

NAP SACC Physical Activity Provider Survey Summary

A survey was recently conducted with childcare providers in Nebraska who had completed the NAP SACC program in the past 3 years. The survey explored providers' attendance of available trainings and use of family education materials, as well as preferred resources for physical activity (PA), outdoor play and learning, and sedentary time. A total of 209 childcare providers (49.7% family/home, 41.6% childcare center) completed the survey. A majority of providers had >10 years of experience working in childcare (65.9%), and were either very confident (66.5%) or moderately confident (27.6%) in providing PA for children in their care. Key findings from the survey include:

Training

- 71.5% attended a training related to PA, outdoor play and learning, and/or sedentary time in the past year.
- Availability (58.1%), time (50.3%), cost (18.4%), and/or other reasons (e.g., too far, not aware; 18.4%) prevented providers from attending additional trainings.

Family Education Materials

- 48.0% offered educational materials to families about physical activity (69.8%), outdoor play and learning (79.1%), and sedentary time (43.0%).
- 81.3% provided parents a printed handout, and 63.1% believed this is the best method for parents to receive information, followed by e-mail (24.6%).
- 62.5% were unaware of organizations who offer educational materials that could be provided to families.
- The top reasons for not offering family education materials were lack of time to develop or search for materials (45.3%), lack of availability of materials (41.3%), and cost of printing materials (20.7%).

PA related posters, books, and learning material

- 58.1% provided PA related posters, books, and learning material at their childcare.
- Of those who provided materials, 69.2% provided posters, 52.8% provided books, and 28.9% provided other materials.
- Lack of availability (51.4%) and/or cost (38.5%) prevented providers from offering more materials.

Further analysis revealed other important findings. First, attending a training related to PA, outdoor play and learning, and/or sedentary time influenced providers' subsequent education and promotion efforts. Providers that attended a training were more likely to offer family educational materials and PA-related materials within their childcare compared to those who had not attended a training. Second, there was a difference between childcare center providers and family/home childcare providers. Compared to family/home providers, childcare center providers were more aware of organizations that provided materials related to PA, outdoor play and learning, and/or sedentary time. Childcare center providers were also more likely to offer family educational materials and PA-related materials within their childcare. Third, there was a relationship between perceived availability of training opportunities and awareness of

organizations that offer PA-related materials. Providers who reported a lack of available trainings were least likely to report awareness of organizations that offer materials related to PA, outdoor play and learning, and/or sedentary time.

Finally, notable differences were observed between urban and rural providers. Regarding trainings, providers from rural areas and small urban areas were more likely to identify lack of availability as a limiting factor to attending trainings compared to providers within large urban areas. In terms of the use of family educational materials, providers from urban areas were more likely to provide educational materials to families regarding outdoor play and learning. Relatedly, rural providers were more likely to report lack of availability of family education materials as a reason for why they did not offer these materials. Lastly, urban providers were more likely to offer posters, books, and other learning materials related to physical activity compared to their rural counterparts.

Overall, these findings suggest that while most providers are confident in their ability to provide PA, offering and/or increasing the awareness of existing trainings could increase the dissemination of family educational materials and PA-related posters, books, and learning materials. Further, family/home providers and providers in rural areas may be the most in need of trainings, resources, and PA-related materials.

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