2C Kids Succeed | IAEYC Preschool Development Grant Birth - 5 Assessment

INTRODUCTION

2C Kids Succeed is focused on investing in a generation for a generation. As a recipient of the Idaho Association for the Education of Young Children (IAEYC) Preschool Development Grant, we designed a needs assessment to capture a snapshot of existing resources and needs in Canyon County. The methodology for reaching out to organizations, early learning centers non-profits, and professionals was to create a survey that aimed to gather feedback relating to Canyon County's early education system.

Participants were asked which areas of Canyon County do they themselves/organization/initiative provides service or has experience in. Figure 1 displays a breakdown of all eight cities located within Canyon County and the level of service representation.
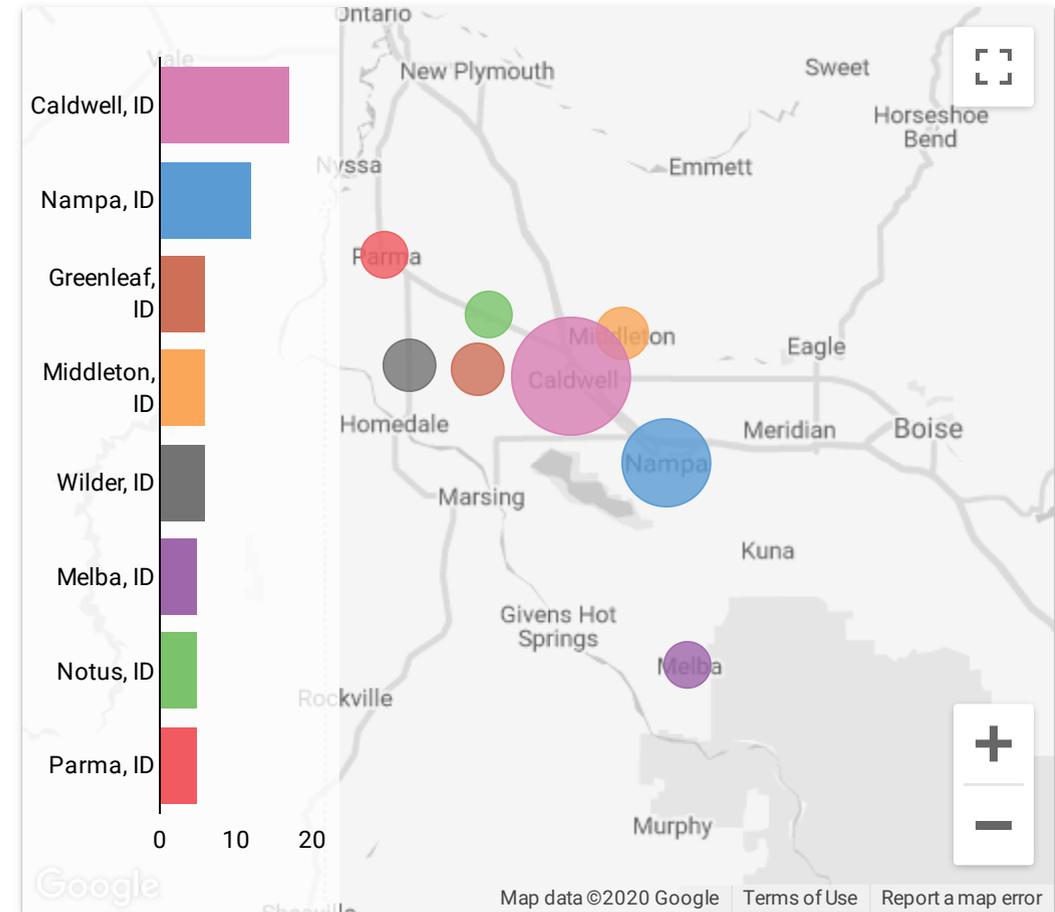

Figure 1: Service areas covered by survey

Total Participants
19

Unique Organizations / Professionals
17

Number could be less as some organizations may have more than one initiative or program

Unique Services Requested
17

Participants asked what other services have been requested out of their area

Unique Services Provided
9

Participants asked what unique services they provided. Max available on survey were 9

Total Services Requested
81

Number of services that have been requested outside of their area

Total Services Provided
89

Services that have been provided

1

METHODOLOGY

To begin the assessment members from 2C Kids Succeed were invited to a Zoom conference to discuss themes and questions that could be gathered for data analysis. Along with general feedback, the following categories were identified as possibilities for future review.

