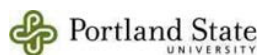




SURVEY FINDINGS

The Effects of COVID-19 on Oregon's Early Care & Education Workforce and Programs

**PROJECT
PARTNERS**



THE PARTNERSHIP FOR PRESCHOOL IMPROVEMENT PROJECT (PPI) is a multi-year partnership between the Oregon Early Learning Division (ELD); researchers from OSLC Developments, Inc., Portland State University, and Oregon State University; Start Early (™); the University of Washington; and the Alliance for Early Success. PPI is funded by the Bill and Melinda Gates Foundation. The goal of the PPI is to support ongoing efforts to improve the quality of state-funded prekindergarten through professional development, advocacy, and research.

Acknowledgements

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Introduction

Purpose of the ELD COVID-19 Early Educator Survey

In March 2020, the nation experienced an unprecedented pandemic as the novel coronavirus, COVID-19 began to spread through the U.S. On March 23, 2020, Oregon Governor Kate Brown issued Executive Order 20-12 directing Oregonians to stay at home to the maximum extent possible and closing or limiting the capacity of a range of businesses, including retail stores, restaurants, offices, and schools. Early care and education (ECE) programs were ordered to close unless they were providing Emergency Child Care (ECC) which required that the early educators be licensed to provide such care, give priority to the children of essential workers, follow additional cleaning and sanitation protocols, keep groups of children and staff stable, and limit their maximum capacity to 10 or fewer children. Of the approximately 3,800 licensed center- and family-based early educators operating in Oregon at the time, about 2,100 programs applied for and were granted an Emergency Child Care license. In August 2020, new health and safety guidelines for programs offering emergency child care were released which took effect in September 2020. These guidelines included requirements for health and safety protocols and increased the maximum capacity for groups of children dependent on age although requirements for stability of group members and teachers were maintained.

Given the pandemic and the new guidelines for offering emergency child care programs, the Early Learning Division (ELD) decided that it was critical to understand how the pandemic had affected both the educators themselves and the programs in which they had been employed. This was particularly important given findings that, nationally, by October 2020 the ECE workforce was only 84% of the size that it was in February 2020, before the pandemic.¹ Drawing on prior work done by the ELD's Research-to-Practice Partnership with OSLC Developments Incorporated, Portland State University, and Oregon State University, the ELD COVID-19 Early Educator Survey was conducted in March 2021 to provide information about:

1. Whether programs were able to provide any services to children and families during the pandemic and what types of services they were able to provide,
2. The extent of closures of programs (both temporary and permanent) and unemployment in early educators,
3. Whether closures and unemployment had disproportionately affected different types of programs and different early educator job positions,
4. The extent to which early educators had utilized various sources of funding during the pandemic and whether such funding had been helpful in allowing programs to remain open or reopen,
5. What early educators named as potential supports to help them remain open or reopen or remain in the ECE workforce and what they cited as potential barriers to these processes.

1 CSCCE calculation of women employees in the child day care services industry between February 2020 and August 2020. Bureau of Labor Statistics. (2020). Data Viewer: Women employees, thousands, child day care services, seasonally adjusted. Retrieved from <https://beta.bls.gov/dataViewer/view/timeseries/CES6562440010>.

Additionally, because the survey was open to all early educators across the state of Oregon, including directors, owners, lead teachers, assistant teachers, and aides, it was possible to gain information about how the pandemic may have differentially affected educators in different job positions. This information can provide valuable insights into ways in which the ELD may aid different segments of the ECE workforce as we move into post-pandemic recovery.

Finally, the survey presented the opportunity to examine the pandemic experiences of early educators in traditionally underrepresented groups, such as early educators of color and those in rural and frontier areas. Although there have been a number of reports about the effects of the COVID-19 pandemic on ECE programs and the workforce, most of these have not addressed whether there have been disparities in how the pandemic has affected the workforce experiences of early educators of color. The information and recommendations presented here can be used to strengthen the reach and impact of Oregon's ECE system moving forward during and after the COVID-19 pandemic.

Methodology

Sampling Plan

The purpose of the sampling approach was to include respondents from across the state who provided ECE to children aged 0-5 years. Early educators could have been employed in a variety of settings including center-, school- and home-based programs. Eligibility was restricted to specific job positions, including directors, owners, head/lead teachers, assistant teachers, assistants and aides. Educators did not have to be currently employed in an ECE setting to participate, as we wanted to capture the experiences of educators who might have been displaced from the ECE workforce due to the pandemic and/or other circumstances.

Outreach and Engagement

All early educators who were registered in the Child Care Regulatory Information System (CCRIS) with the State of Oregon as of March 2020 who occupied the positions of directors, owners, teachers, assistant teachers, assistants and aides were sent an email from the Early Learning Division offering them the opportunity to participate in the survey and a link to that survey. Additionally, participants were recruited by partner organizations involved in the state's early learning system (such as Early Learning Hubs, and Child Care Resource and Referral Networks) and through community agencies working directly with early educators. These community partners advertised the survey on their various social media accounts (e.g., Facebook, Twitter, etc.) and through emails. Any person who received information from one of these sources was provided with contact information to call, text, or email research staff to receive a link to the survey. If individuals contacted the research staff for the survey link, staff verified that the individuals were in fact listed in the CCRIS before sending the link.

Survey Measure and Data Collection

The survey was made available in Chinese (traditional), English, Russian, Spanish, and Vietnamese and was administered primarily online. One respondent completed a paper survey and 6 early educators completed the interview by speaking to a research assistant over the phone. The online survey was open for approximately 3 weeks in March 2021. Respondents were determined to be eligible through the use of a screening question at the beginning of the survey ensuring that they worked with children aged 0-5 years and by verifying that they were listed as a provider in Oregon by cross-checks with the CCRIS. There were two versions of the survey, one for directors and owners of programs and one for lead/head teachers, assistant teachers, assistants, and aides. Respondents selected their job category from a list and were thus routed to the appropriate version. The full surveys can be found in Appendix A. Each eligible respondent who completed the survey received a \$20 digital gift card.

1. Sample Description

Of the 3,035 respondents, 881 identified themselves as directors/owners (hereafter collectively referred to as “directors”) and 2,154 identified as lead/head teachers, assistant teachers, assistants, aides or another position (collectively referred to as “teachers” throughout the rest of this report). Demographic information for directors and teachers is shown in Table 1. To protect confidentiality, throughout this report when the size of a subgroup is smaller than 5, results will not be reported and an asterisk will denote this.

Table 1. Respondent demographics *expressed as percentage*

Respondent Category		Directors	Teachers
Gender	Female	87.2	89.0
	Male	6.0	7.0
	Nonbinary	0.5	1.6
	Not answered	6.3	2.4
Race / Ethnicity	American Indian/Alaska Native	0.9	1.0
	African American/Black	1.9	2.0
	Asian	2.8	4.0
	Hispanic/Latino/a/x	6.6	11.3
	Middle Eastern/North African	0.8	0.3
	Native Hawaiian/Pacific Islander	0.1	0.0
	White	66.1	64.9
	Multiracial/Multiethnic	9.9	11.2
Did not answer	10.9	5.1	
Languages Spoken	Chinese	0.5	0.9
	English	81.2	88.8
	Russian	0.9	0.9
	Spanish	10.2	15.0
	Ukrainian	0.2	0.3
	Vietnamese	0.3	0.3
	Other	5.1	6.2
Education Level	Completed some schooling but do not have a high school diploma or GED	2.1	1.5
	Have a high school diploma or GED	10.9	10.7
	Have some college credit but no degree	25.4	23.6
	Have an Associate Degree or certificate	17.3	19.0
	Have a 4-year college or more advanced degree	37.7	43.5
	Did not answer	6.5	1.8
Annual Household Income	Less than \$15,000 per year	3.5	12.0
	\$15,001 to \$25,000	5.8	20.0
	\$25,001 to \$35,000	11.0	19.2
	\$35,001 to \$40,000	8.3	8.6
	\$40,001 to \$50,000	11.2	7.2
	\$50,001 to \$65,000	10.2	7.8
	\$65,001 to \$80,000	14.6	7.6
	\$80,000 or more	26.3	13.5
	Did not answer	9.0	4.2
Proportion of Income from Work with Children	All	22.9	30.2
	Almost all	12.5	12.0
	More than half	10.0	6.5
	About half	14.0	9.0
	Less than half	18.0	18.8
	Very little	12.3	16.1
	None	2.7	4.0
	Did not answer	7.6	3.4
Receiving Public Assistance	Yes	31.1	34.7
	No or no answer	68.9	65.3

Directors

Of the 881 directors, 70.6% said that their primary position was an owner (who could also be the director and/or teacher of a home- or family-based program), while 29.4% said that they were directors. Figure 1-1 shows that the largest percentage of respondents worked (or had worked) at a facility that was considered to be a family- or home-based program. Due to the small number of programs in the “other” category, this category was combined into the “center-based (not Head Start)” category for all analyses. Most of the directors (68.8%) worked in an urban region (Figure 1-2).

The majority of directors were female. They had a range of racial and ethnic backgrounds (Figure 1-3), they reported speaking a number of languages fluently (Table 1), and almost 15% of the respondents were multilingual (Figure 1-4). On average, directors were 45 years old (n=779; range = 18–78 years) and had spent 16 years

working in child care and education (n=819; range = .08–55 years). The majority of directors had an associates’ or higher degree. The median total household income for directors was between \$50,001 to \$65,000. The majority of directors (59.4%) reported that half or more of their household income came from working with children, with 35% reporting that all or almost all of their household income came from this work. Almost a third (31%) reported that they received some form of public assistance such as Medicaid, Temporary Assistance for Needy Families, or free and reduced lunches for their children. When asked about whether they received a range of benefits, they were most likely to receive paid sick and vacation days and least likely to receive vision insurance and paid family leave (Figure 1-5).

Figure 1-1. Types of facilities in which directors and teachers worked

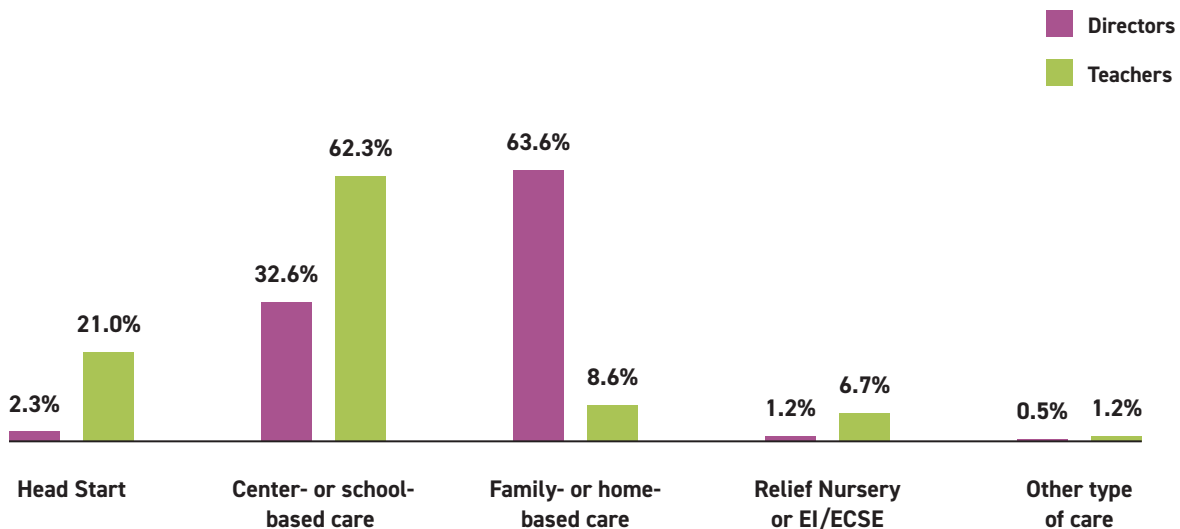


Figure 1-2. Regions in which directors and teachers worked

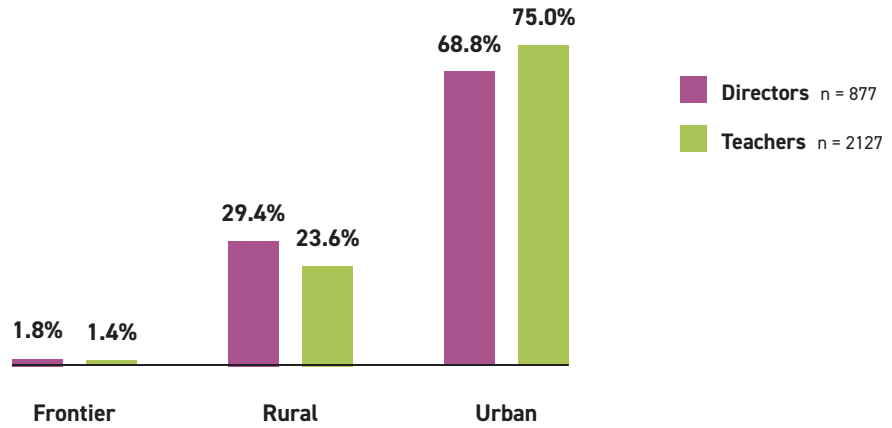


Figure 1-3. Race/ethnicity of directors

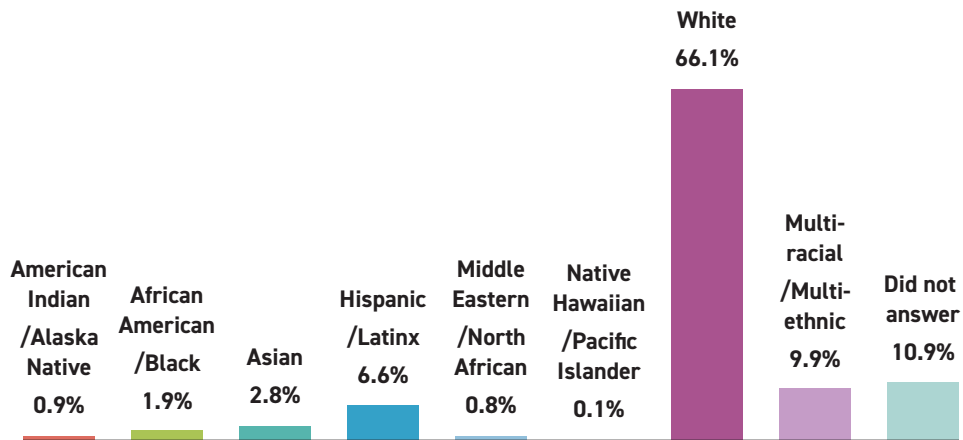


Figure 1-4. Language spoken by directors n = 745

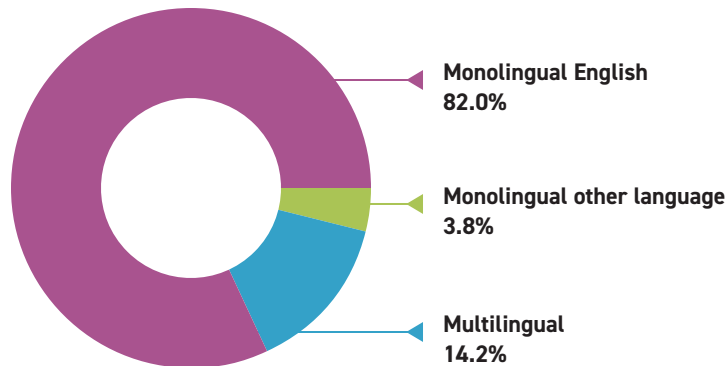
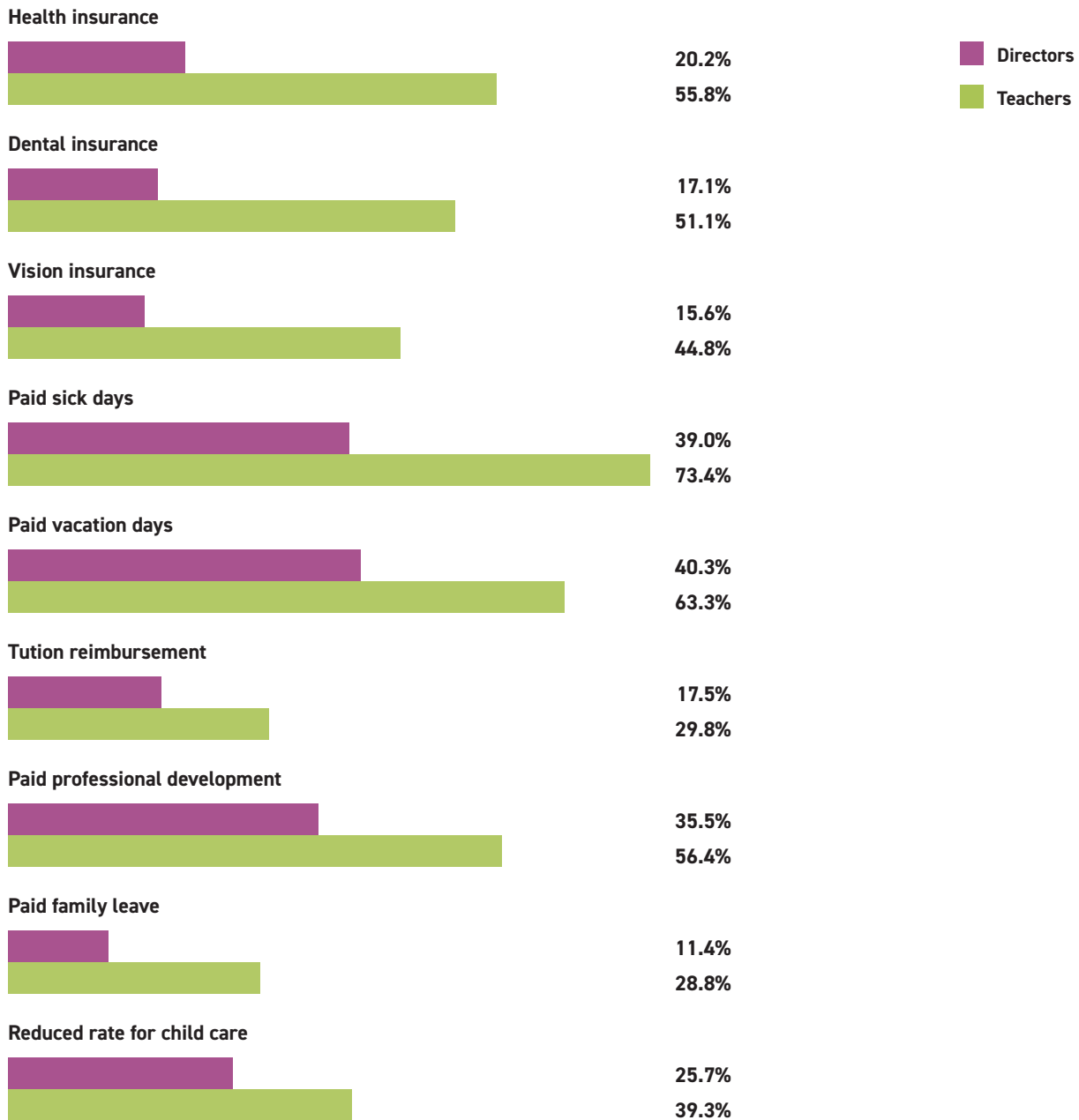


Figure 1-5. Percentage of directors and teachers who received employee benefits



Teachers

The majority of respondents to the teacher survey identified as head/lead teachers (Figure 1-6). The largest percentage of the teachers worked in community center- or school-based care that was not Head Start (Figure 1-1). The majority of teachers were from urban areas (Figure 1-2). It should be noted that a small number of respondents to the teacher survey filled in the "other" option for their primary position, but it was later determined that they were in fact directors or owners. These directors were analyzed as part of the teacher sample since they had completed the teacher survey.

As with the directors, the majority of teachers were female. They had range of ethnic and racial backgrounds, as shown in Figure 1-7. Respondents who were Asian or Hispanic or Latino/a/x were less likely to be in the lead or head teacher role and more likely to be assistant teachers (see Figure 1-8). Respondents who were multiracial/multiethnic were more likely to be assistant teachers. Latino/a/x respondents were most likely to be in the role of aide. Twenty-one percent of the teach-

ers were multilingual (Figure 1-9 and Table 1). While only 18.3% of all lead teachers spoke a language other than English, 29.3% of all assistant teachers and 29.1% of all aides did so (Figure 1-10).

On average, teachers were 38 years old (n=1989; range = 17 - 84 years) and had spent 10 years working in child care (n = 2088; range = .08 - 52 years). As was the case with the directors, the majority of the teachers had an associates' or higher degree. For teachers, the median household income was \$25,001 to \$35,000, about half of that of directors. A majority of the teachers (57.7%) reported that half or more of their household income came from their work taking care of children. Just over a third (34.7%) of the teachers were receiving some form of public assistance. Teachers were much more likely to report receiving such employee benefits as health and dental insurance than were directors, but still just over half of teachers received health insurance (Figure 1-2).

