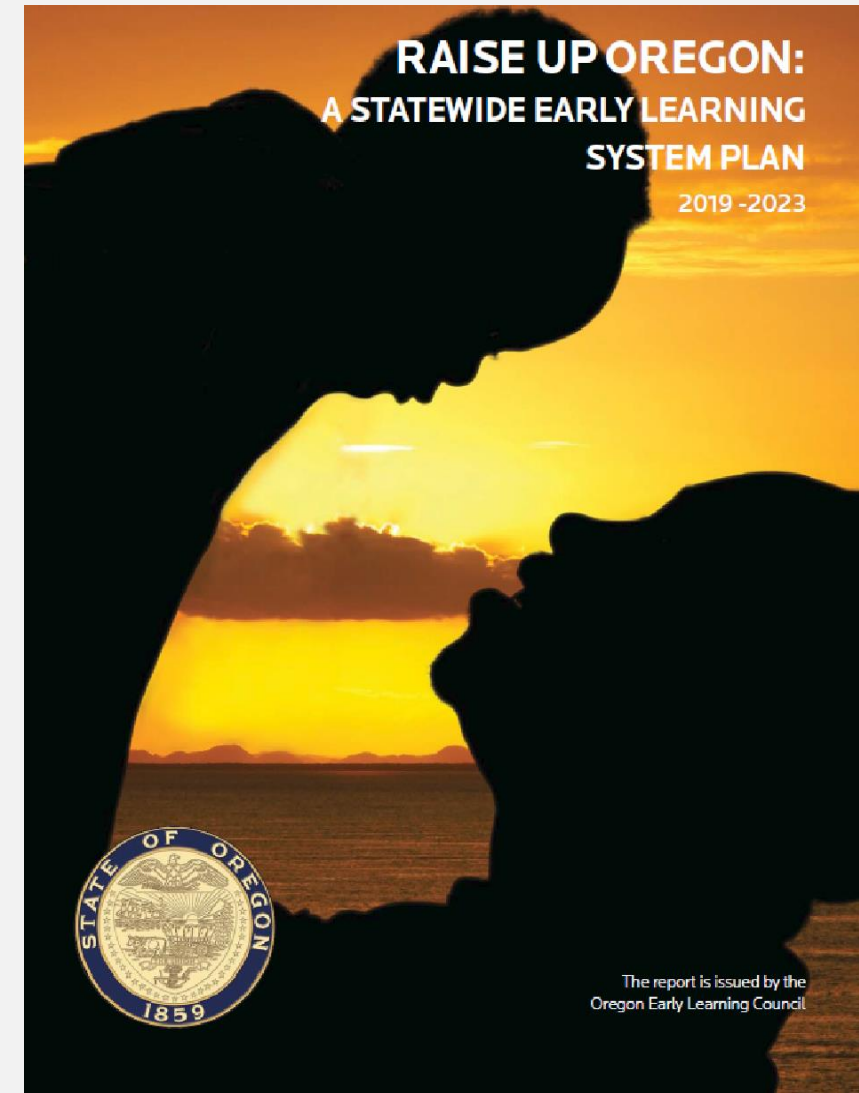


Preschool Development Grant (PDG) Strengths & Needs Assessment 2020 Child Care Experiences During COVID-19



PDG Research Team

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PDG Strengths and Needs Assessment - 2020

Project Goals

- **Gain insight into families' experiences, preferences, needs and challenges in accessing and using early care and education during COVID-19 statewide closures**
- **Hear from families about the cultural responsiveness of early care and education services**
- **Two Components:**
 - **Statewide – through a Household Survey**
 - **For traditionally underrepresented families – through Family Listening Sessions**