- Early Reading
- Family/Household Culture
- Transportation
- Foundational Academic Skill-building
- Behavioral Resources
- Prenatal Care
- Affordable Preschool

To help better understand the impact and challenges within the county, individuals were asked about the types of services offered by their organization/initiative. In addition to providing a brief description, they were also asked which of the following areas they address in relation to early learning.

- Behavioral Resources
- Transportation
- Free/affordable preschool - easier access to quality preschool/daycare
- Pre-kindergarten experiences
- Academic skill development
- Improvement on child social/emotional skills
- Improvement on child communication skills
- Prenatal care
- Translating
- None of These

Individuals were also asked what other services have been requested that is originally outside of their area.

RESOURCES

Below is a list of reports that have been referenced in addition to the committee feedback.

Table 1 : List of resources and references

Resources / References
1. Roger A. Stewart, Ph.D.. (July 24, 2018). - Preliminary TVEP Spring 2018 Early Childhood Survey Analysis and Report. Rise TVEP and Boise State University.
2. United Ways of the Pacific Northwest. (July 2020). - 2020 Alice inIdaho: A financial hardship study. https://unitedforalice.org/COVID19
3. United Way of Treasure Valley. (July 2020). - United Way of Treasure Valley 2020 Community Assessment. https://www.unitedwaytv.org/community-assessment-2020

SURVEY COMMENTS

Table 2 : Additional feedback from survey participants

Additional Comments
1. Parents also request assistance with Physical and Occupational Needs, Many students have extensive needs, also deaf and hard of hearing needs locally
2. We need more general education preschool teachers that can help students and parents manage their emotional skills. Bad behavior in preschoolers is becoming a bigger issue and parents don't know what to do when kids act out.
3. Social Emotional health
4. I found this survey pretty challenging to fill out.

Participants in the survey were asked to select from a pre-determined list of resources they or their organization provides relating to early learning. In addition, the participant was then asked to select or add resources that has been requested of them that is outside of their area.

Table 3 :Percentage breakdown on resources they have provided.

	Services Provided	% of Participants ▾
1.	Improvement on child social/emotional skills	15.73%
2.	Behavioral Resources	14.61%
3.	Academic skill development	13.48%
4.	Improvement on child communication skills	13.48%
5.	Pre-kindergarten experiences	13.48%
6.	Transportation	10.11%
7.	Free/affordable preschool - easier access to quality preschool/daycare	8.99%
8.	Translating	7.87%
9.	Prenatal care	2.25%

Table 3 provides a percentage breakdown from participants on what resources they provide. Participants were able to select multiple options or select an option for none-. This option was provided to permit professionals or individuals as a stakeholder if not aligned to an organization.

Participants were then asked a similar question to the services they have provided. The following question asked participants "What are some of the services that have been requested outside of your area?"

Table 4 provides a percentage breakdown on requests for resources outside of their service delivery. Participants were able to select multiple options and/or include additional services relating to early learning.

The primary reason to allow additions to the original selections was to gather other potential categories that could be included for later analysis and to gather an overall percentage breakdown with the original options.

Table 4 : Percentage breakdown of services requested outside of their area
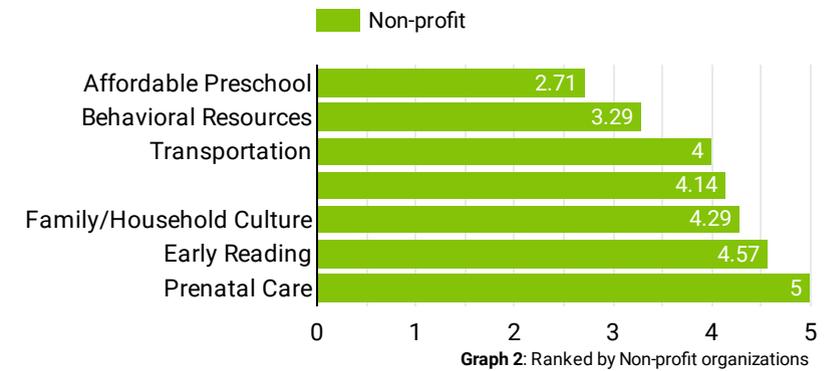
	Services Requested	% of Participants ▾
1.	Translating	13.58%
2.	Behavioral Resources	12.35%
3.	Transportation	12.35%
4.	Free/affordable preschool - easier access to quality preschool/daycare	12.35%
5.	Improvement on child social/emotional skills	11.11%
6.	Academic skill development	8.64%
7.	Pre-kindergarten experiences	7.41%
8.	Improvement on child communication skills	6.17%
9.	Prenatal care	6.17%
10.	English classes for adult family members	1.23%
11.	Mental heath	1.23%
12.	speech	1.23%
13.	ot/pt	1.23%
14.	Behavior intervention	1.23%
15.	Rental assistance	1.23%