Figure 1-6. Teachers' primary positions

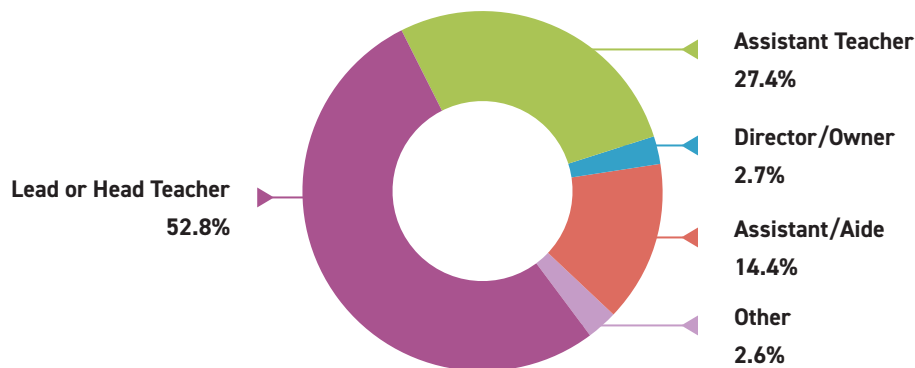


Figure 1-7. Race/ethnicity of teachers

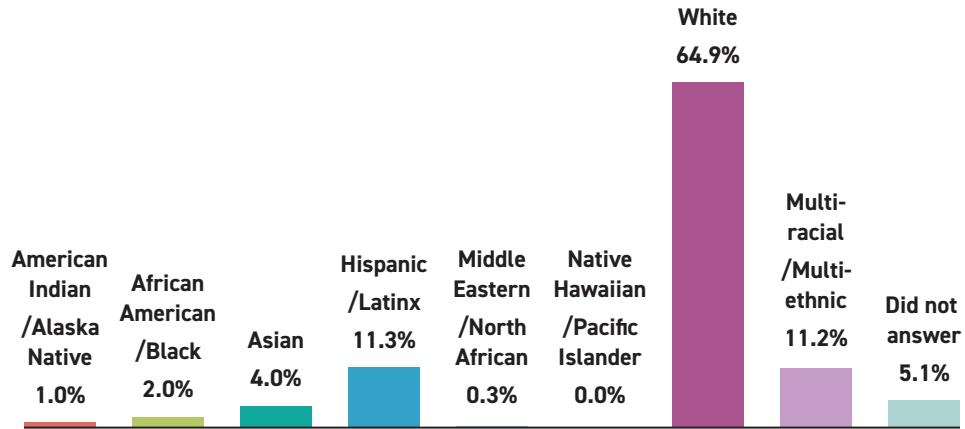


Figure 1-8. Teacher positions, by race/ethnicity



*When the size of a subgroup is smaller than 5, results will not be reported.

Figure 1-9. Language spoken by teachers n = 1964

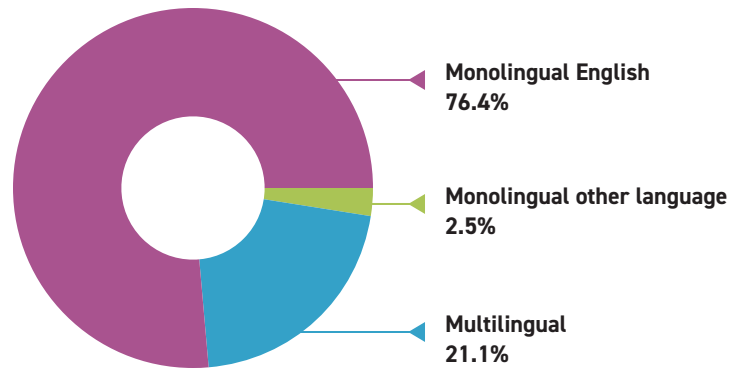
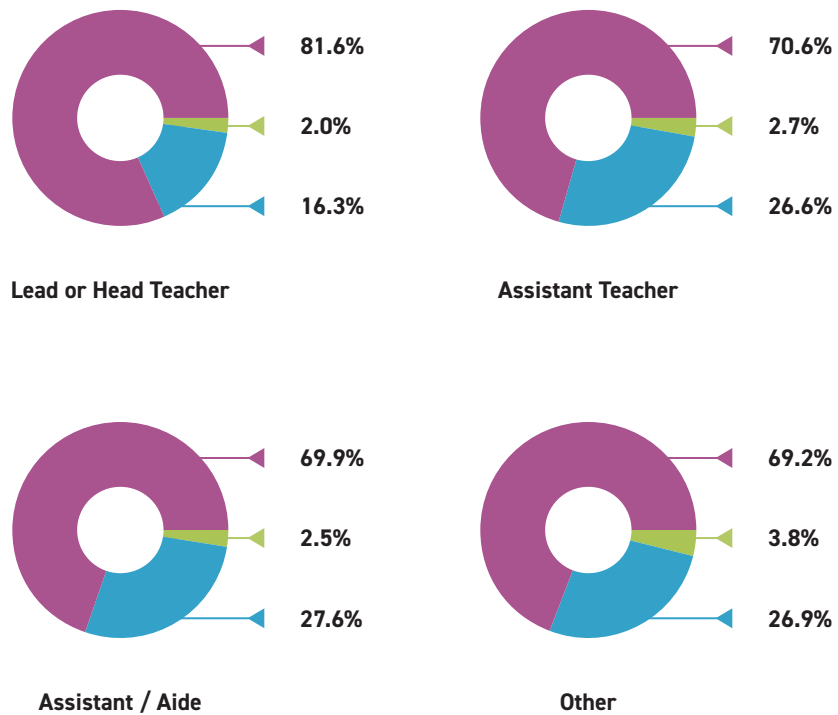


Figure 1-10. Language spoken, by teacher position

- Monolingual English
- Monolingual Other Language
- Multilingual



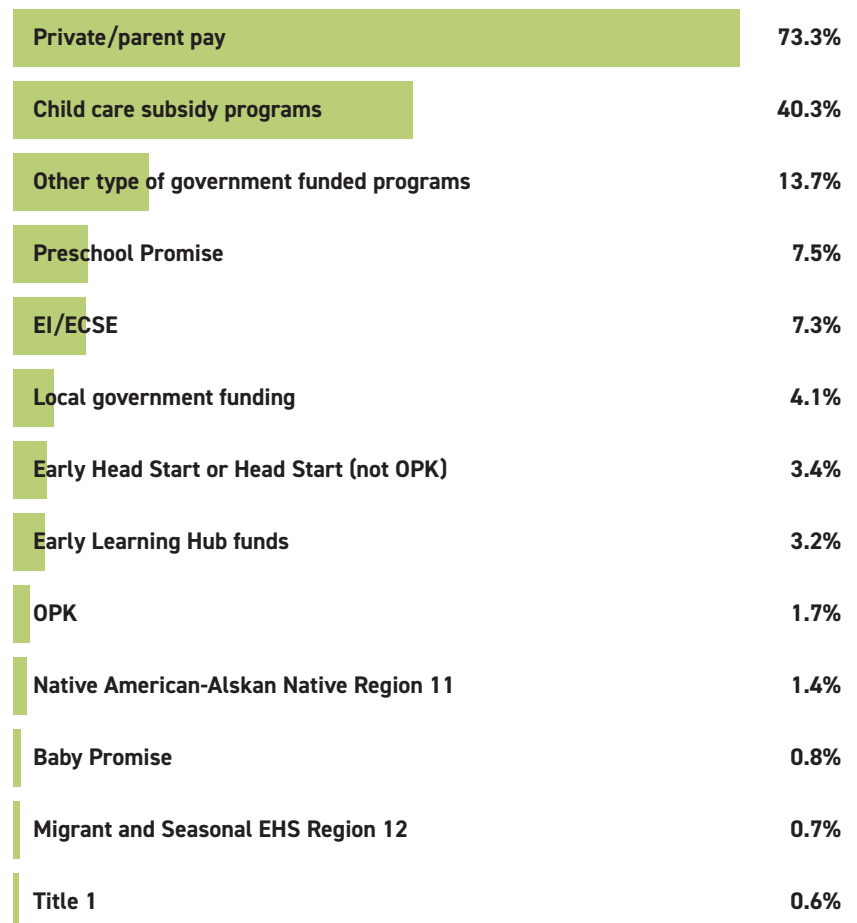
2. Sources of Funding

Public vs. Private Funding

All directors were asked whether their facility had received a range of different types of funding between September 2019 and February 2021. This included sources such as the two state-funded prekindergarten programs (Oregon Pre-Kindergarten and Preschool Promise), private funding, funding through early intervention/early childhood special education (EI/ECSE), and local Early Learning Hubs. Directors could indicate “yes”, “no”, or “don’t know”. As shown in Figure 2-1, the majority of directors indicated that they received private or parent pay. The second most commonly received type of funding was child care subsidies of various types (i.e., programs in which the state or federal government pays part of a parent’s child care cost).

Due to small numbers in some categories, a category called “public funding” was created that consisted of Oregon Pre-Kindergarten, Preschool Promise, Baby Promise, Early Head Start or Head Start, Region 11, Region 12, child care subsidy programs, Title 1, EI/ECSE, and other types of government-funded programs. Of the directors, 478 (54%) reported that they received any state or federal public funding.

Figure 2-1. Sources of funding



When the receipt of public funding was examined by facility type (Figure 2-2), as would be expected, directors of the Head Start, EI/ECSE and Relief Nursery programs reported receiving public funds at very high rates. (The small number of directors who reported that they worked at a Head Start program who did not indicate that they received public funding are assumed to have made a mistake in answering the question.) Although over half of the directors of family- or home-based programs reported receiving public funding, they were least likely to report receiving public funding relative to other types of facilities. As shown in Figure 2-3, directors in frontier areas were the most likely to have received some public funding, with those in urban areas being least likely to have received some public funding.

Figure 2-2. Whether program received public funding, by facility type n = 829

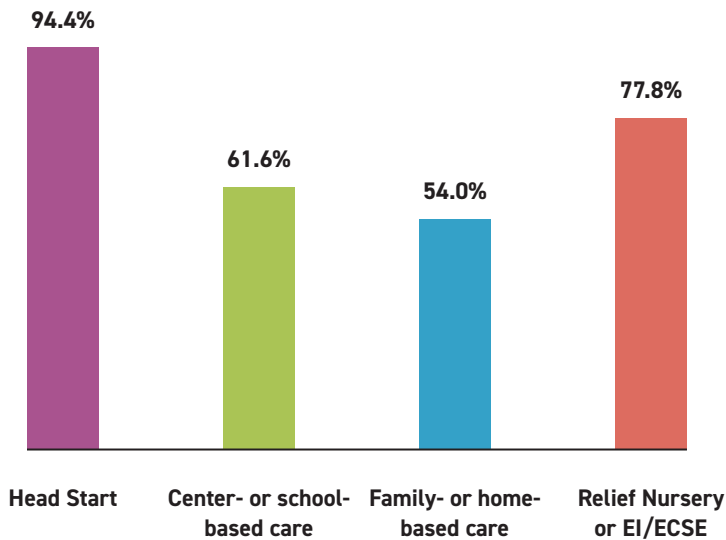
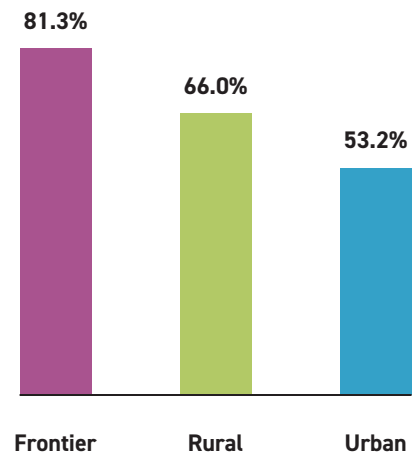


Figure 2-3. Whether program received public funding, by region n = 825



Use of Emergency COVID-19 Funding Sources

Directors were also asked if they had used three specific publicly funded programs designed to help ECE programs navigate the COVID-19 pandemic: the state-sponsored Emergency Child Care (ECC) grants, the federally funded Paycheck Protection Program (PPP), and the state-funded Personal Protective Equipment (PPE) supply program. The ECC grants were offered in 4 phases to all eligible early educators in Oregon. The grants utilized both state and federal funds and were intended to help educators pay the costs of rent, utilities, insurance, food and supplies, staff compensation and benefits, and other reasonable operating costs. The PPP was designed to provide small businesses with loans to continue to pay their employees. The PPE supply program provided programs with a free order of supplies to help early educators meet health and safety guidelines. The majority of directors reported receiving ECC grants (74.2%) and utilizing the PPE

supply programs (67.9%), while only 38.7% reported receiving a PPP loan. Overall, 80.1% of directors reported utilizing either the ECC or PPE programs and, of those directors who utilized either program, 77.3% received funding from both.

When the receipt of either the ECC or PPE funding was examined by the facility type, as shown in Figure 2-4, across all types of programs, over three-quarters were receiving at least one of these types of funding. Figure 2-5 shows that there were high rates of utilizing the ECC and PPE programs across regions.

Overall, directors were more likely to report using state-sponsored COVID-19 funding than using public funding in general. In fact, 38.1% of the directors who reported using either the ECC or PPE programs had not received any other public funding in the period from September 2019 to March 2020.

Figure 2-4. Whether program received either ECC or PPE, by facility type n = 824

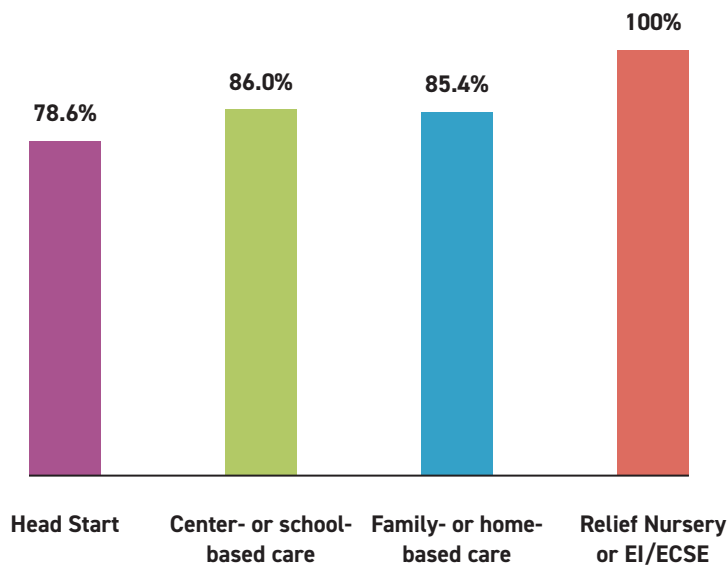
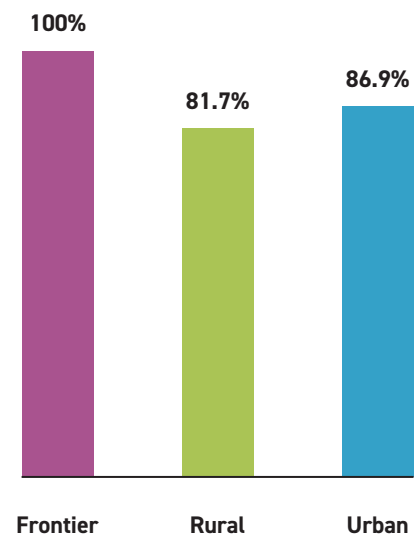


Figure 2-5. Whether program received either ECC or PPE, by region n = 820



3. Services Offered to Families

Directors were asked what kinds of services their programs had offered to families since March 2020. As shown in Figure 3-1, offering families flexibility in the amount or timing of payment was most commonly reported. This was followed closely by offering information or printed materials about caring for children. Online classes were the third most often offered service. Dropping off supplies or meals were the services that were least likely to be offered. On average, programs offered four different types of services to families (range: 0-10).

When the services offered were examined by facility type (Figure 3-2), family- or home-based and EI/ECSE or Relief Nursery programs were more likely to offer flexible hours. Head Start programs were the most likely to offer families the opportunities to pick up meals or supplies or to have them dropped off. Family- and

home-based programs were the least likely to offer online classes or videos or activities that could be picked up or dropped off. On average, Head Start and EI/ECSE and Relief Nursery programs offered a greater number of different services to families, ($M_s=5.9$ and 6.0 and $SD_s=1.7$ and 2.3 respectively) than did the center or school-based and family- or home-based programs ($M_s=4.1$ and 3.9 and $SD_s=2.3$ and 2.6 , respectively).

To examine whether rates of service provision were associated with sources of funding, the rates of offering each service was examined by whether the program was receiving any public funding. As shown in Figure 3-3, programs with public funding were more likely to offer every kind of service examined. On average, programs with public funding offered more kinds of services ($M=4.4$, $SD=2.4$) than did programs without such funding ($M=3.5$, $SD=2.4$).

Figure 3-1. Services offered to families during COVID-19

Flexibility in amount or timing of payment	59.3%
Offering information or printed materials about caring children	56.1%
Zoom, Facebook, or other online classes where a teacher is live	46.3%
Suggesting special apps with activities/videos/information	45.4%
Dropping off or providing activities and/or worksheets for families to pick up	43.6%
Flexibility to drop off early or pick up late if needed	42.2%
Offering videos that a teacher recorded online	31.9%
Extended hours	27.5%
Dropping off or having families pick up supplies (e.g., diapers, wipes, toilet paper, sanitizer)	20.3%
Dropping off or having families pick up meals	14.1%