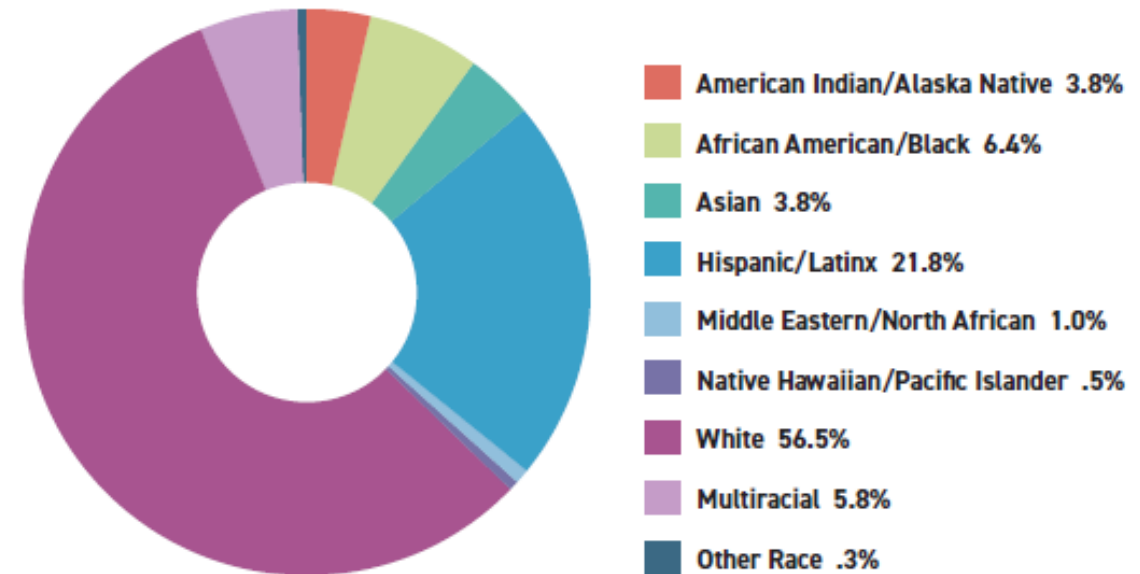


Statewide Household Survey – Sample

2,105 respondents

Relationship to child	12% fathers/ 2% foster parents/ 3% grandparents/ 82% mothers/ 1% other
Median age	25-39 years old
Home language	74% English/ 6% Other/ 20% Spanish
Region	4% frontier/ 30% rural/ 66% urban
Income	44% above 200% of Federal Poverty Level/ 58% at or below 200% of FPL
Child experiencing disability and/or chronic health needs	16%

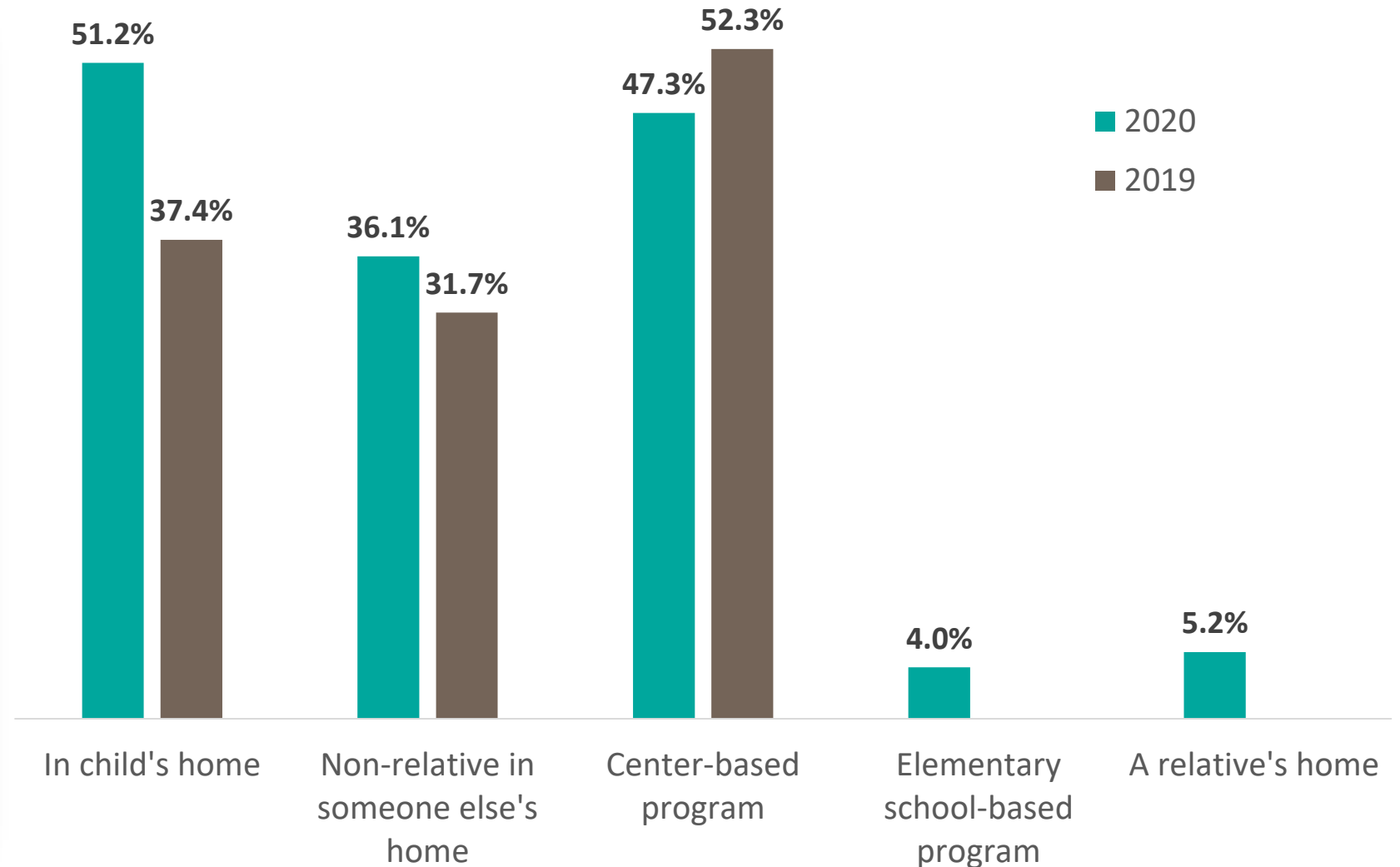
Figure 1-4. Race/ethnicity of respondent's focal child n=2,029





