

## Community-Level Search Process Findings

*This profile summarizes community-level information from the 2021 PDG B-5 Family Survey to match the state-level takeaways presented at the Ready Regions, Mixed Delivery, & PDG TA Session on March 31, 2022. Due to small sample sizes in some PDG communities, results are presented by Ready Region.*

### Who took the survey?

In November 2021, families with children ages 0-5 but not yet in kindergarten at sites participating in the PDG were invited to take a short survey about their experiences finding and using care for their youngest child. In total, 3,909 families in Virginia completed the survey, including 281 families in Ready Region North Central, which includes the Spotsylvania-Stafford PDG community. These findings reflect only the experiences of families who participated in the survey and may not accurately represent all families across the state or in this community.

Household Characteristic		North Central Sample	Full PDG Sample
Household Income	Household under 150% of Federal Poverty Level (FPL)	14%	14%
	Household between 150-300% of Federal Poverty Level (FPL)	35%	45%
	Household over 300% of Federal Poverty Level (FPL)	50%	41%
Primary household language not English		10%	11%
Care Type	School-based program	53%	47%
	Center-based program	39%	36%
	Home-based program	6%	14%
Needs care during nontraditional hours		23%	32%

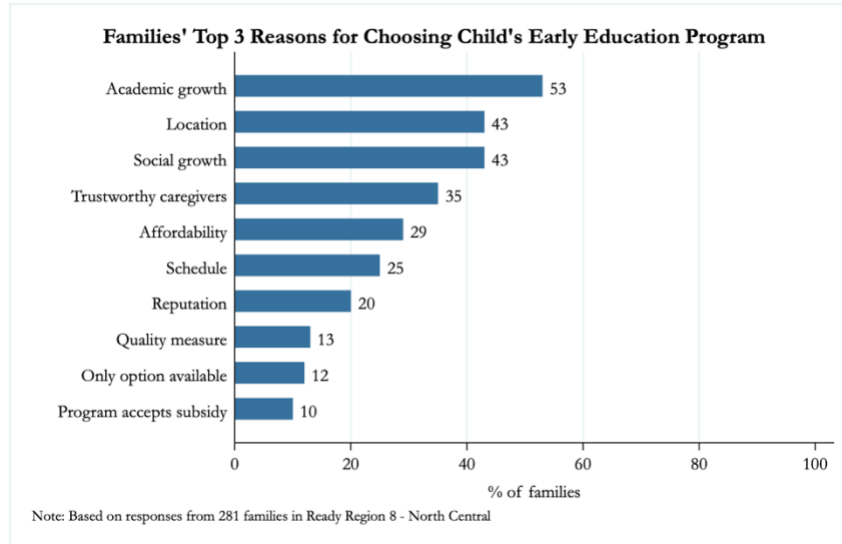
Child Characteristic		North Central Sample	Full PDG Sample
Age	Age 2 and under	26%	30%
	3 years old	21%	21%
	4 or 5 years old, not in kindergarten	53%	49%
Special Needs	Has IFSP or IEP	25%	12%
	Evaluated but not eligible	8%	10%
	May need an evaluation	3%	5%
Race/Ethnicity	Black, non-Hispanic	21%	22%
	Hispanic	18%	11%
	White, non-Hispanic	48%	57%
	Other / multiracial	13%	10%

Note: Household FPL group is estimated using household size and reported income range. Nontraditional hours are defined as needing care before 7 am or after 6 pm on weekdays, overnight care, and/or care on weekends. The survey asked families about the race/ethnicity of their children using the same approach as the Virginia Department of Education. It asked whether families identified their children as one or more race/ethnicity groups, including American Indian or Alaskan Native, Asian or other Pacific Islander, Black or African American, Hispanic, Native Hawaiian, White, or any other race/ethnicity. In the table above, we show the percentages for the largest race/ethnicity groups.