Figure 3-2. Services offered to families during COVID-19, by facility type

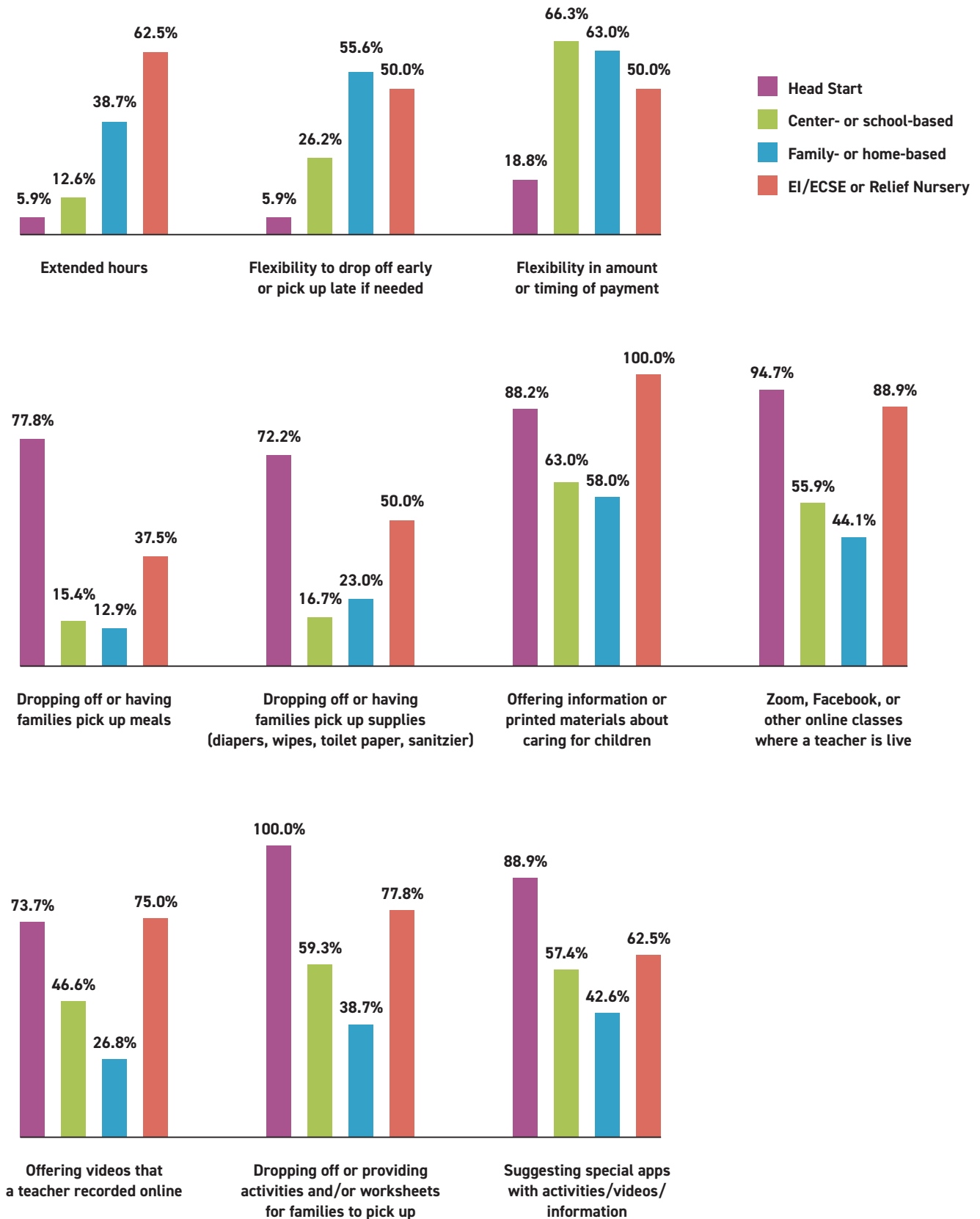
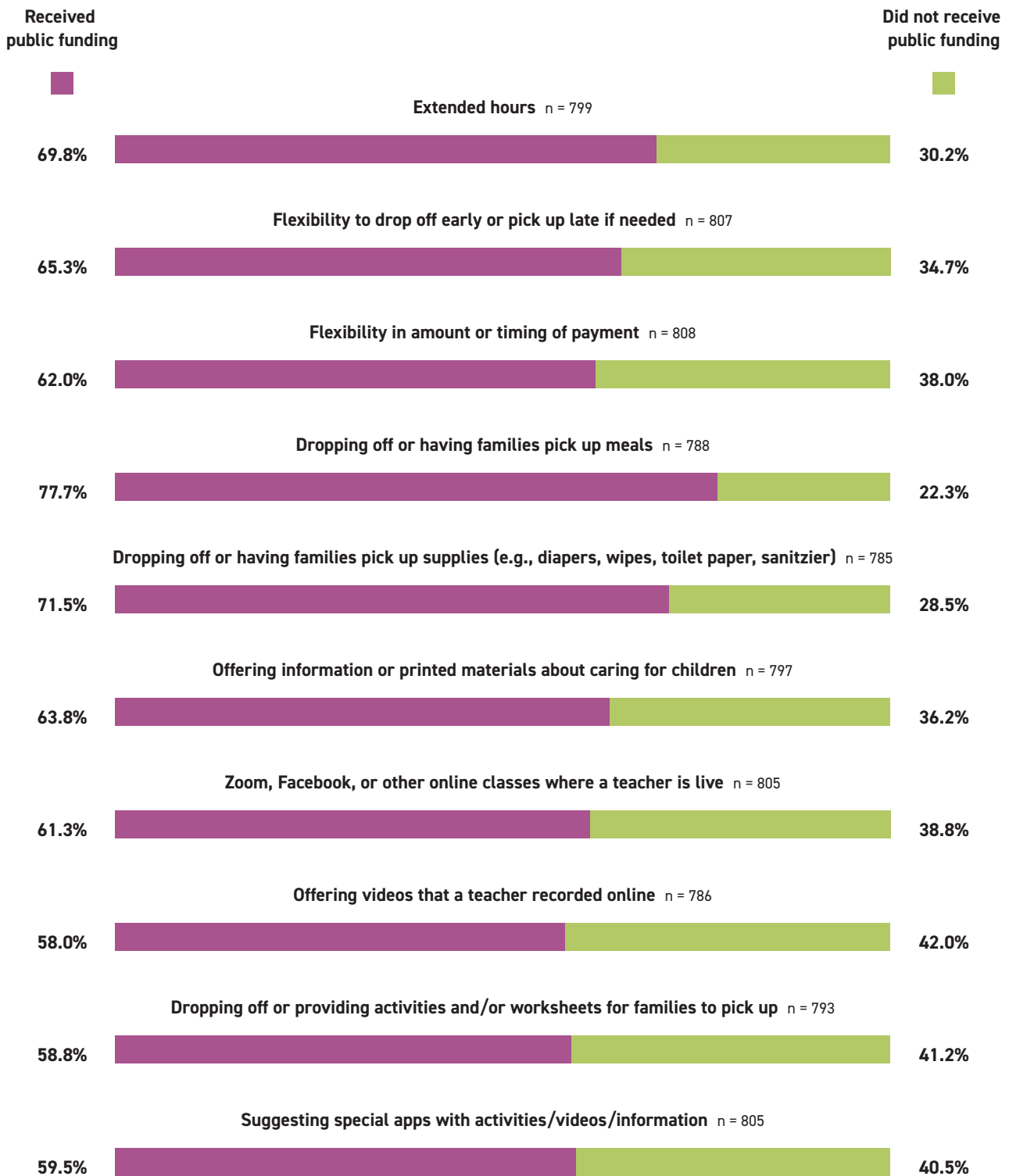


Figure 3-3. Services offered to families during COVID-19, by whether or not program received public funding



4. ECE Program Closures

Program Closures

When asked if their facility had been open continuously since March 2020, 51% of the 854 directors who answered this question said they had been open continuously. Of the 420 directors who had not been open continuously since March 2020, the largest proportion had been closed due to COVID-19 related factors (see Figure 4-1).

When asked whether their facility was open “as of today” (March 2021), 12.4% of the directors indicated that their facility was currently closed. Directors could also indicate if they were permanently closed and, as shown in Figure 4-1, 4.8% indicated that this was the case. Whether a particular type of facility was more likely to be currently and/or permanently closed was examined. Across directors, as shown in Figure 4-2, those in all types of facilities were equally likely to report that they were currently closed. However, both cen-

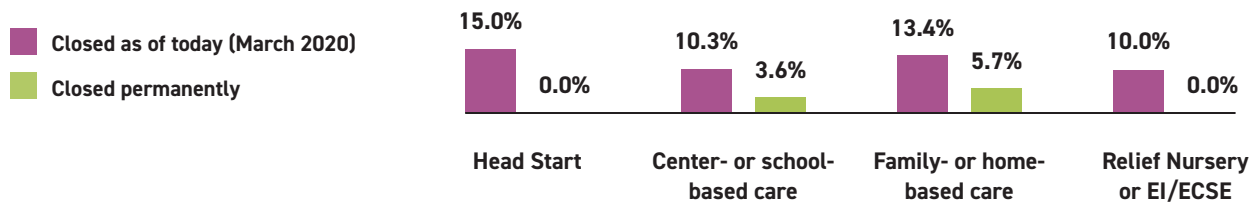
ter-based care and family- or home-based care were more likely to be permanently closed. These findings suggest that, while there were no differences between facility type when considering current closures, once a center-based facility that was not receiving Head Start, EI/ECSE, or Relief Nursery funds or a family- or home-based facility was closed, there was a greater chance that the closure would be permanent.

When the region for currently closed facilities was examined, only 6.3% of facilities in frontier regions were currently closed, whereas the percentage of currently closed facilities was doubled in rural (14%) and urban (12%) areas. When permanent closures were examined, none of the facilities in frontier regions were reported to be closed permanently, while 4.8% of rural and 4.9% of urban facilities were permanently closed.

Figure 4-1. Reasons for closure during COVID-19 n = 854

Temporary closure due to COVID-19 pandemic related conditions (other than to obtain initial Emergency Child Care license)	27.5%
Temporary closure only to obtain Emergency Child Care license	17.0%
Temporary closure due to wildfires	9.5%
Temporary closure due to financial, health, or any other reason	9.3%
Permanent closure due to COVID-19 pandemic related conditions	4.8%
Permanent closure for another reason not related to COVID-19 pandemic	0.7%
Permanent closure due to wildfires	0.2%

Figure 4-2. Closures, by facility type



We examined whether different sources of funding might have helped to prevent current closure. As noted in the section entitled “Sources of Funding”, 478 directors reported that they had received any state or federal public funding between September 2019 and March 2020. Figure 4-3 shows the percentage of facilities who reported receiving each type of funding who were currently open or closed. The receipt of any public funding or any state funding significantly decreased the likelihood of closure. Those facilities that had not received any public funding were more than twice as likely to be closed.

As reported in the section entitled “Sources of Funding”, directors were also asked if they had used three specific publicly funded programs designed to help ECE programs deal with the COVID-19 pandemic: the state-funded Emergency Child Care (ECC) grants, the federally funded Paycheck Protection Program (PPP), and the state-funded Personal Protective Equipment (PPE) supply program. Figure 4-4 shows the percentages of programs that did and did not receive funding that were currently open. In each case a higher percentage of the programs that had received the funding were open than those that did not. This suggests that all of the programs were helpful. Figure 4-4 also suggests that, of the three programs, the ECC grants and the PPE program were the most helpful.

Figure 4-3. Closures, by whether or not facility received public funding

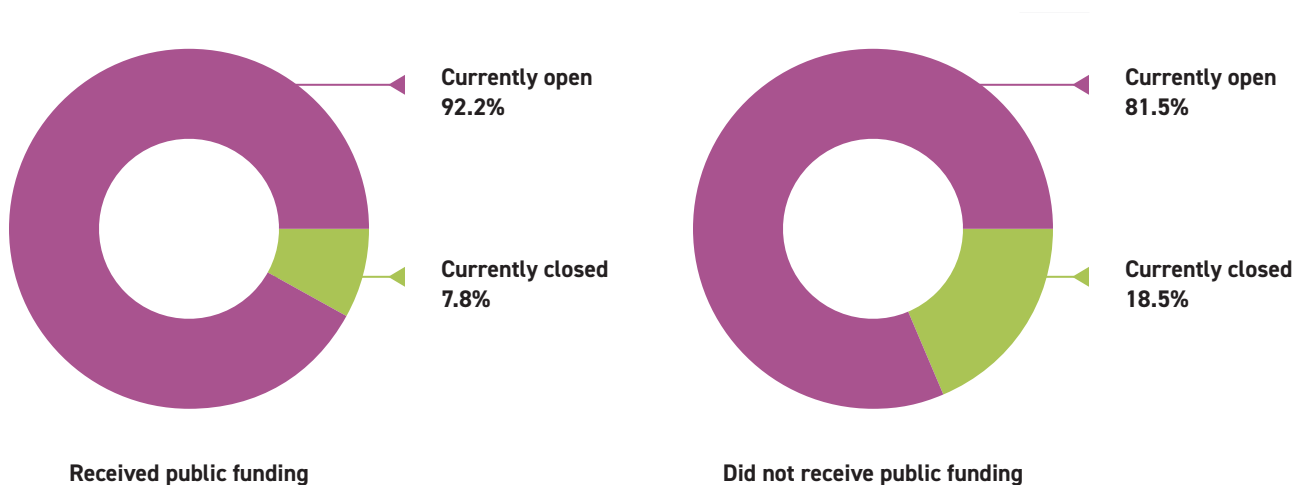
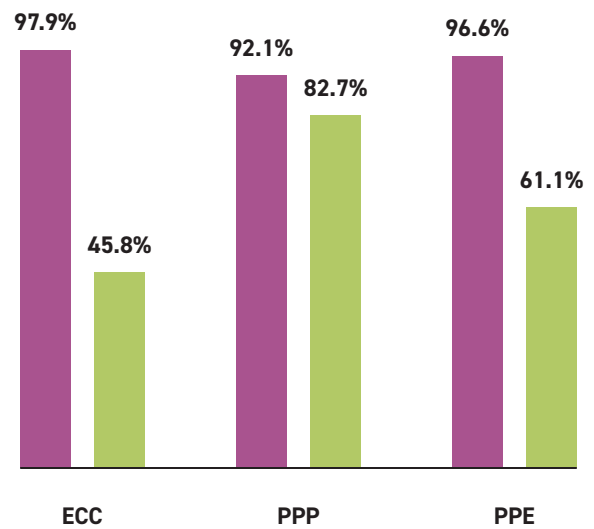


Figure 4-4. Percentages of programs that did and did not receive ECC, PPP, or PPE that were currently open

■ Received emergency funding
■ Did not receive emergency funding



Plans to Reopen

The directors of the currently closed facilities (n=109) were asked if their facility was going to reopen. As shown in Figure 4-5, not quite one half of directors could say for certain that they would reopen, while almost a quarter did not plan to reopen. Figure 4-6 shows that family- or home-based facilities were less likely than center-based or Head Start facilities to say that they would reopen. Although this difference is not statistically significant, it does suggest greater uncertainty for these types of facilities.

Directors who indicated that they had plans to reopen (n=53) were asked when, ideally, the change would occur. Ideal times were fairly variable, with the majority of directors saying that they would like to reopen sometime in the next 4-6 months (Figure 4-7).

Plans to reopen were examined by whether the facility had received any public funding. Percentages were similar regardless of public funding for facilities that had plans to reopen, those who did not plan to reopen, and those who did not know (Figure 4-8).

Figure 4-5. Plans to reopen n = 108

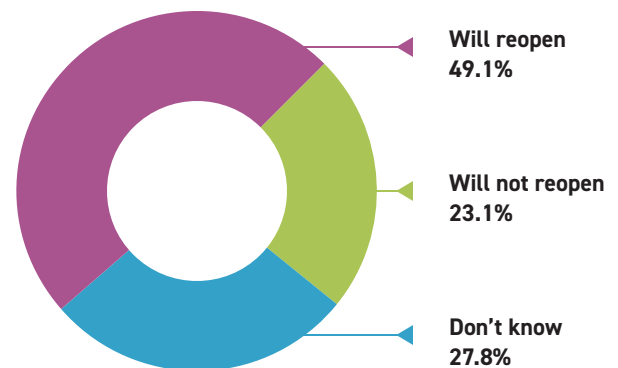


Figure 4-6. Plans to reopen, by facility type

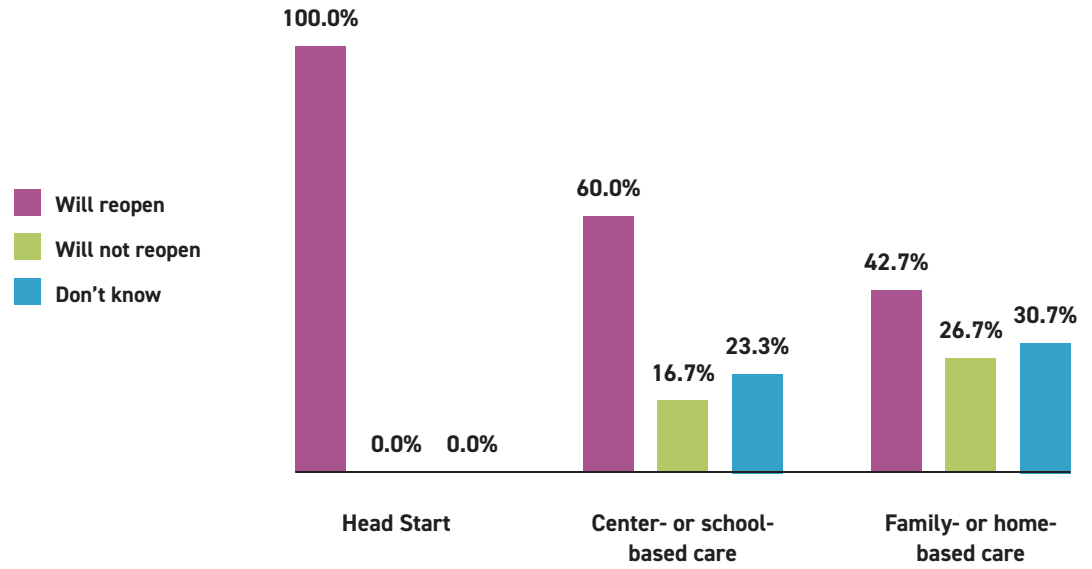


Figure 4-7. When facilities plan to reopen

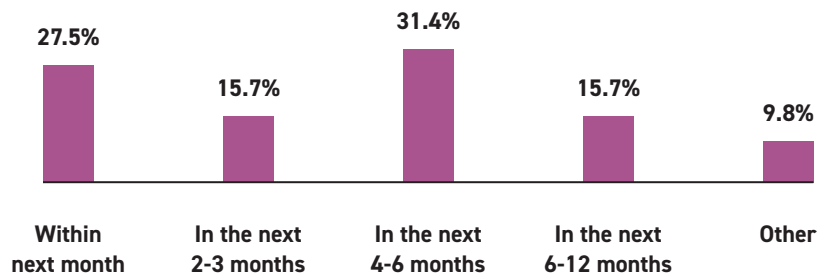
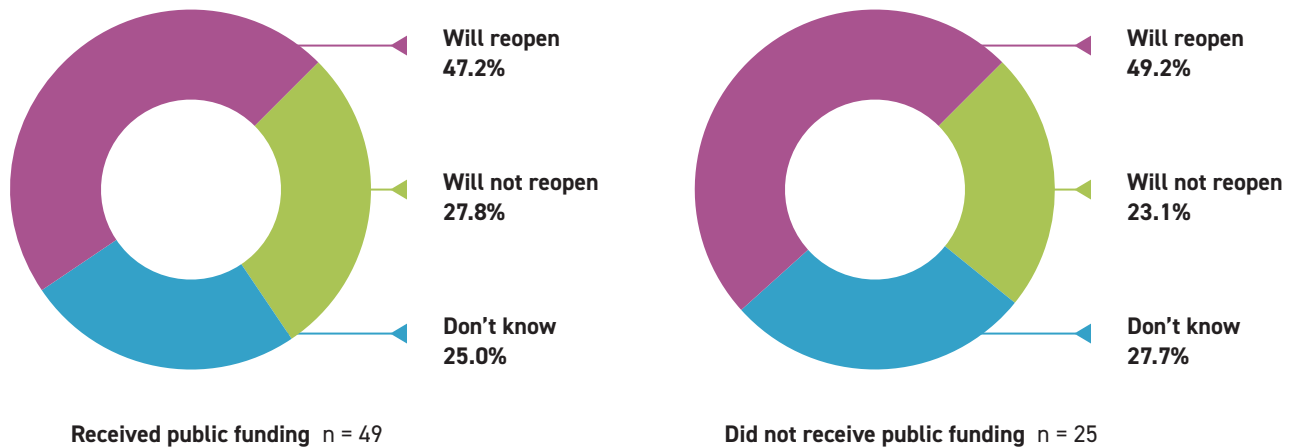


Figure 4-8. Plans to reopen, by whether or not facility received public funding



Program Capacity

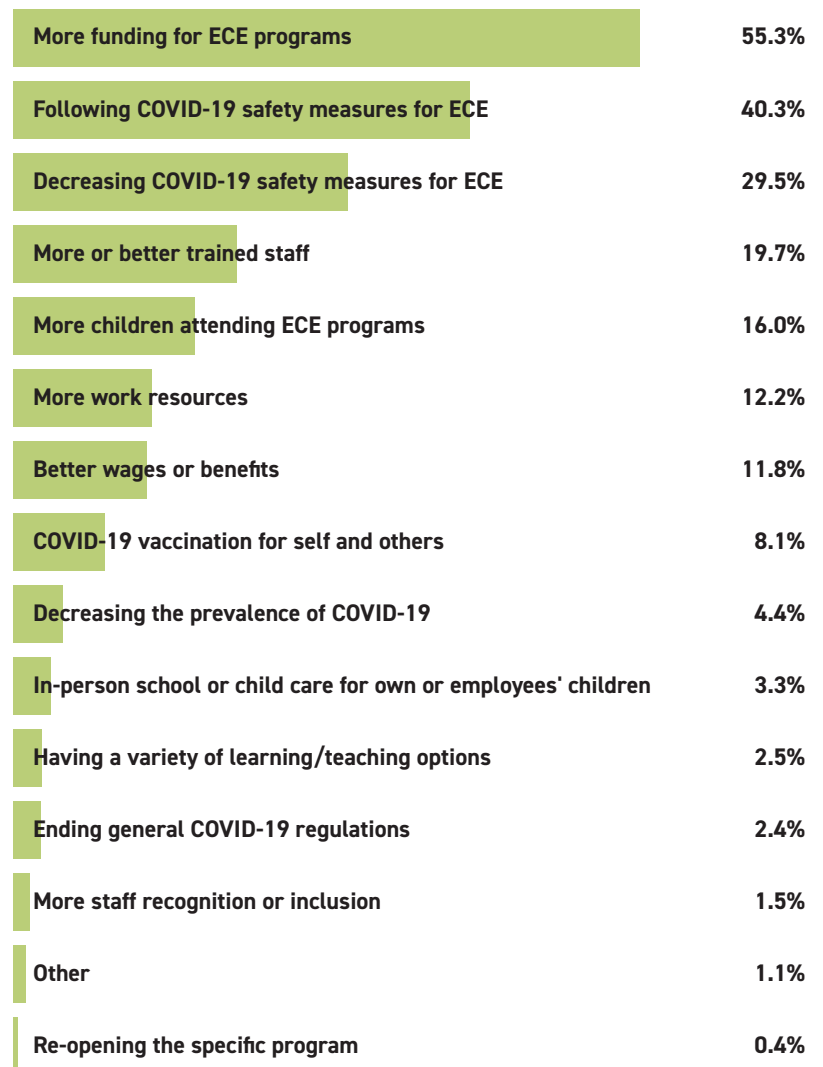
To understand whether the facilities that were open were operating at or near capacity, directors were asked to list their desired capacity for a number of age groups. They were also asked for the current number of children in different age groups that they were serving. Using these numbers, a score was calculated for the proportion of the facility's desired capacity that was currently being served. Across the 506 directors whose facilities were currently open and who answered the questions, on average facilities were at 67% of their desired capacity. This number ranged from 0% to 100%.