Childcare Usage

- Over half (53.2%) of respondents had their child in care 8 or more hours per week *since March 2020*
 - Of those who did not, over a third (35.1%) had looked for care





Children Whose Care Was Disrupted by COVID-19

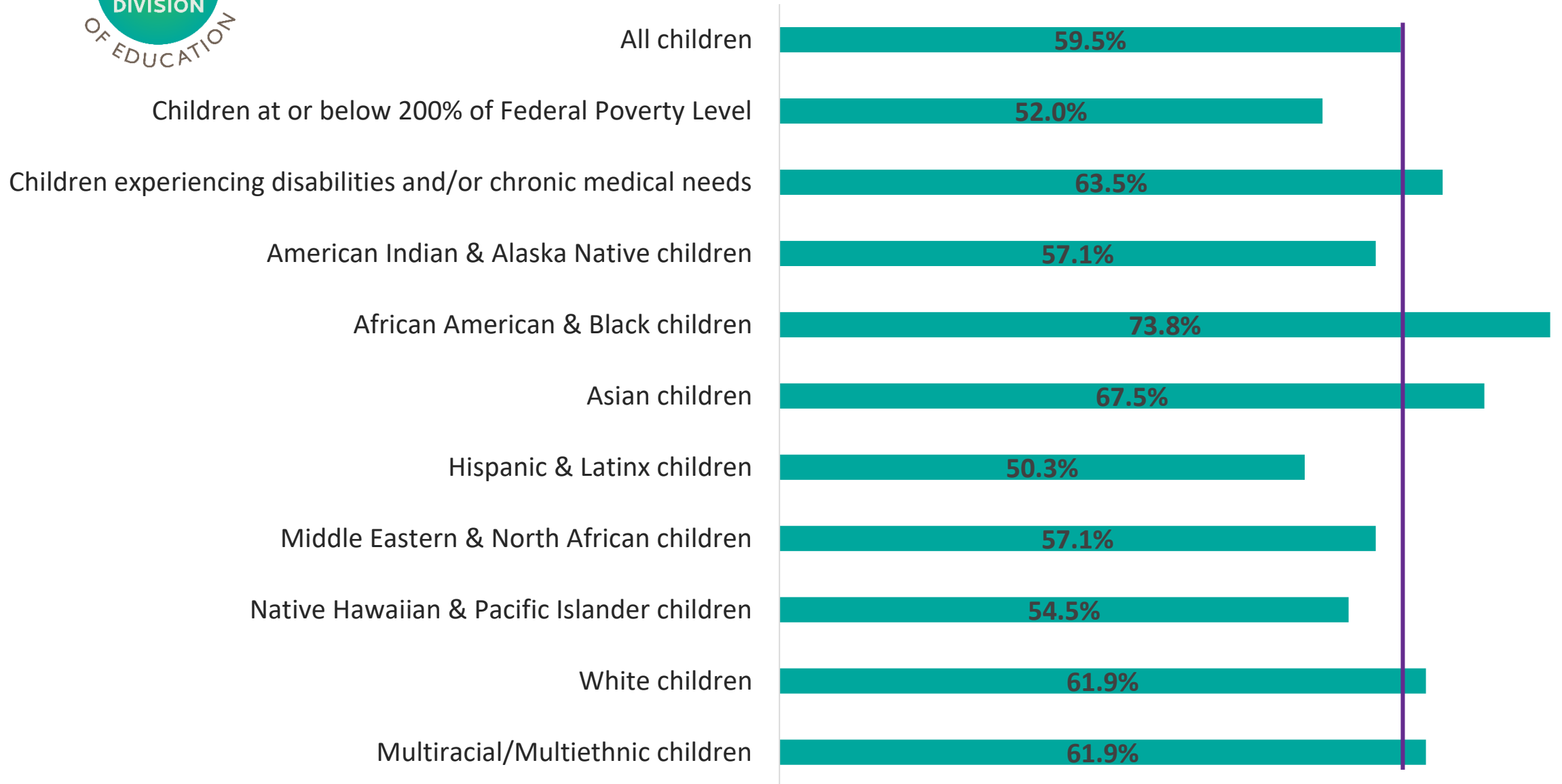


Figure 4-2. Percentage of families offered, using, and satisfied with remote or online services offered by child's provider