# Ready Region 8 - North Central

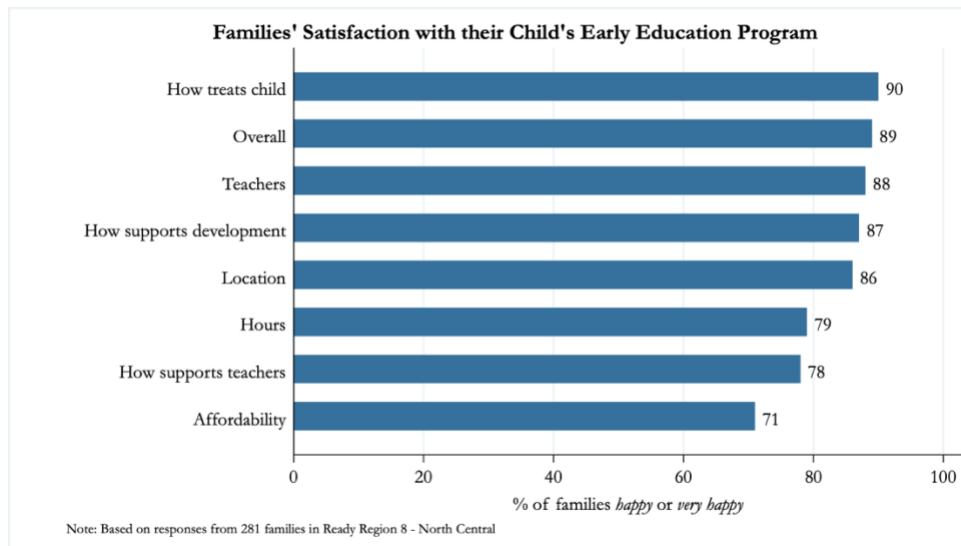
## Reasons for choosing early care & education programs

Families reported prioritizing both convenience and learning opportunities when choosing an early care and education program for their child. As shown in the graph below, families named academic growth, location, and social growth as the top reasons for choosing their child's program.



## Satisfaction with early care & education programs

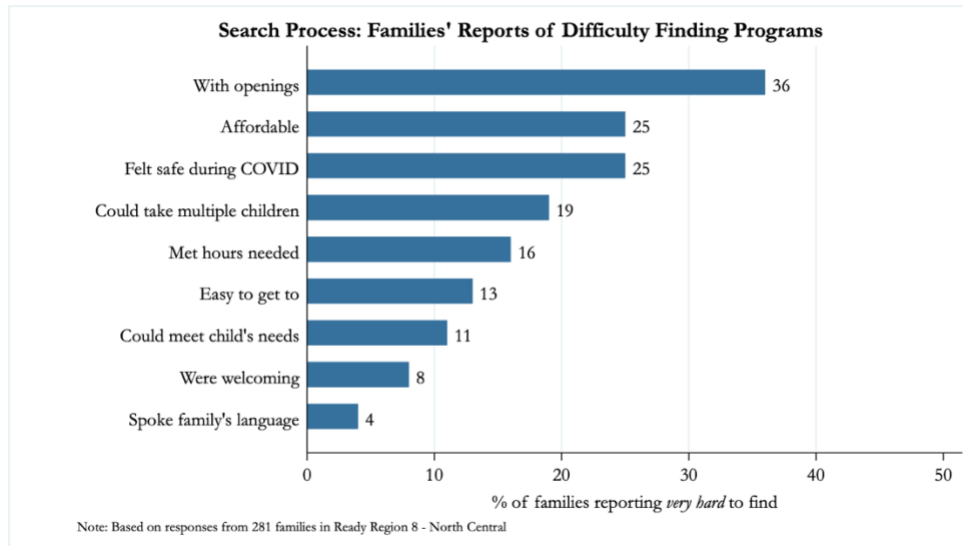
When asked about their satisfaction with their child's current early care and education program, most families reported that they are happy with key aspects, including how their child is treated, their child's caregivers/teachers, and the way the program is supporting their child's academic and social development.