Supports for Remaining Open or Reopening

In order to better understand what directors needed to help them remain open, we asked them to list "...the top three things that would help you the most to keep your program open or reopen your program." All answers were examined by two experienced coders and a coding scheme was created. Four coders then coded all answers into the following categories: needing better wages or benefits, being vaccinated or having other people be vaccinated, continuing or following current COVID-19 safety protocols/requirements for ECE programs, decreasing or eliminating current COVID-19 safety protocols/requirements for ECE programs, ending general COVID-19 regulations (e.g., social distancing in community), decreasing the prevalence of COVID-19 cases, more recognition of staff work by leadership and/or parents or inclusion of staff in decisions, having more staff or better trained staff, having in-person child care or school open for one's own or employees' children, having more families/children attending ECE, having options such as distance learning available, having more work resources (e.g., more materials, space), having more funding for ECE programs, reopening the specific facility in which the respondent worked, and other reasons that did not fit into the given categories.

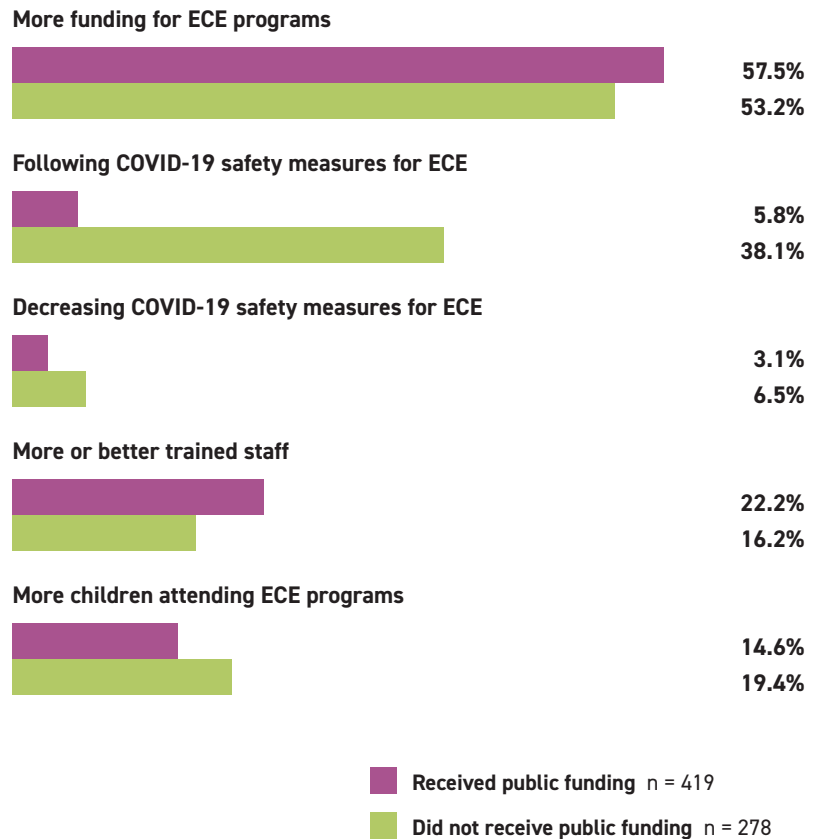
Figure 4-9 shows the percentages of directors who named potential supports in each of the above categories. Directors most frequently cited more funding for ECE programming as something that would facilitate their remaining open or reopening. This was followed by continuing or enforcing COVID-19 safety protocols and requirements for ECE programs. The third most frequently named support was the need to decrease COVID-19 safety protocols and requirements for ECE programs. Having more or better trained staff, having more families/children attending ECE, and having more work resources were the next most frequently cited possible supports, respectively.

Figure 4-9. Supports for staying open or reopening n = 715



When the top five most frequently named supports were examined by funding source (Figure 4-10), it emerged that programs that did not receive any public funding were over 7 times more likely to cite enforcing or complying with COVID-19 safety measures for ECE as a potential support for staying open or reopening. It is not immediately clear why this difference was so pronounced. It may be that publicly funded facilities were better able to follow COVID-19 guidelines and protocols or had more supplies available to them. A number of directors also mentioned in their responses that they did not feel that they could trust families or other staff members to follow protocols and this may be reflected here. Directors of programs that received public funding were slightly more likely to indicate that having more or better trained staff would facilitate staying open or reopening. When the most frequently named supports were examined by the type of program (see Appendix B), a few differences emerged. Directors at Head Start programs were much less likely to cite more funding from ECE programming as a potential support to reopening than all other directors, and more likely to say that a decrease in the general prevalence of COVID-19 would be a support. Directors at center- or school-based programs were more likely to say that following or enforcing COVID-19 safety protocols for ECE programs would be a support.

Figure 4-10. Top five supports for staying open or reopening, by whether or not facility received public funding

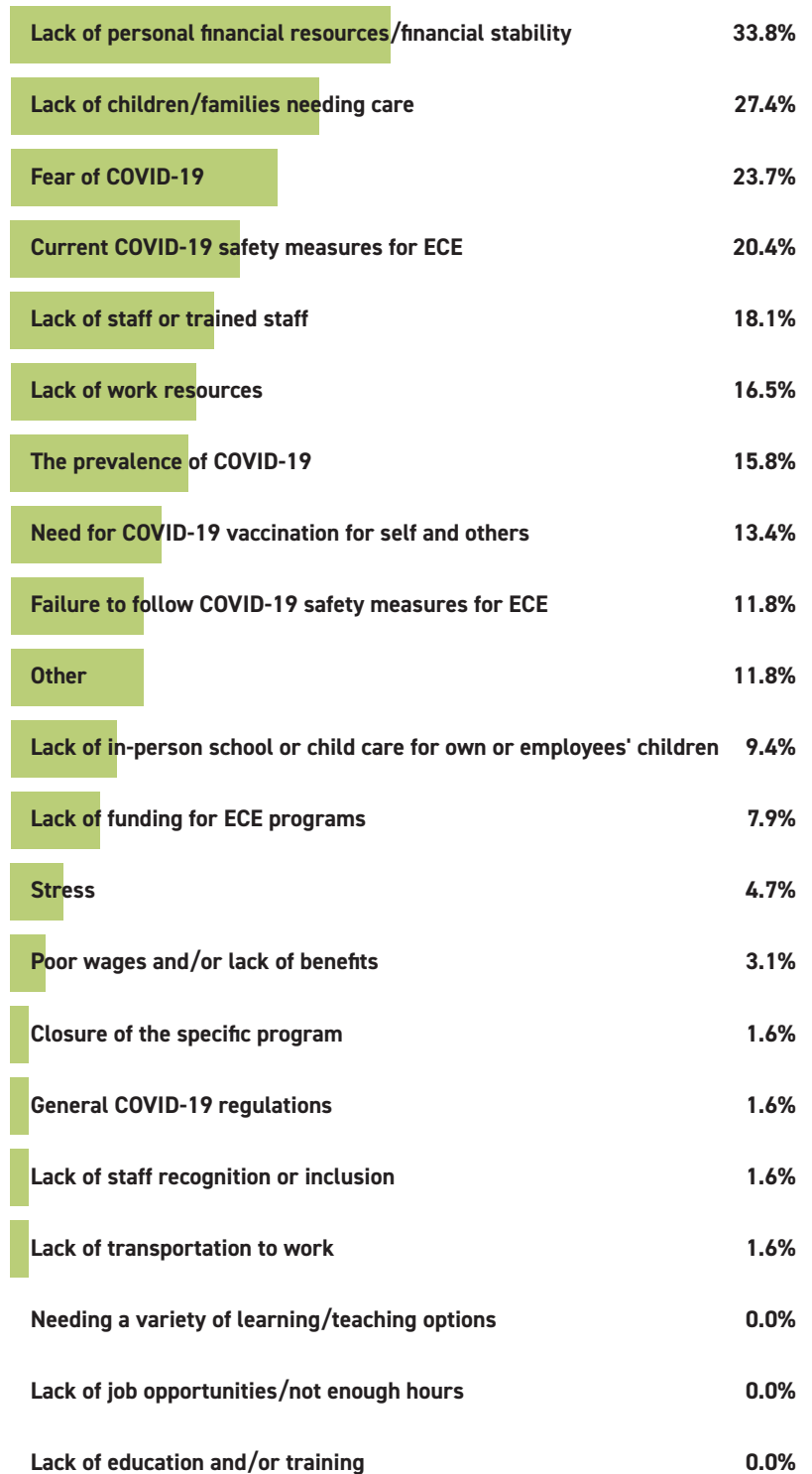


Barriers to Remaining Open or Reopening

Directors whose programs were currently closed were asked to list "...the top three barriers preventing you from reopening your program". These were then coded into the following categories: not enough wages or benefits, the need for the COVID-19 vaccination for themselves or others, failure to follow COVID-19 safety protocols and requirements for ECE programs, the current COVID-19 safety protocols and requirements for ECE programs, general COVID-19 regulations, the prevalence of COVID-19 cases, lack of recognition for staff's work or their inclusion in decision-making, lack of staff in general or trained staff in particular, lack of in-person school or child care for one's own or employees' children, lack of children and families needing ECE, the need for more teaching and/or learning options (e.g., online learning), lack of work resources (e.g., materials, curricula, space), lack of funding for ECE programs, closure of the respondent's specific ECE program, fear of self or family members contracting COVID-19, lack of personal finances or financial stability, lack of job opportunities or not enough hours, lack of transportation to work, stress/poor mental health, lack of education or training, or other barriers that could not be coded into another category.

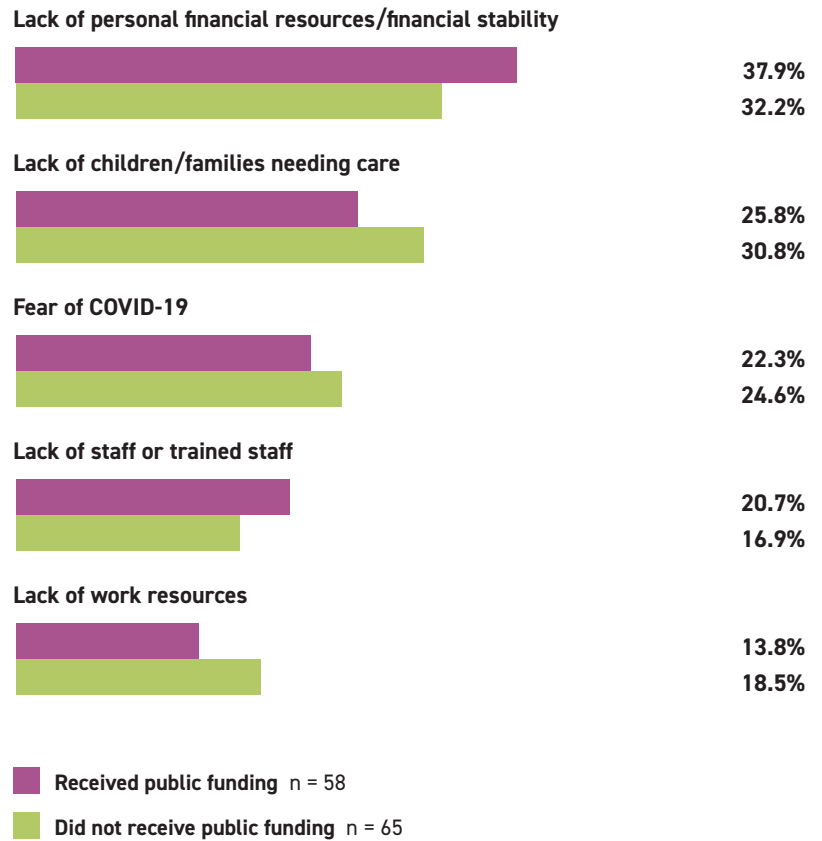
The frequencies with which directors named different barriers are shown in Figure 4-11. Directors were most likely to name the lack of personal finances or financial instability as a barrier to reopening. The next most cited barrier was the lack of children needing care, followed by the fear that they or their family members would contract COVID-19. Directors also cited current COVID-19 protocols and requirements for ECE programs, lack of staff or trained staff, general COVID-19 regulations, and the overall prevalence of COVID-19 as barriers to reopening.

Figure 4-11. Barriers to reopening n = 127



When the frequency of the top 5 barriers was examined by whether the program received any public funding (see Figure 4-12), programs that received such funding were slightly more likely to cite the lack of personal financial resources as a barrier. Programs that did not receive public funding were slightly more likely to cite the lack of work resources (often space) and children needing care as barriers. When barriers were examined by program type (see Appendix B), the primary difference that emerged was that directors of center-, school-, family- and home-based programs were much more likely than those of Head Start programs to name the lack of personal financial resources as being a barrier to reopening.

Figure 4-12. Barriers to reopening, by whether or not facility received public funding



5. Unemployment in the ECE Workforce

Director Reports of Layoffs

Both directors and teachers were asked about teacher layoffs and unemployment. We begin with findings from the directors. As shown in Figure 5-1, the majority of directors indicated that they had lost staff (other than themselves) or needed to reduce staff hours. Directors in center-based programs were the most likely to have lost staff or to have reduced staff hours (see Figure 5-2). Directors in family- or home-based programs were the most likely not to have any other staff besides themselves. As shown in Figure 5-3, directors of programs in urban regions were the most likely to have lost staff or to have reduced staff hours.

Figure 5-1. Directors who have lost staff or had to reduce staff hours n = 878

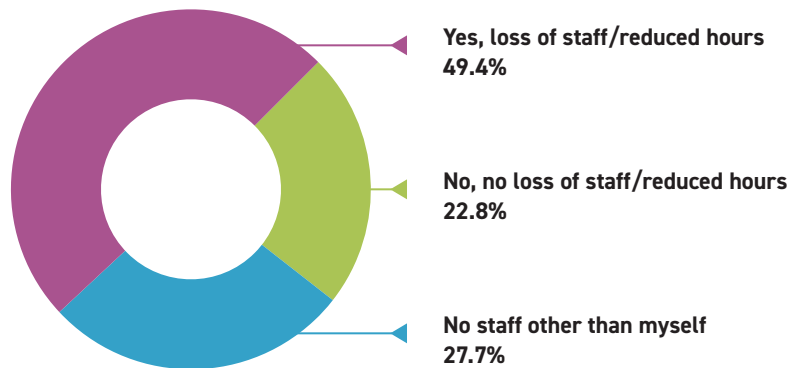


Figure 5-2. Staff loss or reduced hours, by facility type

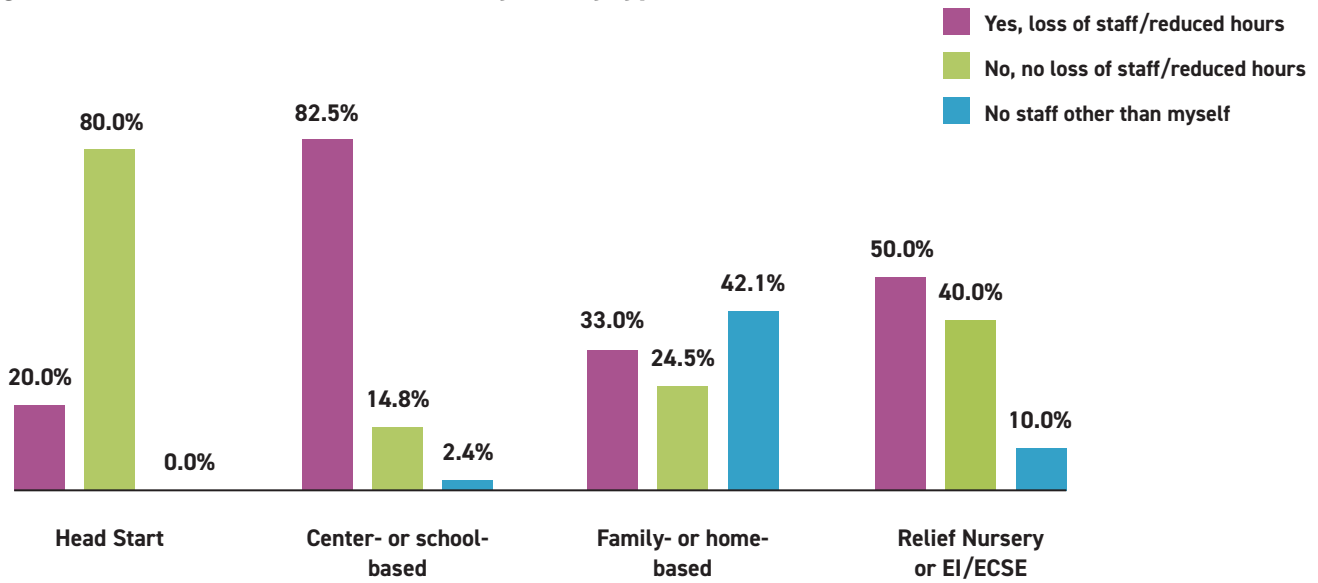
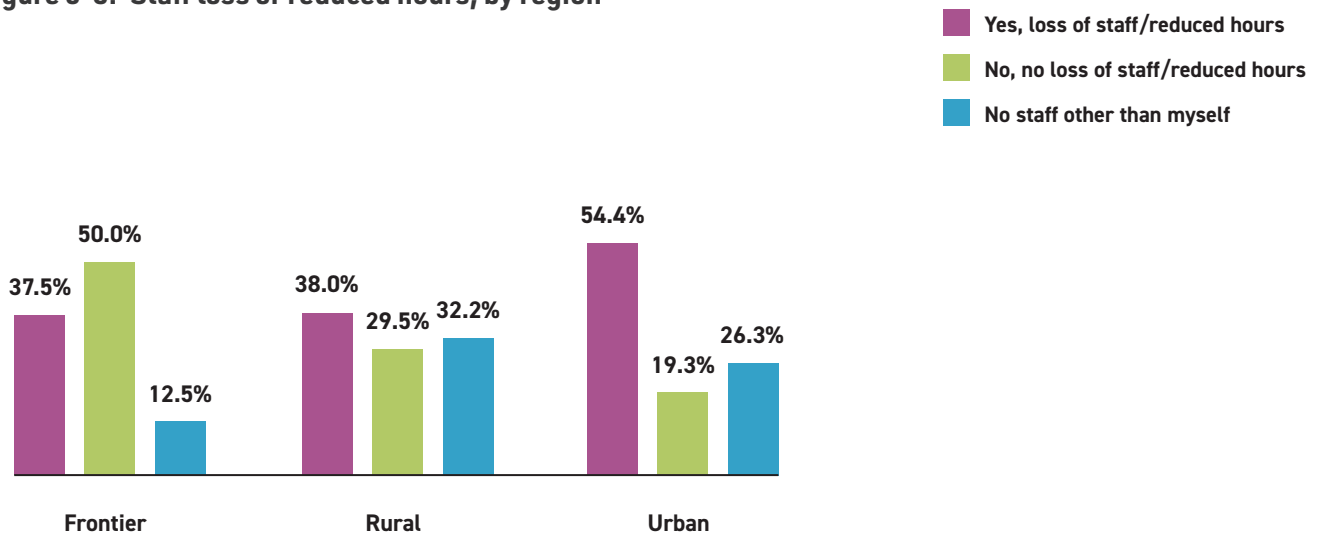


Figure 5-3. Staff loss or reduced hours, by region



As can be seen in Figure 5-4, the majority of the 434 directors who had reported losing staff since March 2020 had done so because the staff members quit. When the reasons for losing staff were examined by facility type, the same pattern was seen for Head Start and center-based programs (see Figure 5-5). For family- or home-based programs, staff were more likely to have been laid off or had their hours reduced. Programs in frontier regions were much more likely to report that staff had been laid off than programs in other regions (Figure 5-6). Staff in rural and urban areas were more likely to have quit or have had their hours reduced.