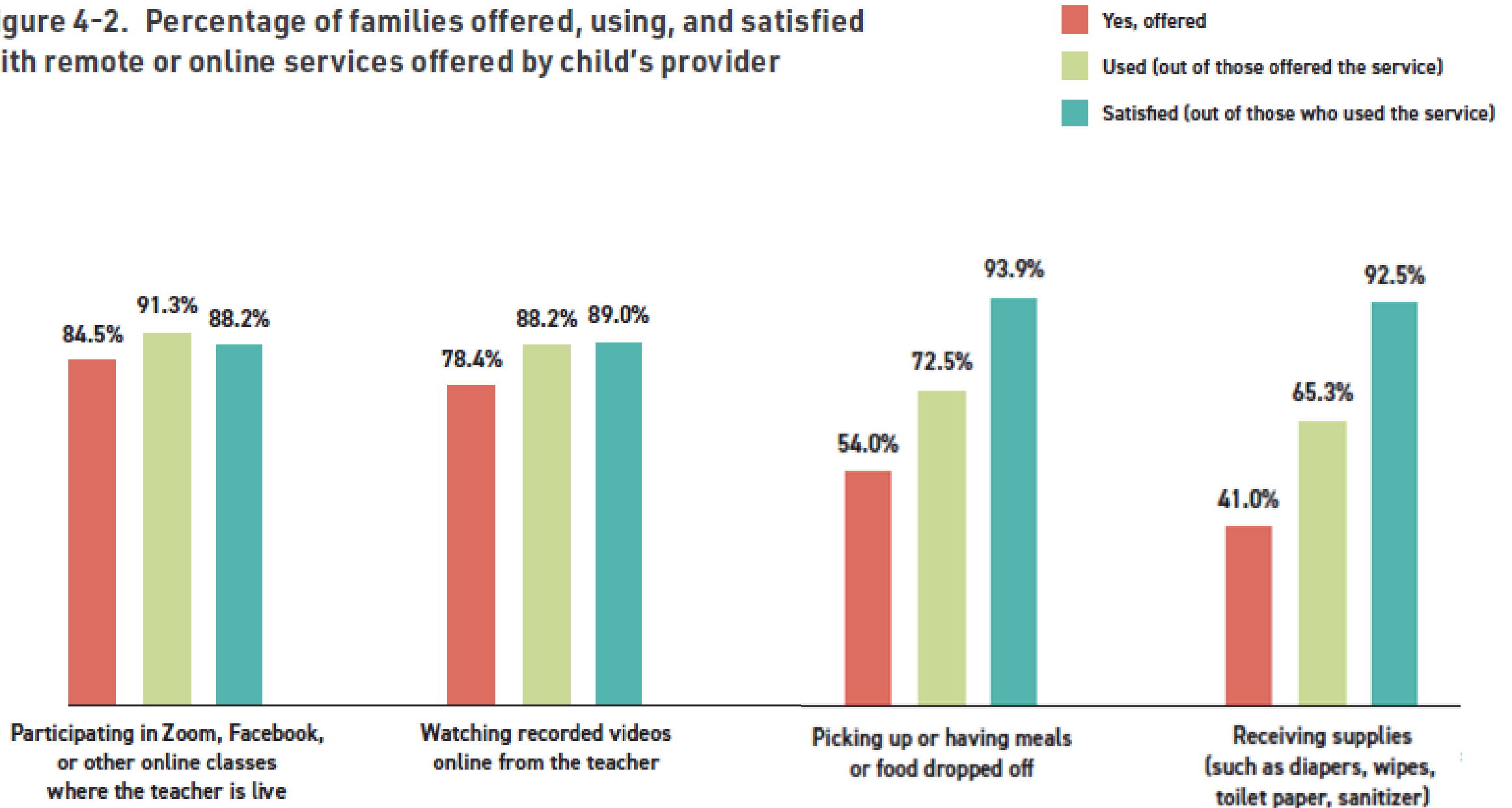