Based on their experience in their program/initiative, participants were asked to rank the importance of the following categories as related to early learning. Participants had to rank the categories from 1 to 7 with 7 being the lowest importance. Graph 1 displays the average ranking between all participants. The lower the value, the higher the level of importance.
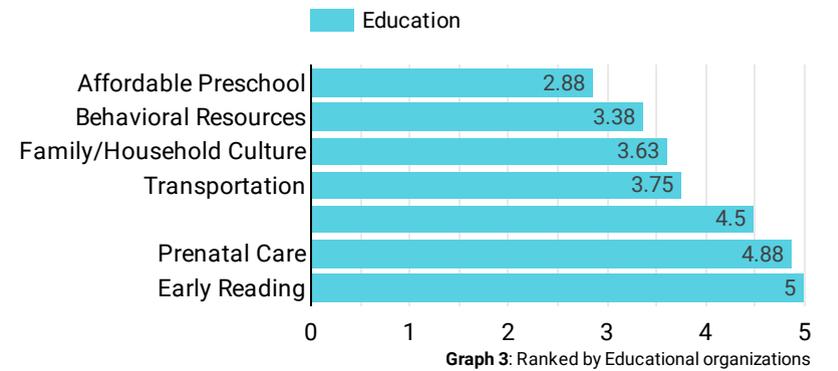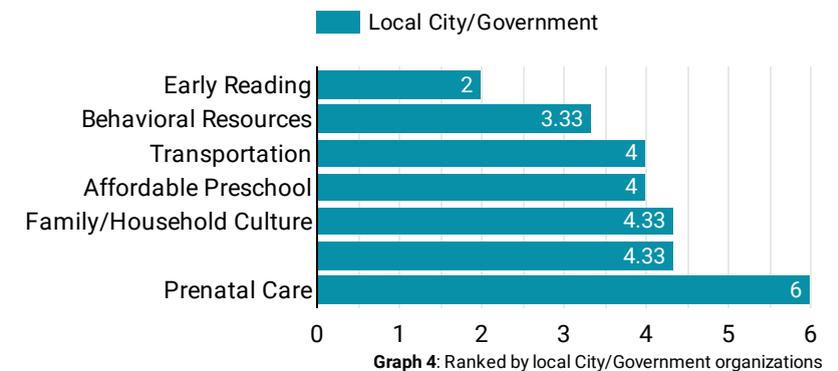
Graph 2, 3, and 4 provide a further breakdown of Graph 1 by organization types. The graphs help provide a view on how each type ranked certain categories in the level of importance.

Average Rating

Category	Value
Affordable Preschool	3.11
Behavioral Resources	3.32
Transportation	3.74
Family/Household Culture	4.16
Foundational Academic Skill-building	4.21
Early Reading	4.42
Prenatal Care	5.05

Graph 1: Average Ranking by all participants. Lowest number with highest level of importance.

Non-profit

Category	Value
Affordable Preschool	2.71
Behavioral Resources	3.29
Transportation	4
	4.14
Family/Household Culture	4.29
Early Reading	4.57
Prenatal Care	5

Graph 2: Ranked by Non-profit organizations

Education

Category	Value
Affordable Preschool	2.88
Behavioral Resources	3.38
Family/Household Culture	3.63
Transportation	3.75
	4.5
Prenatal Care	4.88
Early Reading	5

Graph 3: Ranked by Educational organizations

Local City/Government

Category	Value
Early Reading	2
Behavioral Resources	3.33
Transportation	4
Affordable Preschool	4
Family/Household Culture	4.33
	4.33
Prenatal Care	6

**Graph 4**: Ranked by local City/Government organizations

*Note: Each participant was broken down into one of the following organization types: Non-profit, Education, Local City/Government, and finally Health. A health graph was not created as there was insufficient data to take an average from multiple health organizations.