Figure 5-4. Reasons for staff loss or reduced hours during COVID-19 n = 434

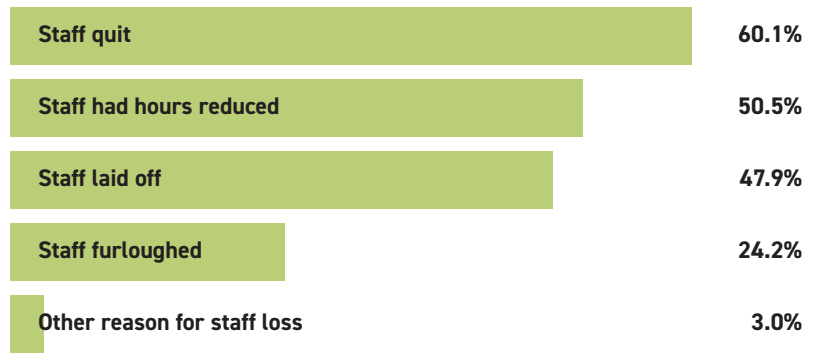


Figure 5-5. Reasons for staff loss or reduced hours during COVID-19, by facility type

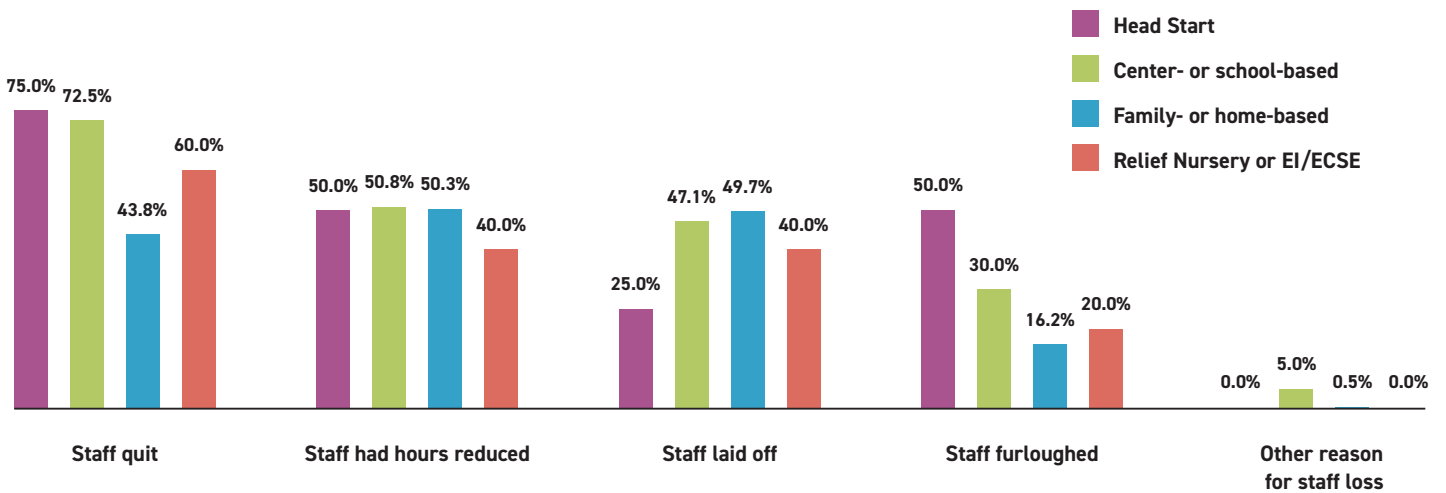
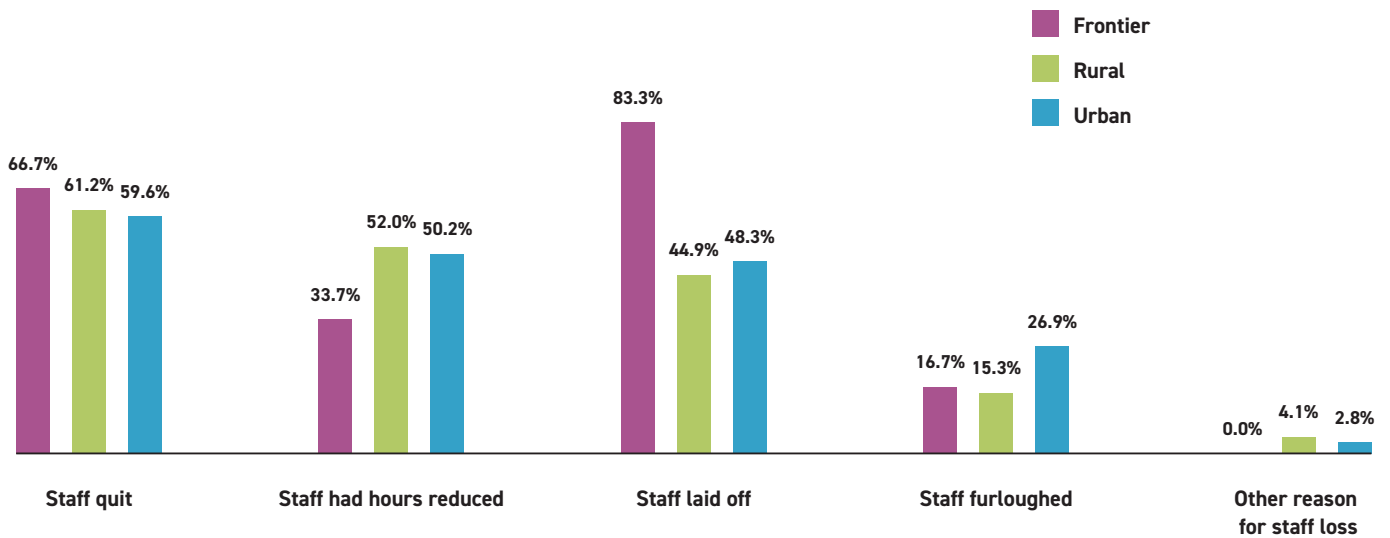


Figure 5-6. Reasons for staff loss or reduced hours during COVID-19, by region



When the likelihood of having lost staff was examined by whether the program received public funding, results showed that programs were about equally likely to have lost staff or reduced hours regardless of whether they received public funding (Figure 5-7). When the receipt of Emergency Child Care (ECC) grants, the federally funded Paycheck Protection Program (PPP), and the state-funded Personal Protective Equipment (PPE) supply program was examined, it was shown that, perhaps counter-intuitively, the those programs that had received PPP loans were more likely to have lost staff or reduced hours (Figure 5-8). This may indicate that programs that were losing staff were more likely to apply for this funding.

Figure 5-7. Staff loss, by whether or not facility received public funding

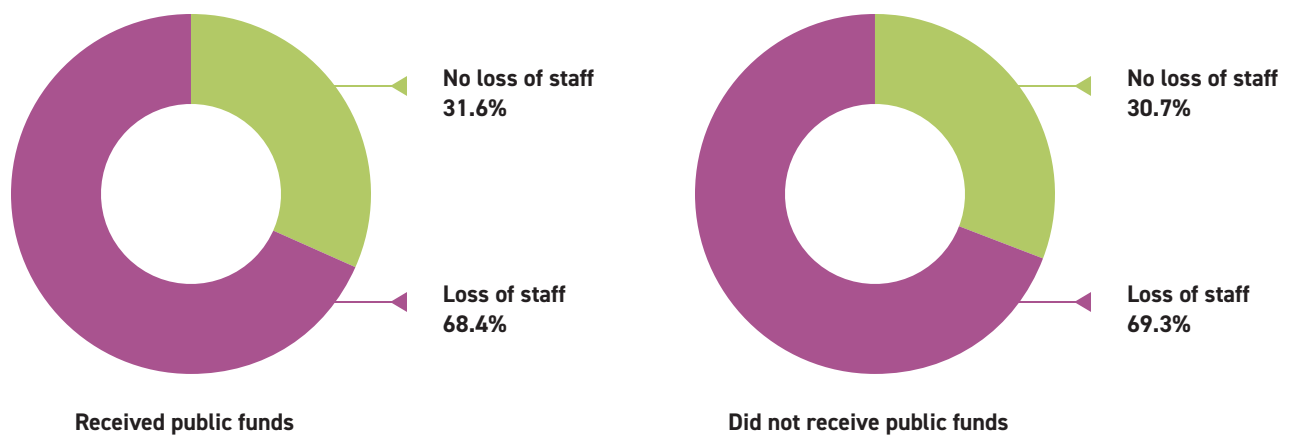
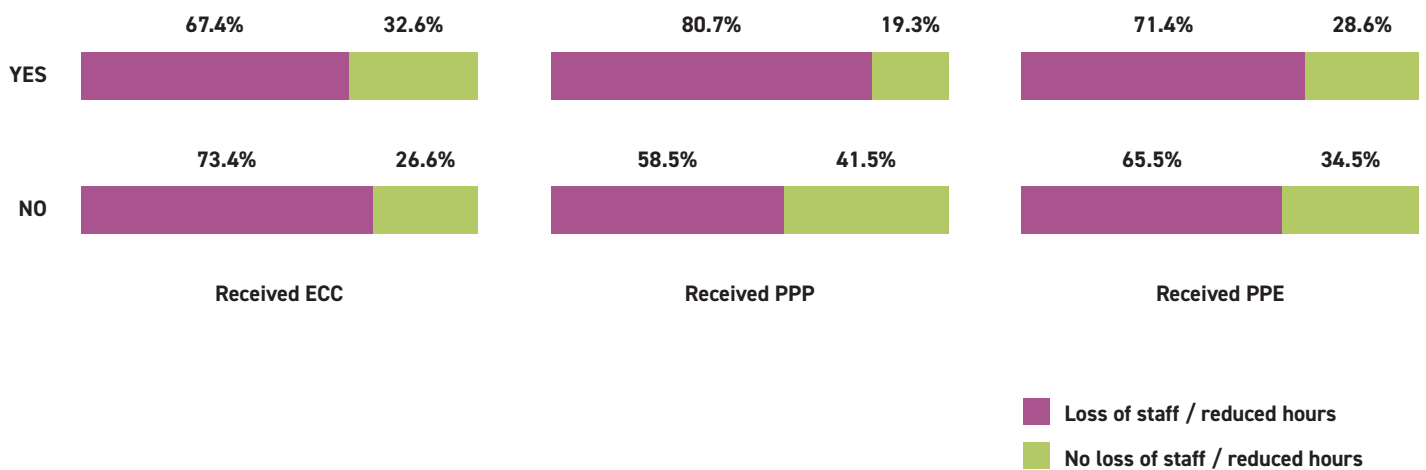


Figure 5-8. Staff loss, by whether or not facility received ECC, PPP, or PPE



Teacher Reports of Unemployment

Teachers were asked to indicate whether “as of today” (March 2021), they were currently employed in the field of ECE. As shown in Figure 5-9, the majority of teachers were currently employed and actively working, while another 10.1% were employed but not actively working. However, 15.2% were not currently employed in ECE.

Teachers were also asked to indicate if, since March 2020, they had experienced a variety of job disruptions including being laid off, temporarily furloughed, or fired. As shown in Figure 5-10, the largest percentage of teachers had been laid off or quit due to the COVID-19 pandemic, with the next largest percentage experiencing a temporary furlough. Far fewer teachers experienced lay-offs or quit due to circumstances not related to the pandemic.

Figure 5-9. Teachers’ current employment status n = 2151

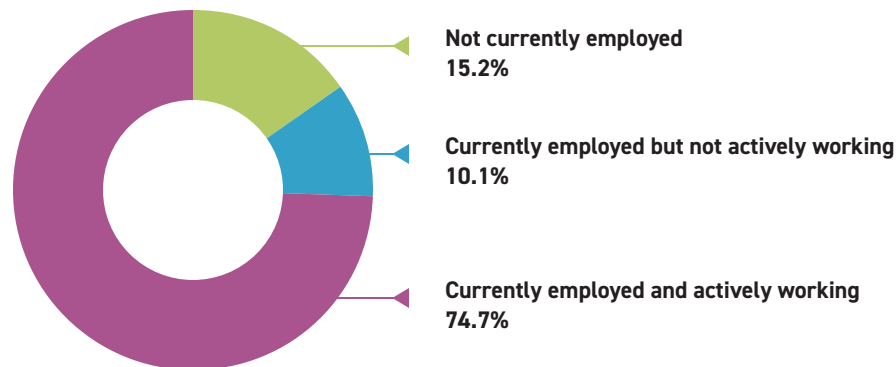
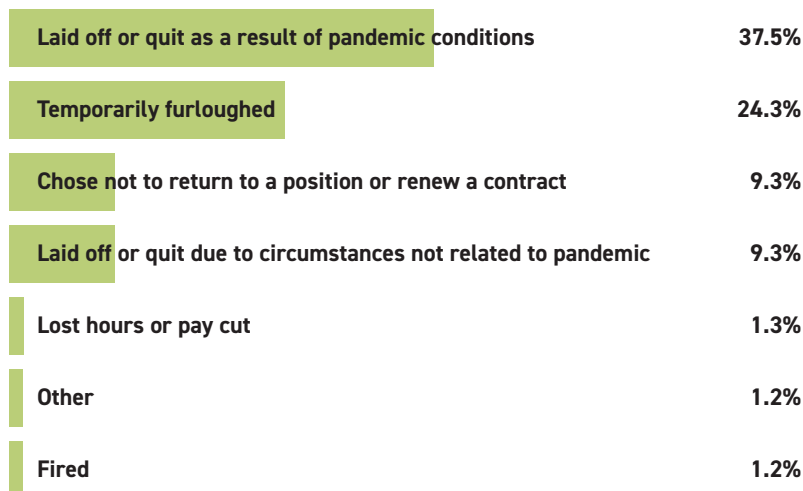
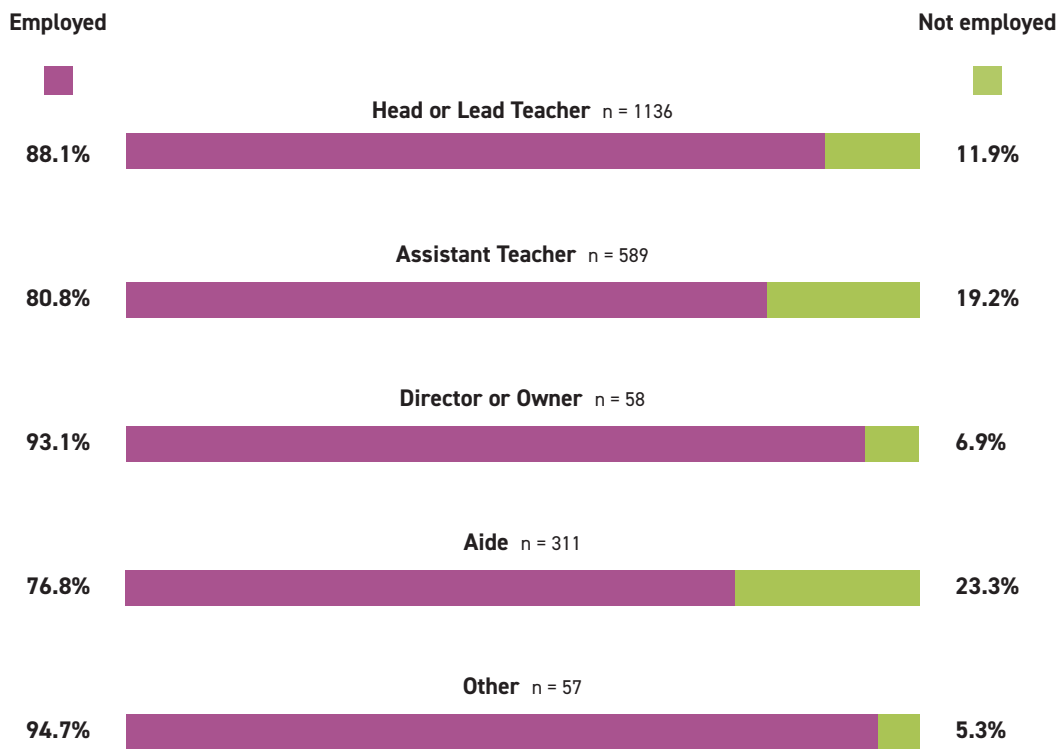


Figure 5-10. Teachers’ reasons for experiencing employment disruptions n = 2151



As shown in Figure 5-11, teachers who were employed as aides were two to four times more likely to not be currently employed in the field than lead/head teachers, directors, or those in other positions (such as family advocates). Assistant teachers were the next most likely to not be currently employed in the field. As noted in the Sample Description, teachers of color were more likely to be assistant teachers or aides.

Figure 5-11. Teachers' employment status, by position type



Teachers who worked at center-based programs were most likely to be currently not working in the field with teachers in family- or home-based programs being the next most likely to be not working (Figure 5-12). It is notable that teachers in programs that were publicly funded (i.e., Head Start, EI/ECSE, and Relief Nurseries) were more likely to be currently employed in the field. Teachers in urban areas were the least likely to be working in ECE, with teachers in frontier areas the most likely to still be in the field (see Figure 5-13).

Figure 5-12. Teachers' employment status, by facility type

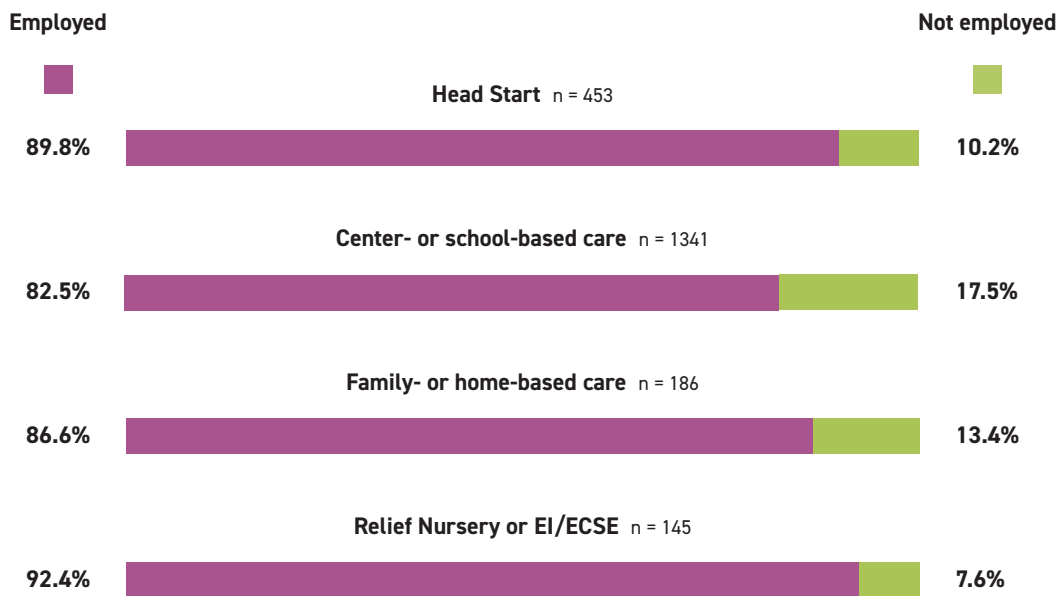
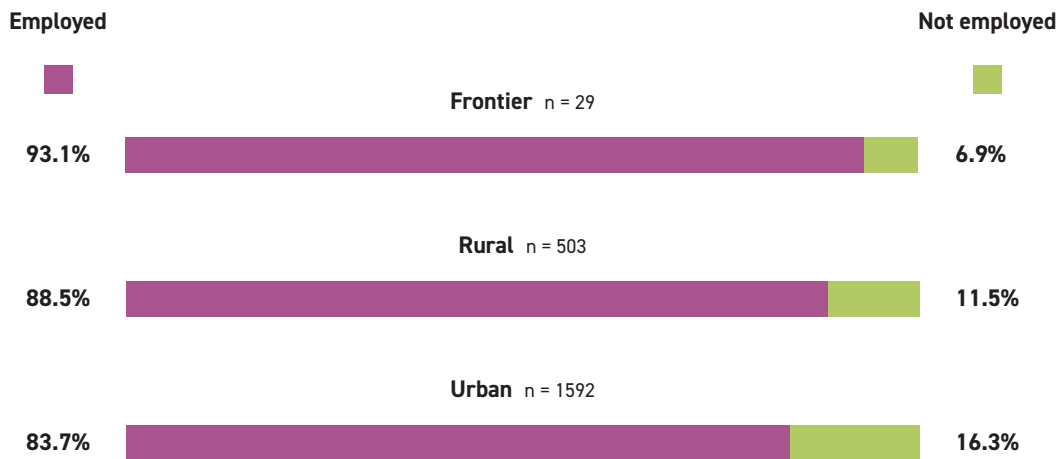
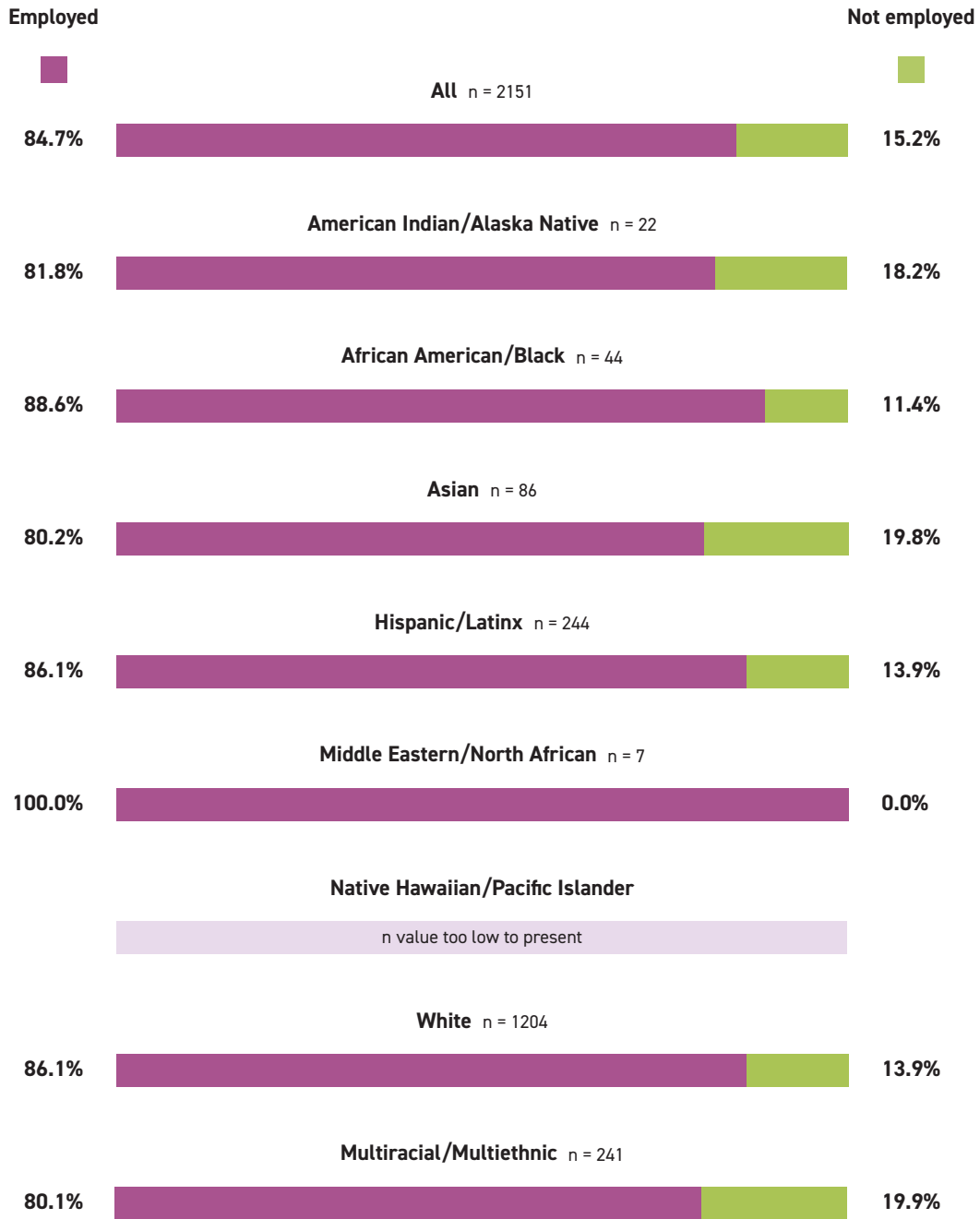


Figure 5-13. Teachers' employment status, by region



As shown in Figure 5-14, Asian, American Indian or Alaskan Native, or multiracial or multi-ethnic teachers were less likely to be currently employed in the ECE workforce compared to the statewide rate across all teachers.