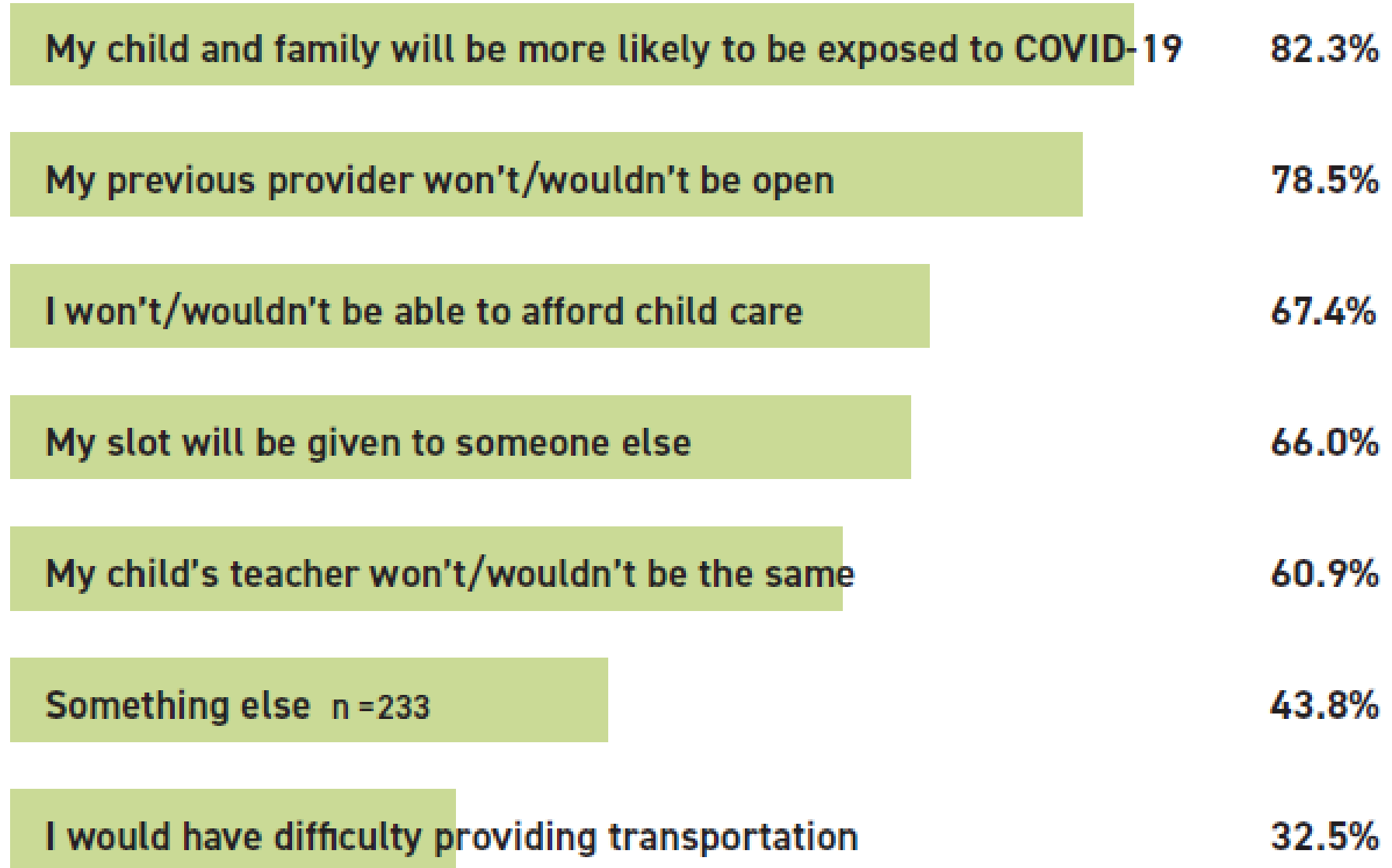




