

















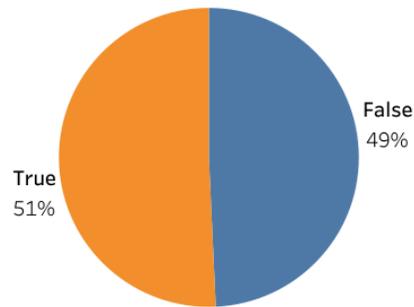






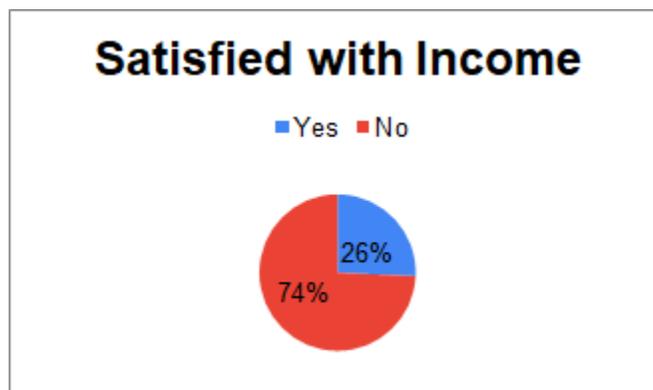


Have you made changes in preparation for a licensing visit?



Record keeping typically is the most recorded violation in a state, so it would be interesting to see what are the top licensing rules violations for Ohio. If the top violation is record keeping, this would explain the stress of the visits - our report is showing providers are feeling as though they are doing a good job at record keeping, yet somehow state personnel are finding things wrong. Not knowing what could possibly be wrong until it's too late is extremely stressful.

A solution would be to identify those rules most violated and increase training for providers to improve their expectations and practices and reduce not only violations but stress.



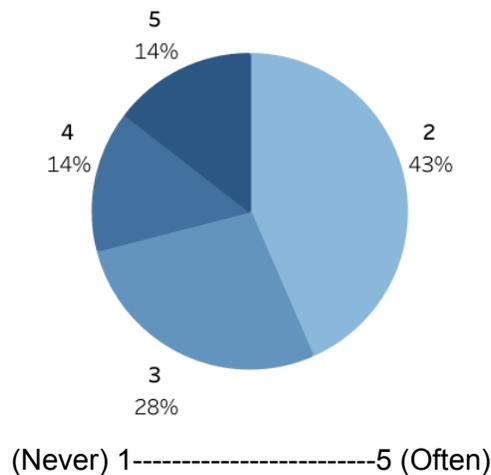
Dissatisfaction with income is no surprise. Early childhood education as a field is underpaid and we are seeing the results of this broken system in the drastic rate of reduction for retention in the field. The cost of quality care goes beyond what parents can bear and support. The stress of

income simply adds to the other stressors in this field and exasperates the results. A state, or national, system of financial support for this field - inclusive of family child care - is imperative.

## EDUCATOR - CONNECTION TO BUSINESS AND PERSONAL

There are many conflicts within the results of the Educator wheel that bring to light issues of perception versus reality. Providers are scoring themselves high on curriculum, environment and teacher-child interactions, yet are reporting many challenging behaviors that have them considering giving notice to the child's family. If a quality curriculum were in place, the environment and teacher-child interactions would be such that would diminish and/or handle any arising challenging behaviors.

How frequently do you encounter challenging behaviors with the children in your program?





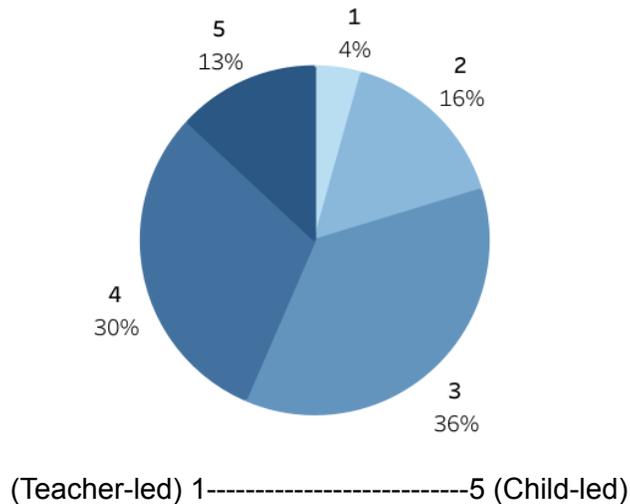
It would be important for coaches to understand what is driving the challenging behaviors and looking at each individual's report would provide this insight. For example, for one provider it may be that the stressors of balancing work/family or finances are lowering their ability to effectively handle challenging behaviors. For others, it could be they are not using developmentally appropriate practices. And for others, it may be the environment. Looking at these correlating areas in a report can help coaches guide providers towards solutions that are a good fit, rather than addressing it with a one-size-fits all solution.

It also should not be assumed that wanting to expel a child is the result of challenging behaviors. Follow up questions should be:

- Have you encountered challenging behaviors you were unable to overcome?
- Did you feel the parents worked in partnership with you to overcome these challenges? Why or why not?

Given the provider's feelings about their curriculum and teacher-child interactions overall are fairly strong, it is more likely any issues with challenging behavior are due to difficulties with parents than lack of skill on behalf of the provider. In fact, a bright spot in the results was around curriculum and best practices. Current best practices tell us that a balance between child-led and teacher-led supports children best, and results show 36% are finding that balance, while 46% lean just a bit more towards either child or teacher-led activities, and only 17% are at those extremes.