Figure 5-14. Teachers' employment status, by race/ethnicity



Intent to Remain in the ECE Workforce

Teachers who were not currently employed in the ECE workforce were asked if they intended to return to the field. As can be seen in Figure 5-15, the largest percentage of teachers indicated that they were unsure.

The intention to return to the ECE workforce was examined by the teacher's primary position. Figure 5-16 shows that directors were most likely to be unsure. Aides were the least likely to say they would return. As can be seen in Figure 5-17, teachers working in center-based or family- or home-based programs were more likely to not intend to return to the field. There were no differences in intent to return to the field between teachers in rural and urban areas (see Appendix B). There were too few teachers in frontier areas to examine that region. Hispanic or Latino/a/x and Asian teachers were most likely to say that they would return to the field (see Appendix B).

Figure 5-15. Teachers' intentions to return to employment in the field n = 236

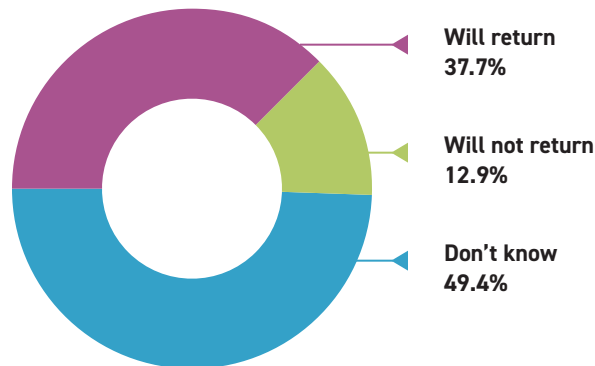


Figure 5-16. Teachers' intentions to return to employment in the field, by position

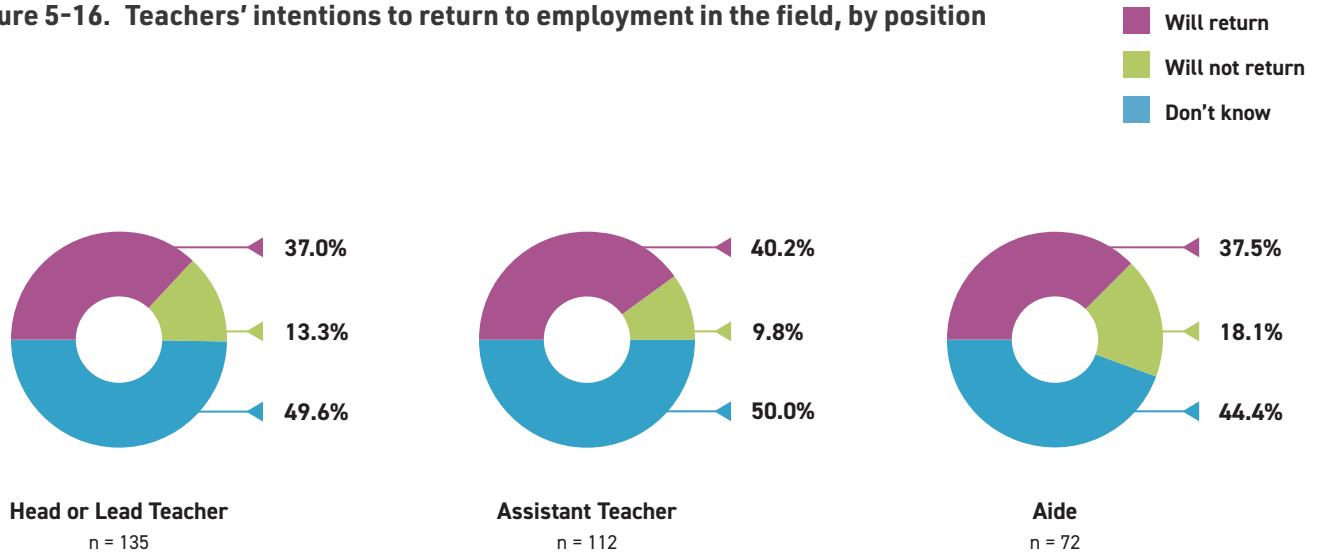
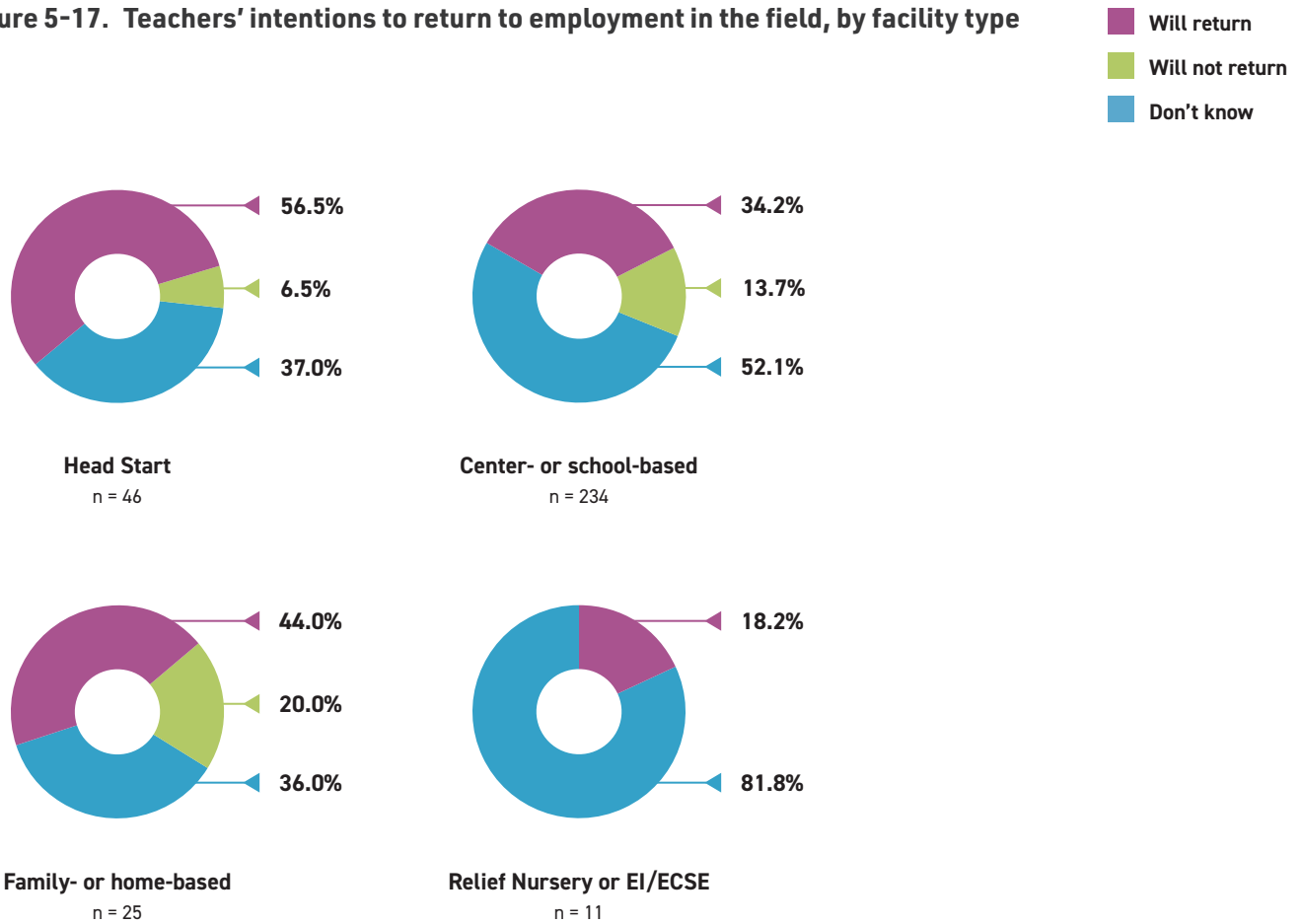


Figure 5-17. Teachers' intentions to return to employment in the field, by facility type

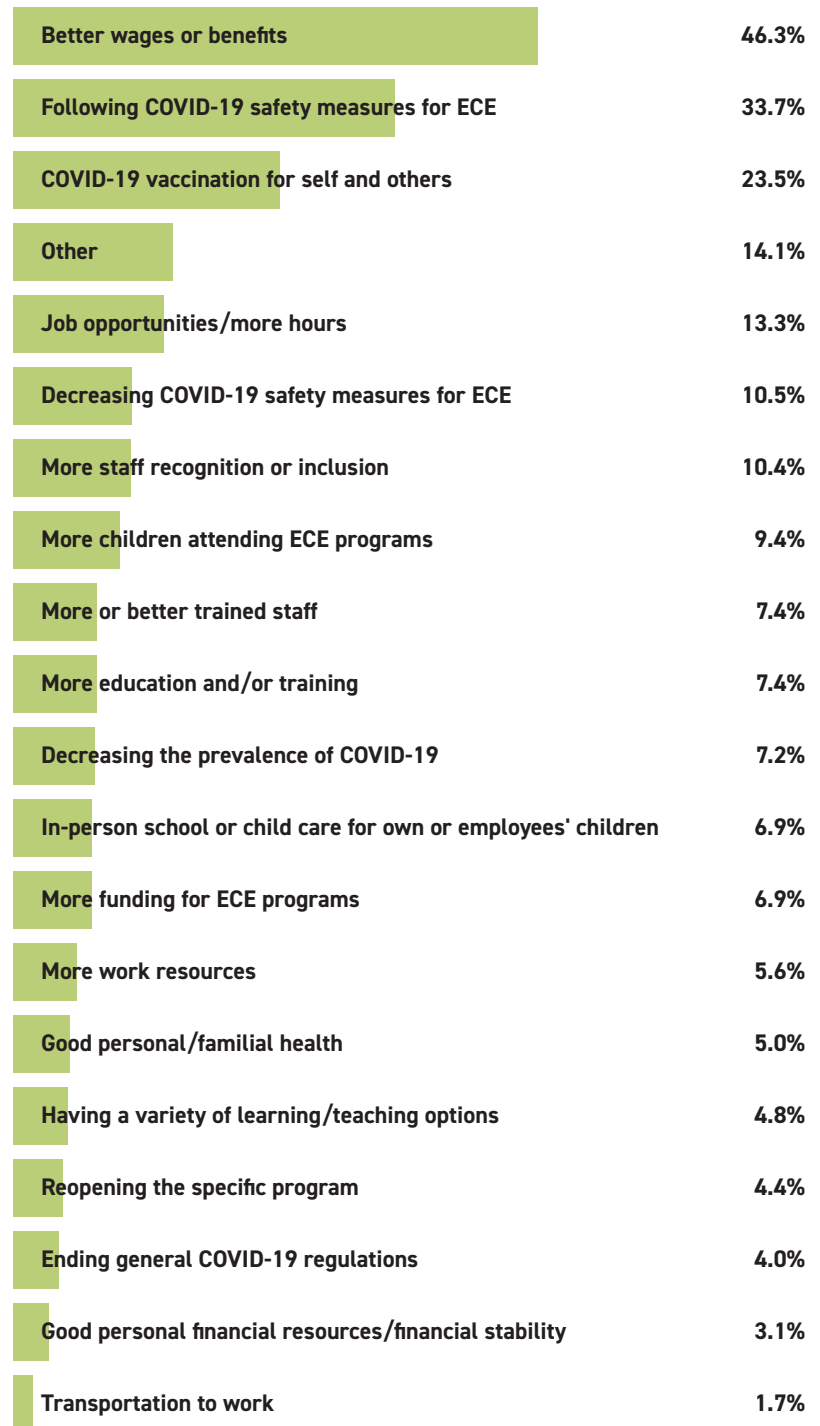


Supports for Remaining in or Returning to the ECE Workforce

Teachers were asked to list "...the top three things that would help you the most to stay employed or return to work in early childhood care and education". Answers were coded using the same coding system as used for directors' answers (described in the previous section). For teachers, the following additional categories could be coded: general good health for oneself or one's family, good or stable personal finances, job opportunities or adequate hours, transportation to one's job site, and gaining more education or training opportunities.

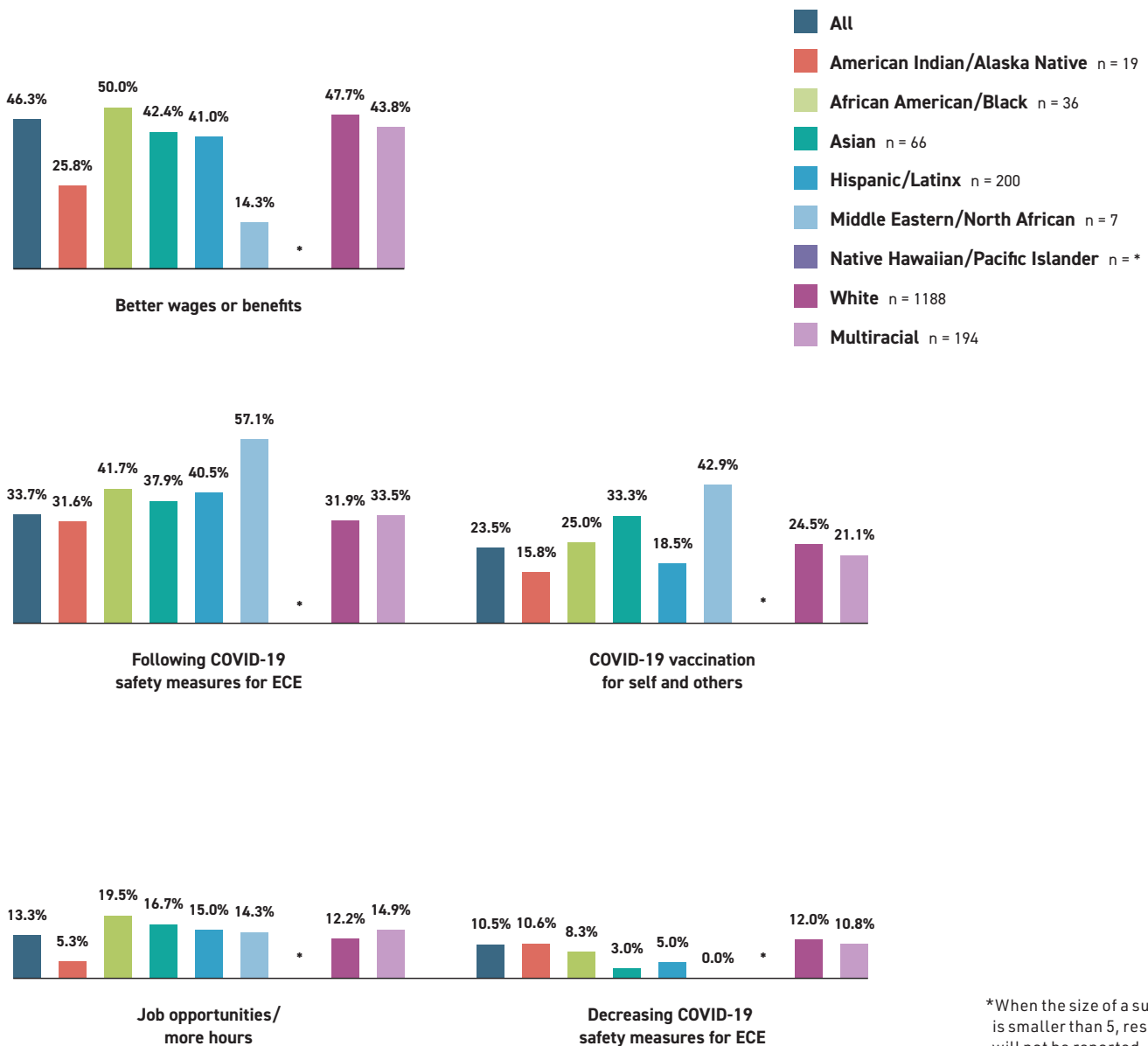
Getting better wages and/or benefits was the most frequently cited potential support for teachers to remain in or return to the ECE workforce (Figure 5-18). Teachers were four times more likely to name this as a potential support than were directors, which is likely a reflection of the differences in salaries cited in the Sample Description section. The next most frequently named potential supports were following/enforcing COVID-19 safety protocols for ECE programs, getting COVID-19 vaccinations for oneself or others, having more job opportunities or hours, decreasing COVID-19 safety protocols and requirements for ECE programs, and having more staff recognition or inclusion.

Figure 5-18. Supports for remaining in or returning to the ECE workforce n = 1779



The top five supports varied based on the race/ethnicity of the teachers (Figure 5-19). African American or Black teachers were most likely to say that better wages and benefits would support them to stay in the ECE workforce. Middle Eastern or North African teachers, though a very small group, were most likely to identify following COVID-19 safety requirements for ECE programs and getting COVID-19 vaccinations as potential supports. When frequency of endorsing the top five supports was examined by the teacher's primary position, there were few differences between lead teachers, assistant teachers, or aides (see Appendix B).