Participants were asked to rank the 3 most important things they feel a child would need to be ready for kindergarten. The question is directly based on a report that was conducted by Rise TVEP (Preliminary TVEP Spring 2018 Early Childhood Survey Analysis and Report). The report was conducted by Roger A. Stewart, Ph.D. with Boise State University, and the original analysis was provided on July 24, 2018. In addition to the full report, Stewart also created a breakdown for zipcodes within Canyon County. The Rise TVEP report was provided by parents/caregivers with children who were currently in preschool age at the time. This page provides the ability to compare between what parents / caregivers considered as their top 3 things they feel their child needs to be ready for kindergarten.

PARTICIPANT RANKINGS

Participants were asked when it comes to ensuring children are prepared for school, in their opinion, what are the top three outcomes parents and educators are seeking? Each participant was required to select their top 3 options and/or provide additional items if they felt it was missing from the options.

Graph 5 provides a list of all options selected from most selected to the least. The graph provides the percent of all selections based on all selections. The result provides essentially a pie percentage breakdown. The greater the percentage, the greater the number of times it was selected.
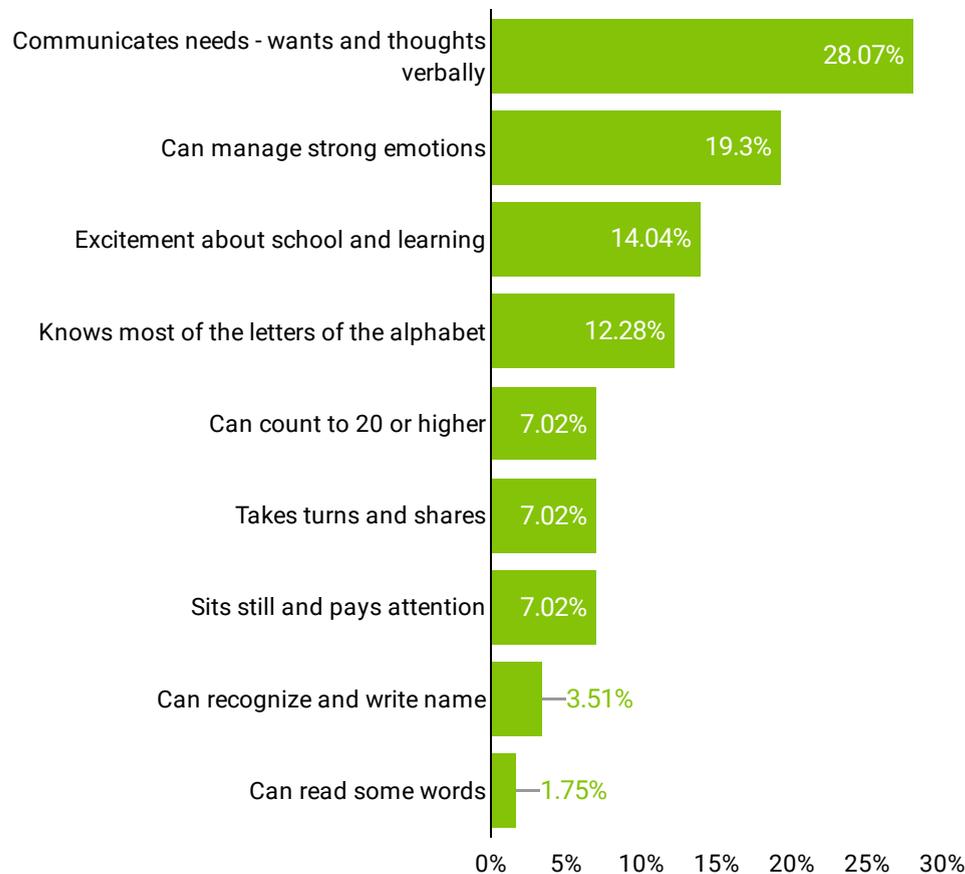
Graph 5: Top 3 services needed to prepare for school.