# Ready Region 8 - North Central

## Difficulty finding early care & education programs

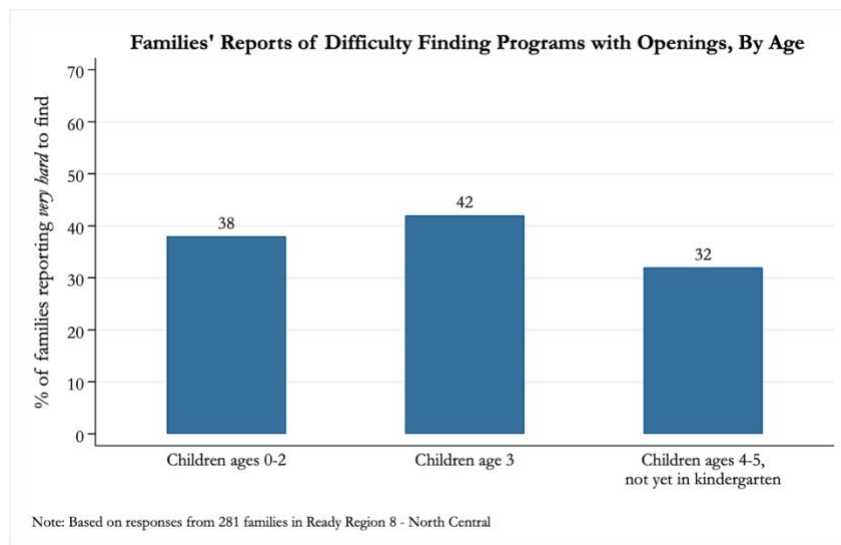
Despite satisfaction with key aspects of their child's program, many families reported that it was very hard to find programs that could meet their needs. As shown in the graph below, families marked that it was particularly hard to find programs that had openings, were affordable, and felt safe during COVID.



## Challenges finding programs by subgroups

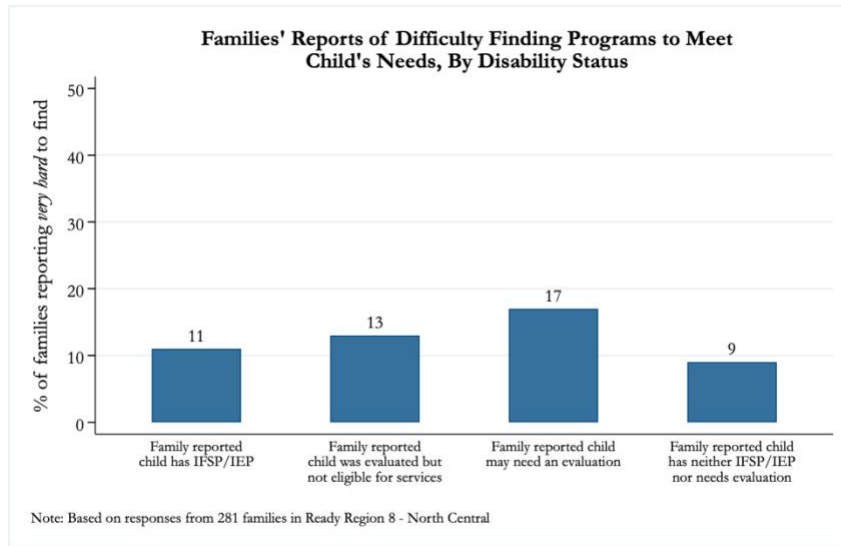
Challenges with finding programs differed by key family and child characteristics, including child's age, child's disability status, and the language the family speaks at home.

**Age.** Families with younger children were slightly more likely to report that it was very hard to find a program that had openings.



## Ready Region 8 - North Central

**Disability status.** Families who reported that their child may need an evaluation were slightly more likely to report that it was very hard to find a program that met their child's needs.



**Language.** Across languages, some families reported difficulties finding a program with staff who speak their primary language.