Figure 5-19. Top five supports for remaining in or returning to the ECE workforce, by race/ethnicity



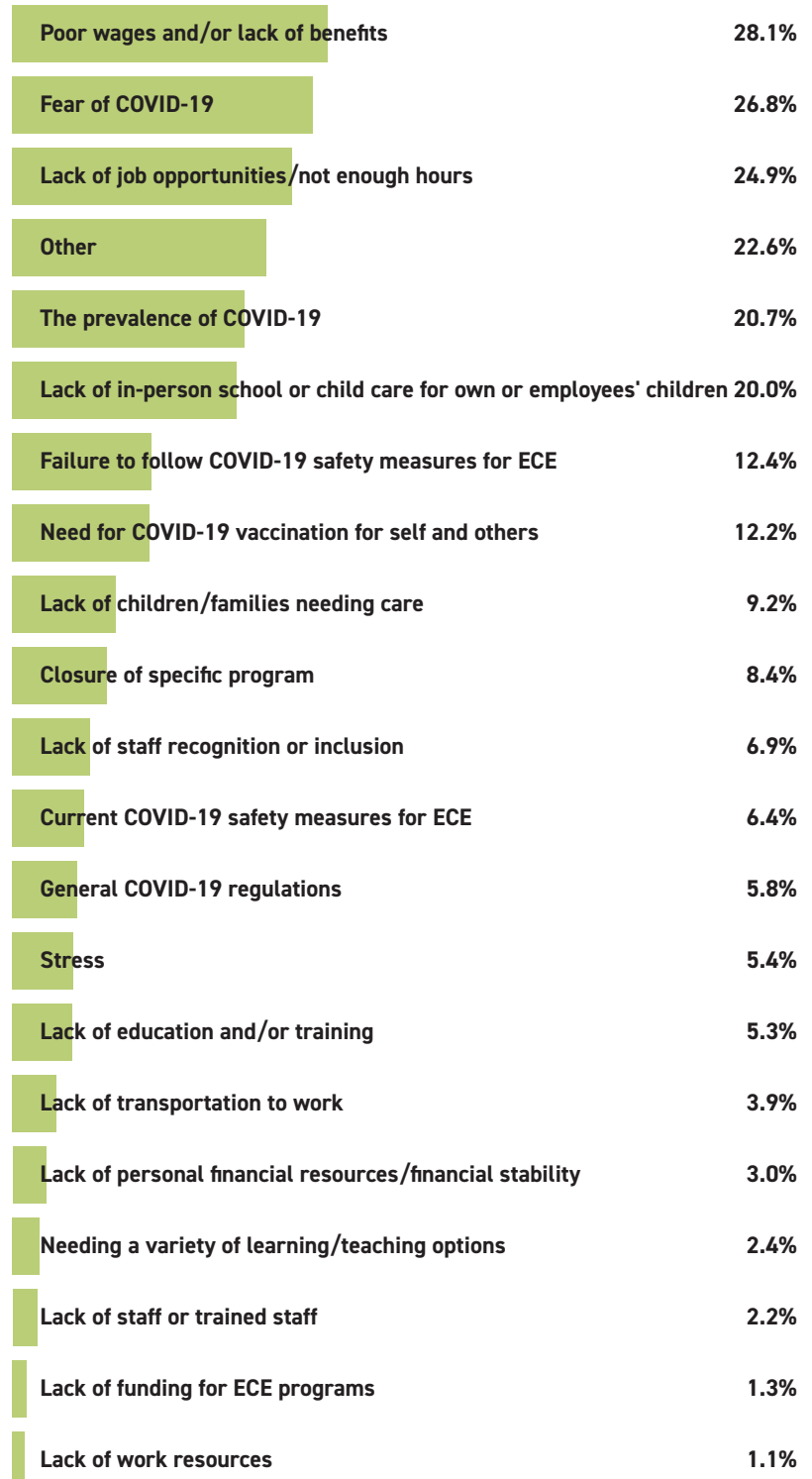
*When the size of a subgroup is smaller than 5, results will not be reported.

Barriers to Remaining in or Returning to the ECE Workforce

Teachers who were not currently actively working or employed in ECE were asked to list “the top three barriers preventing you the most from being actively employed”. These were coded in the same manner as the directors’ answers.

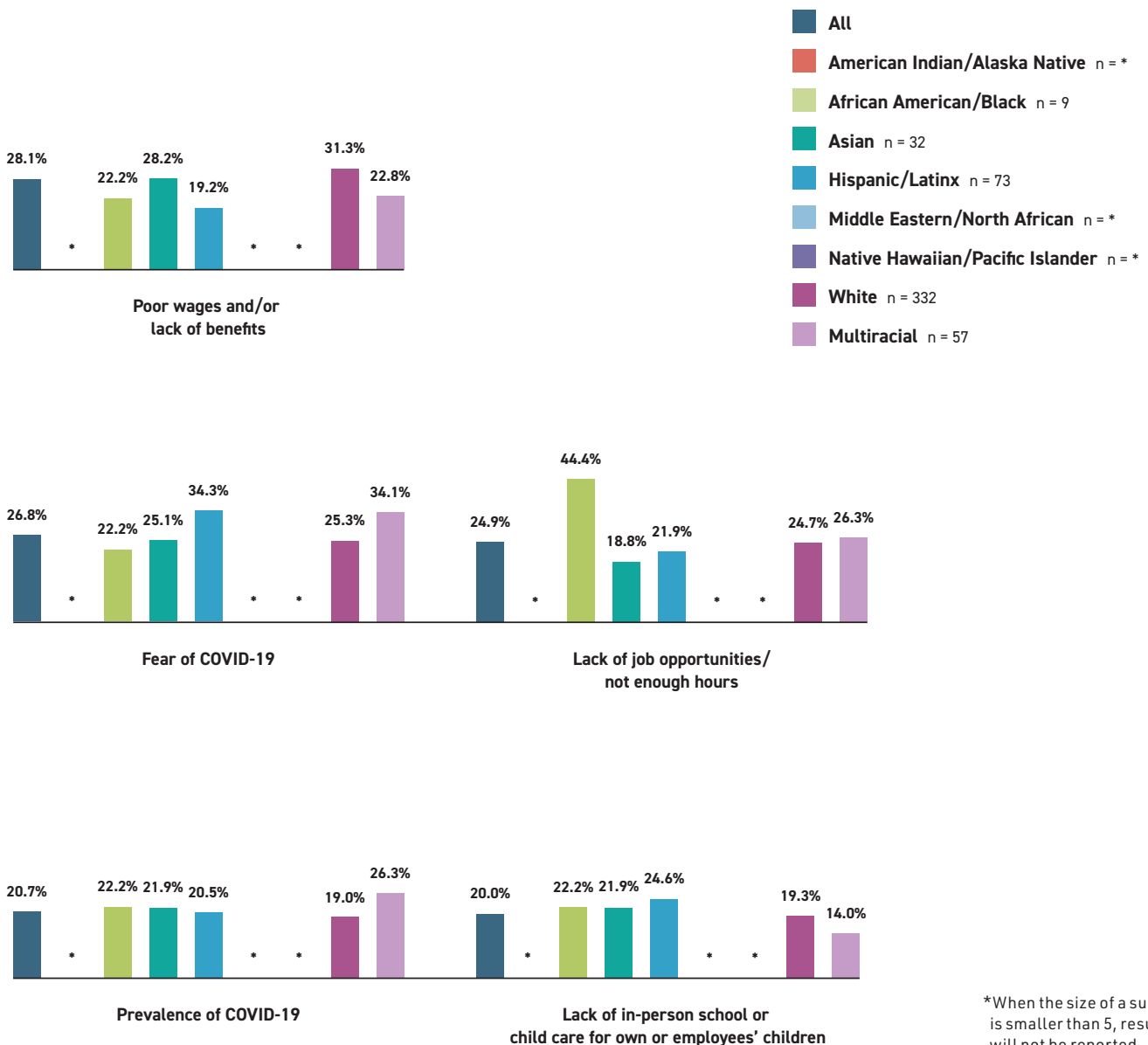
Teachers most frequently cited poor wages and/or lack of benefits as a barrier to them returning to work in the field of ECE (Figure 5-20). The fear of contracting COVID-19 was the second most frequently cited barrier followed by the lack of job opportunities or not having enough hours available. Teachers also cited the need for in-person school or child care and the overall prevalence of COVID-19 as barriers.

Figure 5-20. Barriers to returning to the ECE workforce n = 535



When the frequency with which the top five barriers were cited was examined by the teachers' self-identified race or ethnicity (Figure 5-21), African American and Black teachers were the most likely to cite the lack of job opportunities and hours as a barrier to them returning to employment in the ECE field. Hispanic or Latino/a/x teachers were more likely to cite fear of themselves or their family being exposed to or contracting COVID-19 as a barrier. When the frequencies with which the top five barriers were named were examined by the primary position held, staff who held positions other than teaching (e.g., family advocates) were most likely to name poor wages or lack of benefits as a barrier (see Appendix B).

Figure 5-21. Top five barriers to returning to the ECE workforce, by race/ethnicity n = 535



*When the size of a subgroup is smaller than 5, results will not be reported.

Summary and Recommendations

The Oregon Early Learning Division (ELD) contracted with researchers at OSLC Developments, Incorporated, Oregon State University, and Portland State University to collect information from Oregon early care and education (ECE) providers in March 2021 about their experiences offering services and programs during the COVID-19 pandemic. Specifically, we designed the ELD COVID-19 Provider Survey to yield information about:

1. the types of services that programs provided during the COVID-19 pandemic,
2. the extent of closures of programs (both temporary and permanent),
3. the extent of layoffs and furloughs experienced by ECE teachers, assistants, and aides,
4. whether closures and unemployment had disproportionately affected different types of programs, different teacher positions, and teachers of different racial and ethnic groups,
5. whether programs had utilized different sources of funding and whether public funding in particular had buffered programs against closures and layoffs related to the pandemic,
6. what early educators saw as potential supports for and barriers to their abilities to remain open or continue to be employed in the ECE workforce.

Closures, Layoffs, and Capacity During the Pandemic

On average, directors who responded to the survey (n=881) indicated that they were operating at about two-thirds (67%) of their desired capacity. This is notable in light of recent findings from the 2020 Household Survey that caregivers of children aged 0-5 from across the state of Oregon often had difficulty finding available ECE for their children between March and October 2020.² One possibility for the apparent discrepancy between director and parent reports may be that a number of families reported a preference for care in their own homes given the COVID-19 pandemic and thus, might not have been looking for the specific types of care that were available. However, more research is needed to fully understand the association between supply of ECE and demand from families at this time.

Almost half (49%) of all directors said that they had experienced at least one closure between March 2020 and March 2021. Twelve percent said that their program was closed at the time of the survey. Of the facilities currently closed, many were not planning to reopen (23.1%) or were not sure if they would reopen (27.8%). Directors most often attributed closures to COVID-19 pandemic related factors. Family- or home-based programs were slightly more likely (13.4%) than center- or school-based (non-Head Start) programs (10%) or EI/ECSE and Relief Nursery programs (10%) to be currently closed. While no directors of Head Start or EI/ECSE and Relief Nursery programs indicated that they were currently closed permanently, 3.6% of directors of non-Head Start center- or school-based programs and 5.8% of directors of family- or home-based programs said that they were. Directors of currently closed family- and home-based programs were also the most likely to say that they would not reopen (26.7%).

2 Pears, K.C., Miao, A.J., Green, B.L., Lauzus, N., Patterson, L. B., Scheidt, D., & Tremaine, E. (2021). Oregon Preschool Development Grant Birth to Age 5 Strengths and Needs Assessment: 2020 Statewide Household Survey Results. Report submitted to the Oregon Early Learning Division and Early Learning Council, March 2021. <https://oregonearlylearning.com/PDGAssessment>

Over a third (37.5%) of the teachers who responded to the survey (n=2154) had experienced a disruption in their employment in the ECE workforce and almost a quarter (24.3%) had experienced a temporary furlough. Teachers who had worked in center- or school-based (non-Head Start) programs (17.5%) and those in family- or home -based programs (13.4%) were more likely to say that they were not currently actively employed in the ECE workforce than those in Head Start, EI/ECSE, or Relief Nursery programs. Further, aides (23.3%) and assistant teachers (19.2%) were more likely to not be actively employed in ECE than providers in other positions. Finally, teachers in urban areas (16.3%) and those who were Asian (19.8%) or multiracial/multiethnic (19.9%) were most likely to not be currently actively employed. When asked if they planned to return to employment in ECE, almost half (49.4%) of teachers answered that they did not know and another 12.8% indicated that they would not return. Aides (18.1%), assistant teachers (13.3%), and teachers working in family- or home-based (20%) or center- or school-based programs (13.7%) were the most likely to say that they would not be returning to the field.

Funding Sources and Closures and Layoffs

Directors reported on the sources of funding for their programs. Over half (54%) indicated that they had received funding from the state or federal government between September 2019 and March 2021. Additionally, 80.1% of directors reported utilizing either the state-sponsored Emergency Child Care (ECC) grants or the state-funded Personal Protective Equipment (PPE) supply program. Fewer directors (38.7%) reported using the federally funded Paycheck Protection Program (PPP). Overall, directors were more likely to report using state-sponsored COVID-19 pandemic related funding than using public funding in general; 38.8% of the directors who reported using either the ECC or PPE programs had not received any other public funding in the period from September 2019 to March 2020.

The receipt of public funding significantly affected the likelihood that a director would say that a program was closed. Those programs that had received any public funding were more than two times less likely to be currently closed. Further, if a program participated in either the ECC, PPP, or PPE programs, they were significantly more likely to be currently open.

Services Offered by Programs

Since March 2020, as child care providers adapted to the COVID-19 pandemic, the most frequently offered child care services were giving families flexibility in the amount or timing of payment and offering information or printed materials about caring for children. Dropping off supplies or meals were the services that were least likely to be offered. On average, programs offered about four different types of services to families. Programs with public funding were more likely to offer every kind of service examined. On average, programs with public funding offered more kinds of services than did programs without such funding.

Supports for and Barriers to Reopening or Remaining in the ECE Workforce

Directors were asked what things might support their program to remain open or reopen, and teachers were asked what would help them to remain in or return to the ECE workforce. For directors, the top five most frequently cited supports were: (1) funding for ECE programs, (2) continuing or following current COVID-19 safety protocols/requirements for ECE programs, (3) decreasing or eliminating current COVID-19 safety protocols/requirements for ECE programs, (4) having more staff or better trained staff, and (5) having more children needing ECE. Directors at Head Start programs were much less likely to cite more funding for ECE programming as a support for reopening, while directors at center- or school-based programs were more likely to say that following or enforcing COVID-19 safety protocols for ECE programs would be a potential support. This might reflect a greater need for assistance with supplies and staff time needed for cleaning, whereas programs that were publicly funded might have already received such support.

For teachers, the top five potential supports were: (1) having better wages or benefits, (2) continuing or following current COVID-19 safety protocols/requirements for ECE programs, (3) having COVID-19 vaccinations for themselves and others, (4) having more job opportunities or more hours, and (5) decreasing or eliminating current COVID-19 safety protocols/requirements for ECE programs. These answers suggest that both directors and teachers viewed the regulations designed to lower the risk of COVID-19 in ECE programs as helpful in protecting staff and children, but also as potentially burdensome. For example, a number of directors and teachers mentioned the amount of time that the extra cleaning procedures required.

Teachers who were African-American or Black were most likely to say that better wages and benefits would facilitate them staying in the ECE workforce while

teachers who were Middle Eastern or North African, though a very small group, were most likely to identify following COVID-19 safety requirements for ECE programs and getting COVID-19 vaccinations as potential facilitators.

Among the barriers to reopening named by directors whose programs were currently closed, the top five most frequently cited were: the lack of personal finances or financial stability, the lack of children needing ECE, the current COVID-19 safety protocols/requirements for ECE programs, the lack of staff or trained staff, and the lack of work resources (such as building space or materials). Directors of center-, school-, family- and home-based programs were much more likely than those of Head Start programs to name the lack of personal financial resources as being a barrier to reopening. This difference may reflect that, while all Head Start programs are publicly-funded, many private center-, family-, and home-based programs are not.

For teachers, the top five barriers to teachers returning to the ECE workforce were: not enough wages or benefits, fear of themselves or their family members contracting COVID-19, too few job opportunities or available hours, the overall prevalence of COVID-19, and not having in-person child care or school for their own children. Teachers who were African-American or Black were the most likely to cite the lack of job opportunities and hours as a barrier to returning to the ECE workforce. Teachers who were Hispanic or Latino/a/x were more likely to cite fear of themselves or their family being exposed to or contracting COVID-19 as a barrier. Lead teachers and staff who held positions other than teaching (e.g., family advocates) were most likely to name poor wages or lack of benefits as a barrier.

Recommendations

The findings from the COVID-19 Provider Survey provide critically important information about the current needs and opportunities across ECE programs and the ECE workforce. The COVID-19 pandemic clearly impacted ECE programs' abilities to remain open and provide continuing services to children and families. Many members of the ECE workforce were furloughed or laid off. The impacts of the pandemic are likely to be felt in this field for an extended period of time. This survey has helped to capture the current state of closures and unemployment within ECE. It has also highlighted some important findings about potential disparities in closures and unemployment and the importance of public funding, as well as illuminating areas for continued support, including:

The receipt of public funding made a critical difference in whether programs closed and whether they were likely to reopen. This suggests that the continued use of state and federal funds to support the operational costs for ECE programs may help to preserve programs and thus the ECE capacity and availability to families. This may be particularly important for owner-operated family- and home-based programs.

Assistant teachers and aides were most likely to have been laid off and least likely to say they were returning to the workforce. These are critical losses, particularly from the standpoint of diversity, equity, and inclusion. **Educators of color are more likely to be assistants and aides. Further, assistants and aides are more likely than educators in other job positions to be multilingual.** Thus, the loss of these providers may mean that BIPOC and multilingual children and families will have even fewer opportunities to use child care in which staff reflect their cultural and linguistic backgrounds, deepening existing inequities in accessibility of culturally responsive/specific care for these families. Recent findings from the 2020 Household Survey showed that BIPOC

parents/caregivers cited finding a provider who reflected their cultural or linguistic background as one of the most challenging aspects of finding ECE for their children. Unless steps are taken to reduce the rates at which assistant teachers and aides are losing active employment in the ECE workforce and/or to re-engage these providers in the workforce, this challenge, and the inequity that it reflects, may be further exacerbated.

Teachers need better wages and benefits in order to remain in or return to the ECE workforce.

The need for better wages and benefits was mentioned most frequently as both a way to support teachers to remain in the workforce and as a barrier preventing those who were not currently actively employed in ECE returning to the workforce. This was found to be especially important for Black or African American teachers. This echoes recent findings from a nationwide report that the ECE workforce is one of the most underpaid in the United States and that Latino/a/x and Black or African American educators often have the lowest wages within this workforce.

Directors and teachers recognize the need for COVID-19 safety protocols and requirements for ECE programs, but may need assistance in maintaining those protocols.

Directors and teachers frequently noted that the safety requirements around COVID-19 (including mandates to wear masks in the classroom and social distancing requirements) would support their programs to stay open and/or help them remain in the ECE workforce. However, these requirements were also seen as a potential obstacle. Early educators noted that meeting the requirements took additional staff and time. There was also concern that families were not following or did not understand requirements and a number of educators expressed a desire for training in how to talk with families about safety measures in non-confrontational ways. Other educators noted that they needed continued access to personal protective equipment.

Programs continued to provide services to families even when they were physically closed; moreover, public funding facilitated the provision of these services. Although many programs were able to provide flexible payment schedules or information about child development to families during the pandemic, programs that received state or federal funding were better able to offer a range of services to meet other basic needs, such as the provision of meals, diapers, and other supplies. Continued and expanded public funding could allow programs to more fully support children and families during challenging times.

Oregon's early learning system is facing the unprecedented challenge of determining how to maintain, expand, and rebuild high-quality ECE services to families in the face of a pandemic. It is critical that Oregon leaders have continued to prioritize early childhood education in legislation and funding priorities. Findings from this survey suggest that such efforts have allowed programs to remain open and provide valuable services to families. Findings also suggest that to fully recover and continue to offer high-quality care for Oregon's children and families, ECE programs and educators will need continuing and possibly expanded funding and support.

Appendix A

Survey Instruments

Table A1. ELD COVID-19 Director/Owner Survey

ELD COVID-19 Director/Owner Survey

1. Your Name: _____

a. In which Oregon county do you live? _____ (choose from drop down list)

b. What is your zip code? _____

*We are interested in hearing from people who are currently actively working in early childcare and education **OR** who have worked in early childcare and education in the past.*

2. What is/was your primary position at your current/most recent program?

1.	Lead/Head teacher (but not owner/director of home/family-based program)
2.	Assistant teacher
3.	Director
4.	Owner (may also be director and/or teacher of a home/family-based program)
5.	Assistant/aide
6.	Other, please specify: _____

Thinking about the childcare program at which you are currently working or were most recently employed, please tell us:

3a. Facility name: _____

3b. Facility Address: _____

3c. Which of the following best describes your workplace? (choose one)

1.	Head Start Program
2.	Other Community Based (not Head Start) Child Care Center
3.	School Based Child Care Center
4.	Family/Home Based Child Care
5.	Early Intervention/Early Childhood Special Education Center or Classroom
6.	Family Relief Nursery
7.	Other, please specify: _____

d. How long have you been/were you working at this site in your current/most recent position?

_____ number of years and/or _____ number of months

4. As of today, is your program currently open? 1-Yes 2-No

a.	[If yes]: Are there plans to close your program?	1-Yes	2-No	3-Don't know
b.	[If no]: Are there plans to open your program?	1-Yes	2-No	3-Don't know

Table A1. ELD COVID-19 Director/Owner Survey

c. [If yes to either a or b]: Ideally, when is this change planned to occur?

1.	Within the next month
2.	In the next 2-3 months
3.	In the next 4-6 months
4.	In the next 6-12 months
5.	Other: describe _____

o Why is this an ideal timeframe? _____ (open-ended)

5. Since March 2020, have you lost staff (other than yourself) for any reason or needed to reduce staff hours due to COVID-19 pandemic conditions?