FROM RISE TVEP

Rise TVEP asked parents and caregivers what do they think are the 3 most important things for their child to be ready for kindergarten? Roger A. Stewart provided a breakdown of the overall report down to Canyon County. Stewart provided a breakdown of those who had children attending Preschool and those who were not. Both tables below display what were considered the overall top 3 things for them.
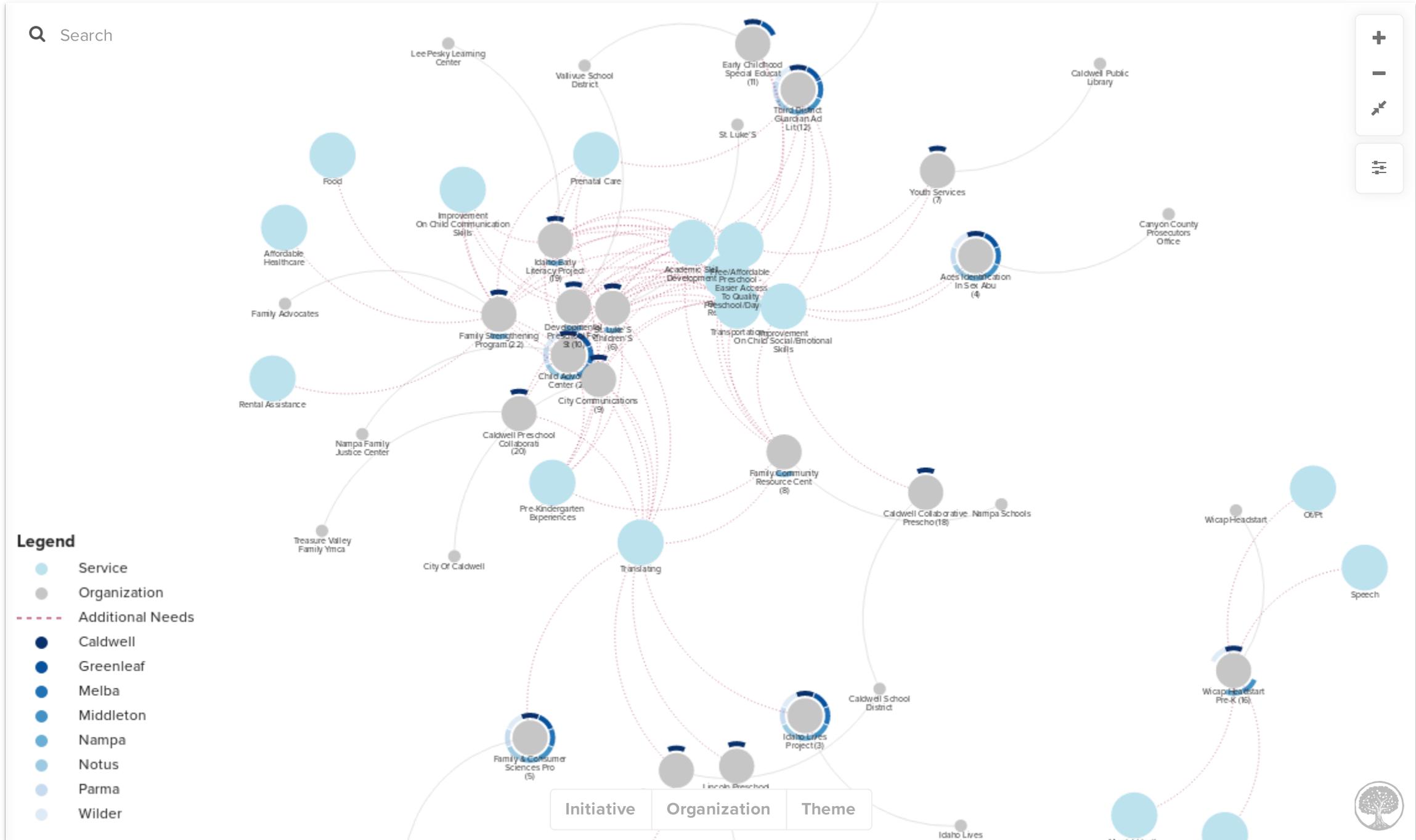
Table 5: Top 3 services needed - Children were attending preschool

Children were attending preschool in Canyon County	Rank ▾
1. Communicates needs, wants and thoughts verbally	
2. Excitement about school and learning	
3. Knows most of the letters of the alphabet	

Table 6: Top 3 services needed - Children were NOT attending preschool

Children were NOT attending preschool in Canyon County	Rank ▾
1. Communicates needs, wants and thoughts verbally	
2. Excitement about school and learning	
3. Takes turns and shares	

The network map below provides a graphical view of initiatives/programs that are currently being utilized within Canyon County.   There are three types of nodes within the network map. The organizational node that runs the program/initiative (small grey nodes). The Initiative / Program nodes with a description of services offered within the node (large grey nodes). Finally, the additional services that have been requested through the initiative/program (Large blue nodes). The red dashed lines represent the requests that have passed through the initiative/program.

Full interactive map can be found at: https://embed.kumu.io/e5ff2b3a4647c6c880e7e2ebce60da4d