

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 310 families in Ready Region Southeastern, which includes the Hampton Roads and Western Tidewater PDG communities. 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		Southeastern Sample	Full PDG Sample
Household Income	Household under 150% of Federal Poverty Level (FPL)	17%	14%
	Household between 150-300% of Federal Poverty Level (FPL)	52%	45%
	Household over 300% of Federal Poverty Level (FPL)	31%	41%
	Primary household language not English	5%	11%
Care Type	School-based program	49%	47%
	Center-based program	25%	36%
	Home-based program	23%	14%
	Needs care during nontraditional hours	42%	32%

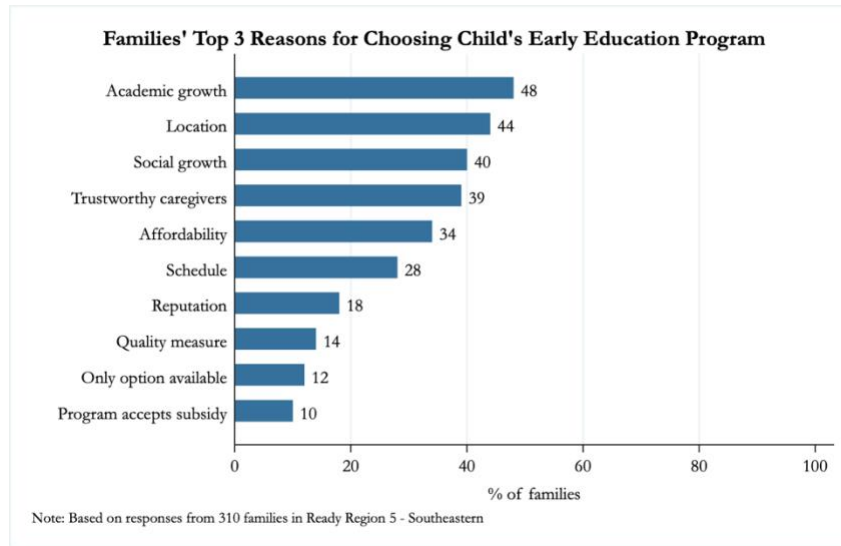
Child Characteristic		Southeastern Sample	Full PDG Sample
Age	Age 2 and under	24%	30%
	3 years old	25%	21%
	4 or 5 years old, not in kindergarten	51%	49%
Special Needs	Has IFSP or IEP	11%	12%
	Evaluated but not eligible	17%	10%
	May need an evaluation	5%	5%
Race/Ethnicity	Black, non-Hispanic	42%	22%
	Hispanic	7%	11%
	White, non-Hispanic	37%	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.

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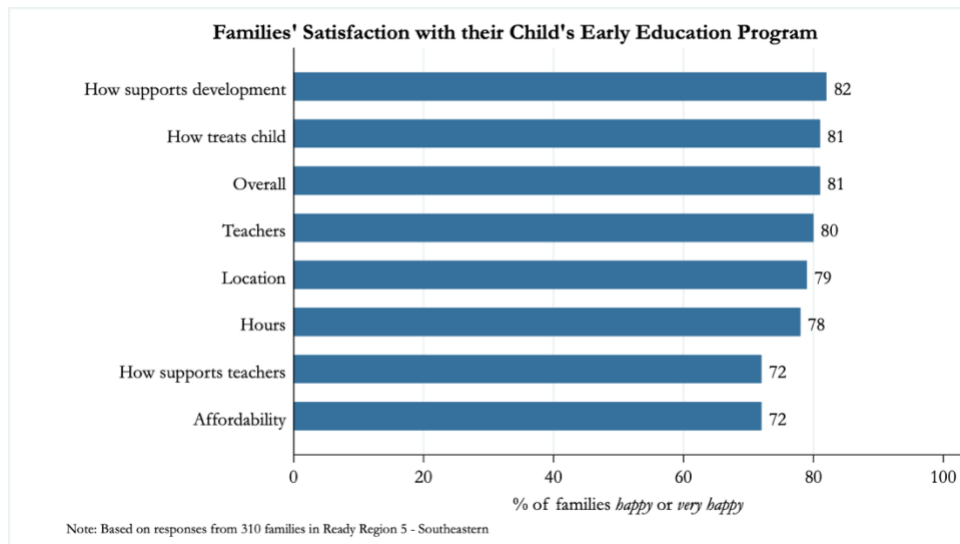
Reasons for choosing early care & education programs