Figure 4-4. Families' top concerns about returning to care





Concerns About and Preferences for Different Child Care Settings

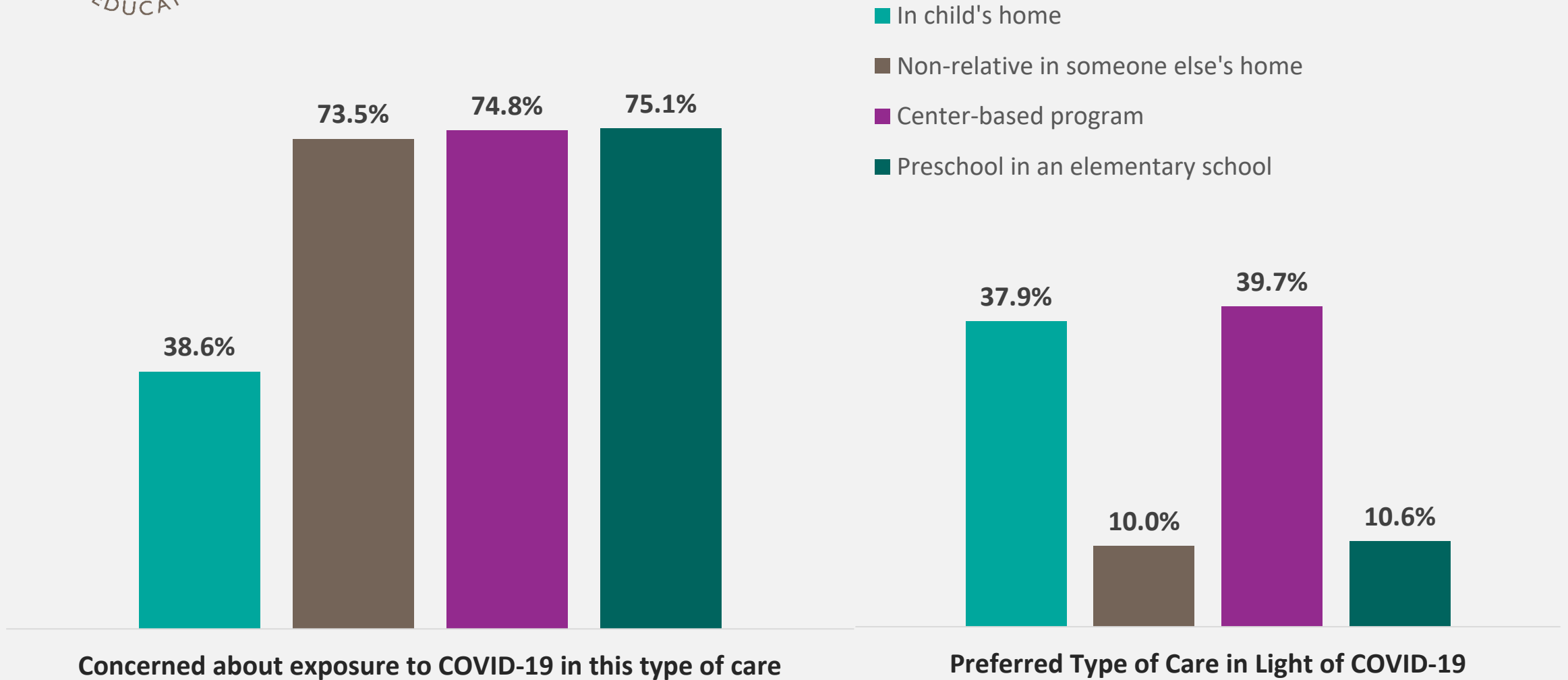
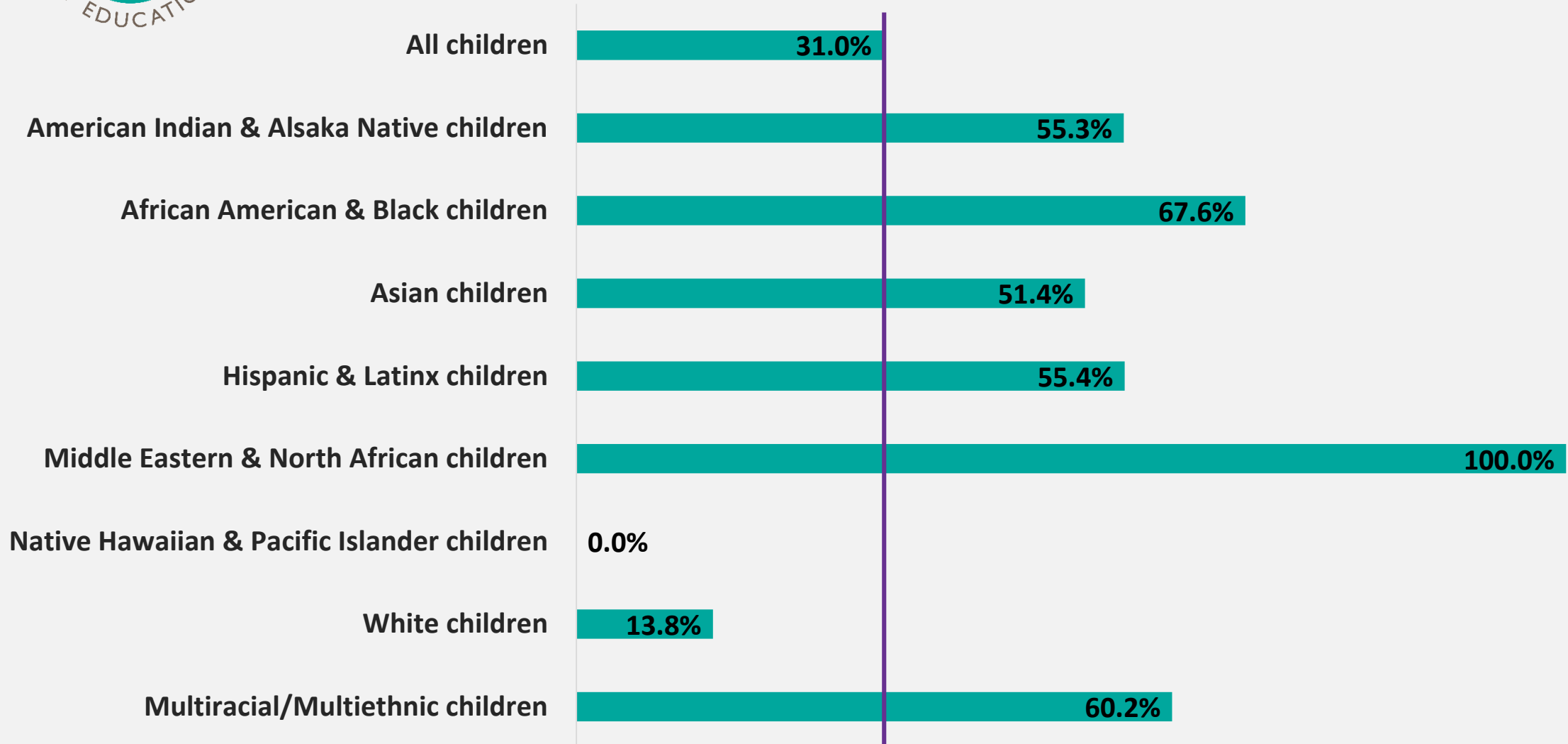