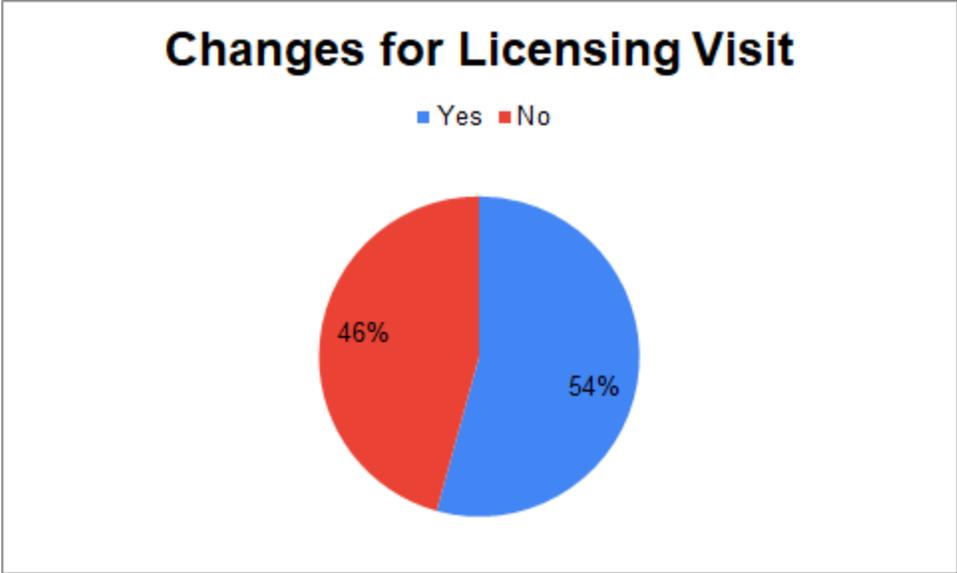
Where on the spectrum is your teaching approach?



While the provider's perception on curriculum is strong, it is important for coaches to temper this against the reality by use of fidelity tools for the curriculum and follow up questions such as:

- What curriculum do they use?
- Were they trained in it?
- Do they receive coaching to support implementation of curricular practices?

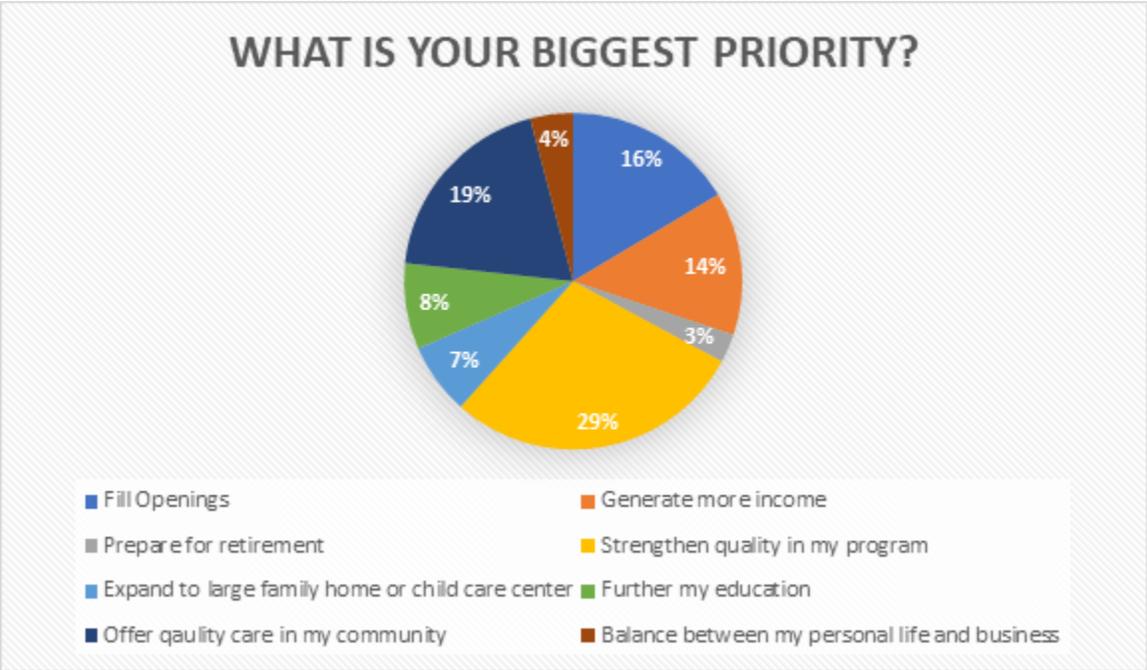
There is some concern that provider perception of strong curriculum practices may not match reality. This is seen in that 54% of providers are making changes before an announced visit - but if they had high quality practices from their curriculum this would not be necessary. They also report high levels of stress at these visits. Given that few reported having record keeping violations in the past year, it is likely the stress is more due to environment and teaching practices. A well trained provider with a strong curriculum would have no reason for stress at a visit.



This leads us to a few more questions:

- What exactly stresses a provider about a state visit?
- Is the stress of visits connected to the current climate? (COVID-19 leading to lack of visits or virtual visits so returning to in-person is a stressor.)
- What are the majority of violations in the state?
- Is there a way to address that topic in training/support to alleviate violations and stress?

The good news for Ohio is that providers are ready to learn, to grow, and to support their communities, if given the right support and opportunities. Their priorities at this time were:



Providers are interested in raising quality, in strengthening ECE in their communities, but they need to balance this with strong businesses that stay full and generate a livable wage. There are many things Ohio could do to help providers achieve these goals, but family child care business owners are not monolithic and will need a solution that considers all of their background, culture, experiences and motivations, meeting them where they are on the spectrum and providing the systems and supports that will help them achieve next steps for them.