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

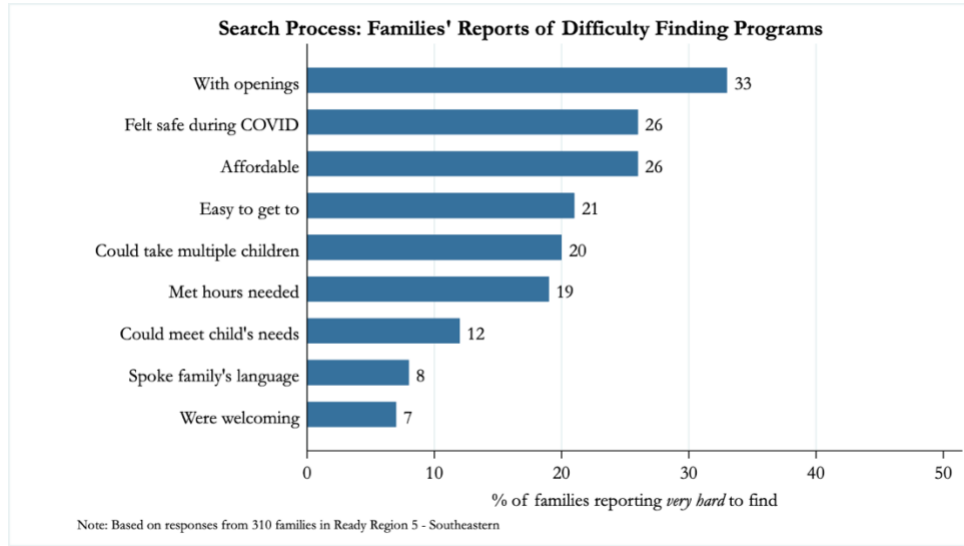
When asked about their satisfaction with their child's current early care and education program, most families reported that they are happy with key aspects, including the way the program is supporting their child's academic and social development, how their child is treated, and their child's caregivers/teachers.



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Difficulty finding early care & education programs

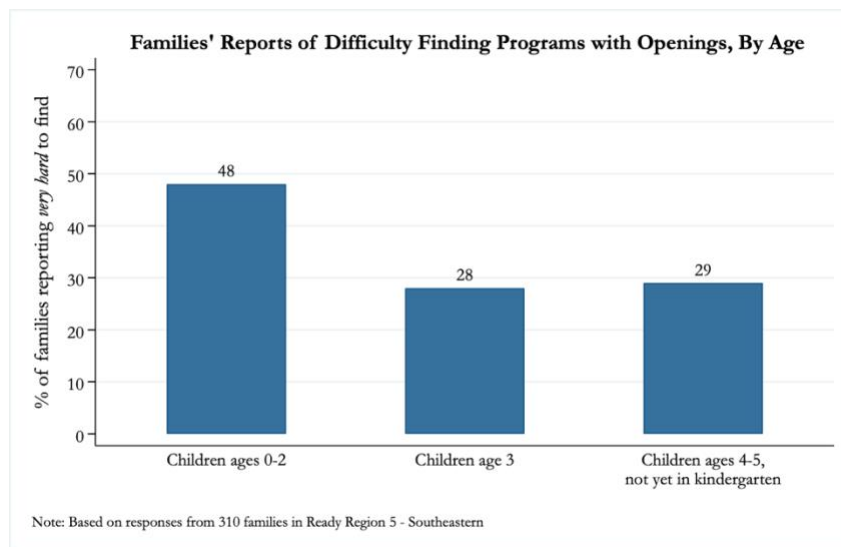
Despite satisfaction with key aspects of their child's program, many families reported that it was very hard to find programs that could meet their needs. As shown in the graph below, families marked that it was particularly hard to find programs that had openings, felt safe during COVID, and were affordable.



Challenges finding programs by subgroups

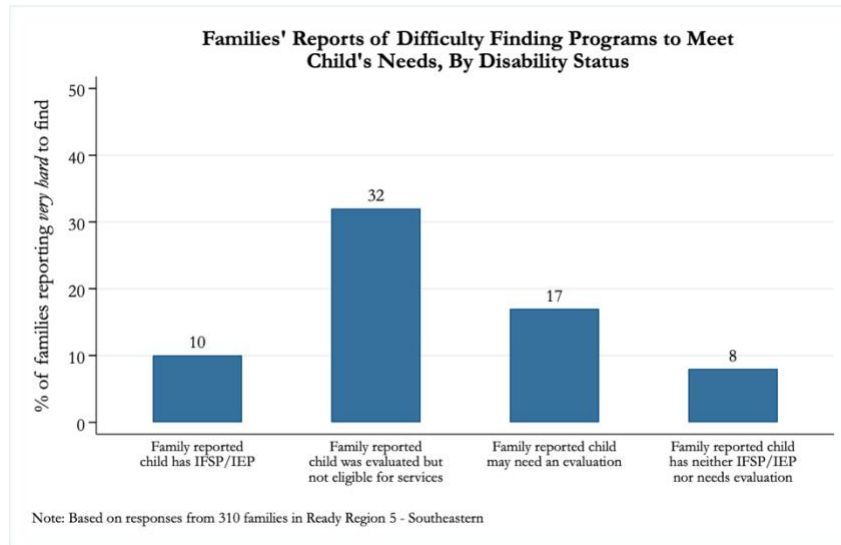
Challenges with finding programs differed by key family and child characteristics, including child's age, child's disability status, and the language the family speaks at home.

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



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Disability status. Families who reported that their child may need an evaluation or that their child had been evaluated but was not eligible for services were more likely to report that it was very hard to find a program that met their child's needs.



Language. Families who speak a language other than English at home were much more likely to report that it was very hard to find a program with staff who speak the family's primary language.