Figure 3-1. Top ten challenges to finding care

Finding the type of child care setting you wanted	86.4%
Finding a provider with open slots or availability	85.9%
Finding a provider who you felt could help your child learn and develop	74.9%
Finding a provider in a location that was easy for you to get to	73.8%
Finding a provider who was well-qualified in terms of experience and/or education	72.5%
Finding a provider who uses health and safety standards you agree with	60.3%
Finding a provider who could meet your child's health needs	40.0%
Finding a provider who reflected your family's cultural background	31.0%
Finding a provider who could support your child's needs related to a physical or other disability	24.6%
Finding a provider who spoke your child's home language	15.6%



Finding a Provider Who Reflected Their Family's Background Was Challenging





Gathering Family Input - Family Listening Sessions

- **Priority Populations Identified**
 - Those not well-represented in PDG 2019 Needs Assessment:
 - American Indian/Native American families
 - African American families
 - “Second look” at similar groups of families from 2019 PDG Needs Assessment
 - Families with children with special health care needs and/or developmental disabilities
 - Spanish speaking families in rural communities
 - Families living in frontier/rural regions of Oregon



Organization	N	Participant Characteristics
Bridging Communities, CaCoon Program & Coos Health & Wellness	12	Parents of children with special health care needs, developmental, or intellectual disabilities
Burns Paiute Tribe	2	American Indian/Native American Indigenous
Coos Bay School District Title VI	5	American Indian/Native American Indigenous
Confederated Tribes of Grande Ronde	4	American Indian/Native American Indigenous
Douglas Latinas	5	Spanish, Latinx/Hispanic, Migrant
Frontier ELH, South Coast Regional Early Learning Hub	16	English, White, Frontier, Rural
Klamath Tribe & Klamath School District Title VI	3	American Indian/Native American Indigenous
The Native American Youth and Family Center & Portland Public Schools Title VI	5	American Indian/Native American Indigenous/Urban Indian
Self Enhancement, Inc.	6	African American, urban
Total	58	



Takeaway #1. COVID-19 Exacerbated Existing Challenges to Access & Affordability of Care

- With loss of regular childcare options, families described a **“patchwork” of care** relying on family, friends, babysitters, and older children
- Families perceived that much of the care available to them was **lower quality**, but also **frequently reported higher costs during the pandemic**
- Lack of **available care** is a fundamental problem
- Virtual experiences were **not meeting the needs** of these families or their children
- Parents are worried about their children “falling behind”
 - Because they are home and isolated
 - Because of low quality care



COVID-19 Exacerbated Existing Challenges to Access & Affordability of Care

“Looking on care.com was really just out of desperation... I need [my child] to have daycare. I have to go to work. His dad isn’t going to be able to care for him throughout the day like he has been, so I was really just kind of desperate at that point. But like I said, I didn’t want to go to anybody that didn’t have good references from people that I trust.” -Confederated Tribes of Grande Ronde Parent

“[At my previous care provider] I only would have had to pay like \$50 a month. And right now I’m paying \$250 a month for my kids to go to somebody for two...days a week. So money wise, it’s been a big impact.” —Confederated Tribes of Grand Ronde Parent

“Work just [kept] telling us, ‘Find it, you know you have a couple more weeks... Don’t wait till the last minute to find child care.’ I’m like, Yeah, I don’t think anybody is waiting to the last minute to find child care. I think we’ve all been trying to find it.” —Parent from the Klamath Tribe



Parents are Worried About Their Children “Falling Behind” Due to Low Quality Care & Needing to Keep Children at Home

“With the kids being at home, the socialization piece that they’re missing from not just socializing with kids, but the developmental part that comes from socializing away from your parents.” – African American mother

“And I fear my daughter will not be ready socially, emotionally or academically for kindergarten, even though...I feel like she may be more academically bright...But I do have that fear that because I can’t make that choice [sending her to full-time child care] for her right now. Is that going to be damaging later on? And is she going to suffer in kindergarten?” —Coos Tribal Parent

“I’m not able to afford somebody who’s had years of experience, I can only afford these college teenagers [and] it’s not their career choice. They don’t understand developmental things about kids this age...Especially coming from him going from Head Start to this, now he’s just not getting as many of his needs met.” — Confederated Tribes of Grand Ronde Parent



Takeaway #2. Parents have valid concerns over health and safety, but often had little choice about whether to use child care (or not)

- Parents are worried about health and safety implications of sending their child to care
 - For themselves, their child, and family members
 - Most was due to risk of exposure via other families, not provider behavior
 - Families who trusted their provider (whether a nanny, babysitter, or center) described themselves as “lucky”
- Parents of children with special needs have **elevated concerns** about health/safety And even more heightened worry about loss of developmental supports
- Parents did not feel they had options about whether or not to use child care
 - Many parents felt they **had to use** child care, even if dissatisfied with the arrangement, for financial and personal reasons
 - Other parents felt they had **no choice** but to keep children at home (due to cost, availability, or perceived risk)



Parents with Children with Special Needs have Elevated Concerns about Health/Safety But Worry about Loss of Developmental Supports

“I just don’t want my kids to fall more behind. They are already behind with their disability. My biggest fear is, this whole school year has been very hard, and they only get to go a couple hours a day, and I’m scared that next year when starting kindergarten that they’re not going to be where they should be for that grade.” - Parent of child w/special needs

“It was getting really bad with not having the socialization and his behavior was changing like dramatically so I made the decision, you know, if he’s going to go back he’ll learn. He’s already so far behind anyway. I think he needed it more than anything.” – Parent of child w/special needs



Parents Felt Constrained in Choosing Whether to Use Child Care

“Well, I am essentially a single mother. I don’t have a second income. So, I have to work, I don’t have the choice to stay home as much as that sounds amazing and so much anxiety and stress would be gone, but I can’t. I have to have a full-time job to support my son and keep a roof over our heads and food in our bellies.” —Confederated Tribes of Grand Ronde Parent

“I cannot afford to not work. There’s no way that I can’t not work, not just financially, but I also....for my own mental health, if I lost that part of me, that would be really hurtful and impact me really negatively.” —Confederated Tribes of Grand Ronde Parent

“To either go back to work and look for child care, the decision was basically made for me with child care just being too expensive so that was not an option for me.” – African American mother



Takeaway # 3: In the face of systemic racism and contextual stressors, families see cultural identity as an asset for children, but lack care that supports this

- Parents are **stressed and overwhelmed** – and talked about the impact of COVID-19 and myriad impacts on their own mental health & coping resources
- Black, Indigenous, and People of Color (BIPOC) parents described how **racism & current socio-political tensions are impacting** themselves & their families
- BIPOC parents described their racial/cultural backgrounds as **important assets** & want providers to support this
- Families described culturally-specific and responsive care as **foundational to quality**
- However, **relatively few** parents described being able to find care that supported cultural assets and was culturally responsive
 - The primary exception to this was for families whose child was in a **tribally-run/affiliated** program



BIPOC Parents Described How Racism & Current Tensions are Impacting Themselves & Their Families

“I really tried not to go there, like, Oh, someone doesn’t like me, it must be because I’m Indian... But I did have to, I did go there. I did think, you know, it must have something to do with who I am... I mean like I try not to go there, but also experience is experience, especially in Klamath County.” —Klamath Tribal parent

*“When you have to imagine if you can actually get home to your kids because you’re this color that people hate, it’s a hard thing. And also, I think it does tie into everything that’s been going on, the pandemic, including what we’re talking about right now, which is child care. How can I get across town in order for me to be safe, in order for my children to be safe? What if there’s an all Black child care center and someone knows about that, and then they try to burn it down or something? These are things that are real life.”
— African American parent*

“Racial tensions have always been an issue, but during this pandemic time there’s been a lot of times, places, where I didn’t feel safe leaving my house. I didn’t want to go grocery shopping. There was a whole time where we were like, as a culture, passing on Facebook messages—the proud boys are going to be in town, get what you got to get so you’re not out from this time to this time.”

-- African American parent

“[My children] need to know where they come from, but also...I hope they never experience some things I’ve had to in my past.”

—Klamath Tribal Parent



BIPOC Parents Describe Their Racial/Cultural Backgrounds as Important Assets & Want Providers to Support This

“I think it’s important because it gives you a sense of identity. And as you go through your life you know who your ancestors are, you know the teachings. They provided you know your value. And I believe culture provides value. You are tied into something that’s bigger than yourself and to honor our culture is to honor yourself. And so it really teaches positive life skills. And so to me it’s, it’s very important.” —Confederated Tribes of Grand Ronde Parent

“I would say that that [provider who can support culture] is a number one for me, a priority. I think that if my kids are losing that, then we’re losing generations that forget the meaning and the importance behind their traditions and their heritage.....it’s really important that they understand where they come from and that they understand the amazing things the generations before them did and how they’re overcoming, all the prejudice and all that stuff that happened” —Coos Tribal Parent

“So long story short, [my child] needs to know who he is, so that he can better integrate in the world, so that he can be okay with being all three races, being predominantly African American. With what society standards are for tri-racial babies, you know, and the difficulties he will have in that, but also the positives that will come from it.” —Indigenous, Multiracial parent



Family Voice Findings – Two Final Reflections

Families are Resilient & Want to be Heard

Despite the myriad of challenges, families shared stories of extraordinary resourcefulness, and of the many ways they were choosing to put family and children as their first priority – despite what was clearly a lack of structural and systemic supports

“We’re still here because it’s important to us to add our voices to the conversations because you can’t fix things for me without speaking to me about what the problem is, or what is what works well, or does not.” – African American parent



Questions? Reflections?

To view the full reports go to:

<https://oregonearlylearning.com/PDGAassessment>