1.	Yes (if yes, GO TO #5a)
2.	No (if no, GO To #6)
3.	No staff other than myself at this program (if no staff, GO TO #6)

5a. [If yes]: How many staff: (enter zero if none in a category)

1.	Were laid off	_____
2.	Were furloughed	_____
3.	Quit/did not return to position/renew a contract	_____
4.	Had hours reduced	_____
5.	Other (describe: _____)	_____

6. If your program has closed at any time since March 2020, which of the following best describes the closure(s)?

a.	My program has stayed open continuously since March 2020	1-Yes (if yes, GO TO #7)	2-No
b.	Temporary closure only to obtain an Emergency Child Care license	1-Yes	2-No
c.	Temporary closure due to COVID-19 pandemic related conditions for reasons other than to obtain an initial Emergency Child Care license	1-Yes	2-No
d.	Temporary closure due to financial, health, or any other reason	1-Yes	2-No
e.	Temporary closure due to wildfires	1-Yes	2-No
f.	Permanent closure of the program due to COVID-19 pandemic related conditions	1-Yes (if yes, GO TO #10)	2-No
g.	Permanent closure of the program for another reason not related to the COVID-19 pandemic	1-Yes (if yes, GO TO #10)	2-No
h.	Permanent closure due to wildfires	1-Yes (if yes, GO TO #10)	2-No

Table A1. ELD COVID-19 Director/Owner Survey

7. If your program licensure has changed at any time since March 2020, which of the following best describes the change(s)?

1.	License status has not changed
2.	Opening a new program
3.	Change in license type to serve fewer children
4.	Change in license type to serve more children
5.	Change in license capacity to serve fewer children (but no change in license type)
6.	Change in license capacity to serve more children (but no change in license type)
7.	Other, describe: _____

8. What is the current desired capacity for your program? (if none in an age range, please enter zero)

a.	Birth to 12 months	_____
b.	13 months – 24 months	_____
c.	25 months – 36 months	_____
d.	3 – 4 years	_____
e.	4 – 5 years	_____

9. Compared to before March 2020, how has this capacity for the age ranges served in your program changed or shifted? (select one for each age group)

My program's capacity has:		Decreased (now serve fewer children)	Increased (now serve more children)	Stayed the same	Other	N/A (no children this age group)
a.	Birth to 12 months	1	2	3	4 Describe: _____	5
b.	13 months – 24 months	1	2	3	4 Describe: _____	5
c.	25 months – 36 months	1	2	3	4 Describe: _____	5
d.	3 – 4 years	1	2	3	4 Describe: _____	5
e.	4 – 5 years	1	2	3	4 Describe: _____	5

10. Between September 2019 and February 2021, were/are any children in your current or former program funded by dollars from the following sources?

a.	Oregon PreKindergarten (OPK)	1-Yes	2-No	3-Don't know
b.	Preschool Promise	1-Yes	2-No	3-Don't know
c.	Baby Promise	1-Yes	2-No	3-Don't know
d.	Early Head Start or Head Start-Region 10 (federal funds NOT OPK)	1-Yes	2-No	3-Don't know
e.	Native American/Alaskan Indian-Region 11	1-Yes	2-No	3-Don't know
f.	Migrant and seasonal EHS –Region 12	1-Yes	2-No	3-Don't know
g.	Early Learning Hub funds	1-Yes	2-No	3-Don't know

Table A1. ELD COVID-19 Director/Owner Survey

h.	Local government (e.g., pre-k funding from a city or county government)	1-Yes	2-No	3-Don't know
i.	Child care subsidy programs such as CCDF, TANF or ERDC	1-Yes	2-No	3-Don't know
j.	Title I	1-Yes	2-No	3-Don't know
k.	Early intervention/early childhood special education	1-Yes	2-No	3-Don't know
l.	Private/parent pay	1-Yes	2-No	3-Don't know
m.	Other types of government funded programs	1-Yes	2-No	3-Don't know

11. Has/did your current or former program received any of the following:

a.	Emergency Child Care (ECC) grants from the state's Oregon Early Learning Division	1-Yes	2-No	3-Don't know
b.	Other COVID-19 pandemic related government funding, such as the Paycheck Protection Program (PPP)	1-Yes	2-No	3-Don't know
c.	Personal Protective Equipment (PPE) through the state's Oregon Early Learning Division	1-Yes	2-No	3-Don't know

12. Since March 2020, has/did your program offered the following to any family in your program:

a.	Extended hours	1-Yes	2-No
b.	Flexibility to drop off early or pick up late as needed	1-Yes	2-No
c.	Flexibility in amount or timing of payment		
d.	Dropping off or having families pick up meals or food	1-Yes	2-No 3-N/A
e.	Dropping off or having families pick up supplies (such as diapers, wipes, toilet paper, sanitizer)	1-Yes	2-No
f.	Offering information or printed materials about caring for children	1-Yes	2-No
g.	Zoom, Facebook, or other online classes where a teacher/you are/is live	1-Yes	2-No
h.	Offering videos that a teacher/you recorded online	1-Yes	2-No
i.	Dropping off or providing activities and/or worksheets for families to pick up	1-Yes	2-No
j.	Suggesting special apps with activities/videos/information	1-Yes	2-No

13a. What are the top three things that would help you the most to keep your program open or re-open your program?

1. _____
2. _____
3. _____

13b. If your program is currently closed, what are the top three barriers preventing you from re-opening your program?

1. _____
2. _____
3. _____

Table A1. ELD COVID-19 Director/Owner Survey

Section B

Next there are some questions about you.

1. What is your gender?

1.	Female
2.	Male
3.	Non-binary
4.	Prefer not to say

2. How old are you? _____

3. Which of the following racial or ethnic groups describes your background? (select all that apply)

a.	White	1-Yes	2-No	If yes, are you: a. Eastern European b. Slavic c. Western European d. White/Caucasian e. Other White
b.	American Indian or Alaska Native	1-Yes	2-No	If yes, are you: a. American Indian b. Alaska Native c. Canadian Inuit, Metis, or First Nation d. Indigenous Mexican, Central American, or South American
c.	Hispanic or Latino	1-Yes	2-No	If yes, are you: a. Central American b. Mexican c. South American d. Other Hispanic/Latino
d.	Asian	1-Yes	2-No	If yes, are you: a. Asian Indian b. Chinese c. Filipino/a d. Hmong e. Japanese f. Korean g. Laotian h. South Asian i. Vietnamese j. Other Asian: _____
e.	Native Hawaiian or Pacific Islander	1-Yes	2-No	If yes, are you: a. Guamanian b. Micronesian c. Native Hawaiian d. Samoan e. Tongan f. Other Pacific Islander: _____
f.	African American or Black	1-Yes	2-No	If yes, are you:

Table A1. ELD COVID-19 Director/Owner Survey

				a. African American b. African c. Caribbean d. Other Black: _____
g.	Middle Eastern or North African	1-Yes	2-No	If yes, are you: a. Northern African b. Middle Eastern
h.	Other	1-Yes	2-No	Please describe: _____
i.	Don't know/prefer not to answer			

4. Are you fluent in the following languages?

a.	Chinese	1-Yes	1-No
b.	English	1-Yes	2-No
c.	Russian	1-Yes	2-No
d.	Spanish	1-Yes	2-No
e.	Ukrainian	1-Yes	2-No
f.	Vietnamese	1-Yes	2-No
g.	Other: Please specify: _____	1-Yes	2-No

5. What is the highest level of education that you have completed? (Circle one please.)

1.	8 th grade or less
2.	9-12 th grade, no diploma
3.	GED or high school equivalency
4.	High school graduate
5.	Some college credit but no degree
6.	Community college certificate
7.	Associate degree (AA, AS, etc.)
8.	Bachelor's degree (BA, BS, etc.)
9.	Graduate degree

6. How long have you been an early childhood care and education provider?

_____ Years _____ Months

7. a. Would you say your total household income in 2020 before taxes or deductions was...

1.	less than \$15,000
2.	\$15,001 to \$25,000
3.	\$25,001 to \$35,000
4.	\$35,001 to \$40,000
5.	\$40,001 to \$50,000
6.	\$50,001 to \$65,000
7.	\$65,001 to \$80,000
8.	\$80,00 or more

b. Approximately how much of your household income in 2020 came from your work taking care of children?

All	Almost all	More than half	About half	Less than half	Very Little	None
1	2	3	4	5	6	7

Table A1. ELD COVID-19 Director/Owner Survey

For the following questions, please think about your current position at this program (or the most recent program where you worked, if you are no longer employed there).

8. About how many hours do/did you typically work per week at this facility?

_____ hours per week

9. Were any of the following benefits offered to you as terms of your employment when you were hired in your current/most recent job? (Please answer “yes” if they were offered, even if you chose not to participate in a particular benefit plan.)

a.	Health insurance	1-Yes	2-No
b.	Dental insurance	1-Yes	2-No
c.	Vision insurance	1-Yes	2-No
d.	Paid sick days	1-Yes	2-No
e.	Paid vacation days	1-Yes	2-No
f.	Tuition reimbursement for your education	1-Yes	2-No
g.	Paid professional development	1-Yes	2-No
h.	Paid family leave (e.g., maternity)	1-Yes	2-No
i.	Reduced rate childcare for your own children		

10. Do you currently receive any of the following?

a.	Medicaid or Medicare for you	1-Yes	2-No
b.	Medicaid or subsidized health insurance for your children	1-Yes	2-No
c.	WIC (supplemental nutrition)	1-Yes	2-No
d.	Food stamps (SNAP)	1-Yes	2-No
e.	TANF (Temporary Assistance for Needy Families)	1-Yes	2-No
f.	Childcare subsidies or vouchers	1-Yes	2-No
g.	Free or reduced lunches for your children	1-Yes	2-No
h.	Section 8 housing/public housing	1-Yes	2-No
i.	Other public assistance Please specify: _____	1-Yes	2-No

11. Thinking about the next 6 months, how worried are you, if at all, that:

		Very worried	Somewhat worried	Not too worried	Not worried at all	Don't know
a.	You or someone in your immediate family or household will get sick from COVID-19?	1	2	3	4	9
b.	You will lose income due to a workplace closure or reduced hours because of the COVID-19 pandemic?	1	2	3	4	9

12. Have you lost income due to a workplace closure or reduced hours because of COVID-19?

1-Yes 2-No

Table A1. ELD COVID-19 Director/Owner Survey

Section C

Now we would like to ask you some questions about your current program/group of children or the class/group of children where you most recently worked. If your program is currently open, please answer these questions as of today. If your program is currently temporarily closed, please answer these questions for the last time that the program was open. If you work/worked at more than one program, please answer these questions about the program at which you work/worked the most hours.

1. As of today, how many children of each age are currently/were enrolled in your program/group? (If none in an age group, please enter "0".)

- _____ number of 0–2 year olds
- _____ number of 3 year olds
- _____ number of 4–5 year olds
- _____ number of children over 5

2. As of today, how many children in each ethnic category below are currently/were enrolled in your class/group? (If none, please enter "0"; if unsure/unknown enter in "Other".)

- _____ African American or Black
- _____ American Indian/Alaska Native
- _____ Asian
- _____ Latino or Hispanic
- _____ Middle Eastern/North African
- _____ Pacific Islander/Native Hawaiian
- _____ White
- _____ Mixed race/Multiracial: _____
- _____ Other: _____
- _____ Other: _____

3. Do any children in your classroom/group speak any of the following languages?

a.	Chinese	1-Yes	2-No (GO TO 3b)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
b.	English	1-Yes	2-No (GO TO 3c)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
c.	Russian	1-Yes	2-No (GO TO 3d)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
d.	Spanish	1-Yes	2-No (GO TO 3e)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
e.	Ukrainian	1-Yes	2-No (GO TO 3f)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
f.	Vietnamese	1-Yes	2-No (GO TO 3g)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who

Table A1. ELD COVID-19 Director/Owner Survey

2. In the past 12 months, have you received training, mentoring, or professional development in any of the following topics:

a.	Managing children with challenging behaviors in a classroom	1-Yes	2-No
b.	Training in better supporting children’s diverse cultural and linguistic needs	1-Yes	2-No
c.	Training in understanding how my implicit bias might influence my practice	1-Yes	2-No
d.	Skills and activities for teaching early literacy and numeracy	1-Yes	2-No
e.	Using or understanding CLASS observation assessment scores	1-Yes	2-No

3. How frequently would you say that Professional Development opportunities in general:

		Never	Rarely	Sometimes	Often	Almost Always
a.	are affordable for me	1	2	3	4	5
b.	are accessible for me (e.g., online, within your community, language diversity, etc.)	1	2	3	4	5
c.	are relevant to my job (e.g., help me solving issues in the classroom/facility)	1	2	3	4	5

4. Since March 2020, have you had access to or been supported by an early childhood mental health consultant?

1=yes 2=no 3-not sure

5. How often do you feel overwhelmed/burdened, like you don't have the skills you need to effectively support or manage children's behavior?

Never	Rarely	Sometimes	Often	Almost Always
1	2	3	4	5

6. Would the following be likely to help you support young children’s social-emotional development and address the needs of children with challenging behavior?

a.	Increased access to early childhood mental health specialists who can visit my classroom to develop an individualized, assessment-based support plan and consultation to teachers and families	1-Yes	2-No
b.	Increased opportunities for group training linked to on-site coaching	1-Yes	2-No
c.	Increased support for families such as staff to help families access services that address housing, mental health, substance abuse problems and other challenges	1-Yes	2-No
d.	A curriculum that has a strong focus on children’s social-emotional development	1-Yes	2-No
e.	Additional staff	1-Yes	2-No

Table A1. ELD COVID-19 Director/Owner Survey

f.	Other. Please specify: _____	1-Yes	2-No
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7. Have any of the following been barriers you have experienced when addressing the needs of children with challenging behavior?

a.	Not enough mental health/behavioral specialists or long wait time to see a specialist	1-Yes	2-No
b.	Lengthy process to get early intervention or preschool special education evaluation/support	1-Yes	2-No
c.	Families had difficulty addressing child's challenging behavior	1-Yes	2-No
d.	Families had difficulty addressing problems at home (e.g., parent mental health, substance abuse, severe financial problems)	1-Yes	2-No
e.	Other. Please specify: _____	1-Yes	2-No

8. Since summer 2020 have you individually engaged in any one-on-one coaching/mentoring?
Coaching/mentoring refers to a form of professional development that involves ongoing support from someone who does some or all of the following: demonstrates or models classroom/instructional/leadership skills; does formal (e.g., CLASS, ECERS, etc.) or informal observations of your program/children and provides feedback to you; works with you to set goals geared to developing knowledge and skills related to their leadership practice.

1- Yes 2-no (if no, skip to #10)

9. Considering the definition of coaching/mentoring above, have any of the following types of person/people provided you individually with this type of ongoing professional development support? This question asks about your own experience with coaching/mentoring.

a.	Someone who supervises you (like grant coordinator)	1-Yes	2-No
b.	A coach/mentor (who is not your supervisor) inside your program	1-Yes	2-No
c.	A coach/mentor from outside your program	1-Yes	2-No
d.	A peer or a peer group/community	1-Yes	2-No
e.	Mental Health Specialist/Consultant	1-Yes	2-No
f..	Quality Improvement Specialist (QIS)	1-Yes	2-No
g.	Other (Please describe all others not listed) _____	1-Yes	2-No

Table A1. ELD COVID-19 Director/Owner Survey

h. How many different people serve/have served in the role of coach for you? _____

i. Thinking about the coaching/mentoring that you received this year, about how often did the coach/mentor typically visit your program or meet with you?

1.	More than once a week
2.	On a weekly basis
3.	Every few weeks
4.	Once a month
5.	A few times a year
6.	Rarely or never

j. Thinking about the coaching that you received this year, how often was coaching provided in response to a specific challenging situation (e.g., child behavior) versus supporting your general professional development?

1.	More than once a week
2.	On a weekly basis
3.	Every few weeks
4.	Once a month
5.	A few times a year
6.	Less often than those listed above
7.	Never

k. How helpful do you feel the coaching you received this year is/was in doing a better job with the children in your program?

1.	Not at all helpful
2.	Somewhat helpful
3.	Moderately helpful
4.	Very helpful

		Not at all	Somewhat	Moderately	Substantially
l.	How much did your coach/mentor work with you on general classroom quality?	1	2	3	4
m.	In your meetings with the coach, to what degree did the coach help you accomplish your goals for coaching?	1	2	3	4
n.	Has coaching influenced your thinking about program planning for children?	1	2	3	4

Table A1. ELD COVID-19 Director/Owner Survey

10. Some providers/directors have recently been involved in a program called Lead, Learn, Excel. If you were involved, how useful was the Lead, Learn, Excel training?

1.	Have not heard of/used it
2.	Not at all useful
3.	Somewhat useful
4.	Very useful

11. Some people may be using or receiving training in an online coaching and resources tool called "Coaching Companion". If you have been involved, how useful is the tool?

1	Have not heard of/used it
2	Not at all useful
3	Somewhat useful
4	Very useful

12. RESEARCH BASED CURRICULUM Do you use a primary/main curriculum in your program?

- 1- Yes- Name: _____
- 2- No (GO TO #15)

13. Do you use a social emotional curriculum?

- 1- Yes
- 2-No
- 3-Not sure

14. In your program are you doing any of the following activities to support the implementation of your main pre-k curriculum?

a.	Have teachers complete fidelity checklists available from the pre-K curriculum developer	1-Yes	2-No
b.	Have a coach observe teachers/your staff using the pre-K curriculum developer's checklist	1-yes	2-No
c.	Have a coach observe teachers/your staff implement the curriculum and provide feedback WITHOUT using the pre-K curriculum developer's checklist	1-yes	2-No

15. Please indicate how often you do the following things in your program:

	Never	Rarely	Sometimes	Frequently
a. For children who speak languages or dialects other than English, I use key words in their language so that I am better able to communicate with them.	1	2	3	4
b. I ensure that toys and other materials are representative of the various cultural and ethnic groups within the local community and the society in general.	1	2	3	4
c. I seek information from family members or other key community informants that helps me to respond to	1	2	3	4

Table A1. ELD COVID-19 Director/Owner Survey

	the needs and preferences of culturally and ethnically diverse children and families.				
d.	I have designed the learning environment and activities at my program to reflect multiple languages, cultures and abilities.	1	2	3	4

CHILD ASSESSMENT

16. Does your program have formal processes for collecting child level data on developmental progress/milestones/skills? (e.g., through T.S. GOLD or a similar assessment)

1. Yes
2. No (GO TO #18)
3. Don't Know (GO TO #18)
4. Other, please explain: _____

17. Is there someone in your program who is responsible for analyzing or summarizing early learning data from your program so those data can be used to support decision-making or answer research questions?

- 1-Yes 2-No

18. Does your program use a primary published assessment tool for collecting child level data on developmental progress/milestones/skills? (e.g., T.S. GOLD)

- 1- Yes-Name: _____
- 2- No (GO TO #20)

19. Are any of the following supports for implementing child-level assessments available to teachers in your program?

a.	Peer learning/teacher collaboration groups	1-Yes	2-No
b.	One-on-one consultation from a trained coach or consultant	1-Yes	2-No
c.	In-class observation and feedback	1-Yes	2-No
d.	Individual/one-on-one coaching with supervisor or coach	1-Yes	2-No
e.	Other, please explain: _____	1-Yes	2-No

CONTINUOUS QUALITY IMPROVEMENT

20. Does your program regularly/systematically use data to inform continuous program improvement?

- 1- Yes
- 2- No (GO TO #23)
- 3- Don't know (GO TO #23)

Table A1. ELD COVID-19 Director/Owner Survey

21. For continuous program improvement, how much support would you need for your program to regularly use the following types of data:

		No additional support needed	Some additional support needed	A lot of additional support needed
a.	Student/child level data (e.g., enrollment, attendance, assessments)	1	2	3
b.	Student/child level data analyzed by subgroup (e.g., children reflecting different cultural backgrounds, identified special needs, etc.)	1	2	3
c.	Classroom observations	1	2	3
d.	Teacher professional development data	1	2	3
e.	Parent/caregiver feedback	1	2	3
f.	Teacher/provider assessment of goals for quality improvement	1	2	3

22. Are data used to improve program quality in your program in any of the following ways?

a.	Provide an aggregate report of overall program data to teachers and other staff.	1-Yes	2-No
b.	Provide classroom teachers with reports about their practice.	1-Yes	2-No
c.	Contract with a coach to provide coaching to instructional staff using their classroom's data.	1-Yes	2-No
d.	Provide in-house coaching to instructional staff using their classroom's data.	1-Yes	2-No

23. Since March 2020, have you used Child Care Resource & Referral networks as a resource?
1- Yes 2-No (**GO TO Section E**)

If yes, have you used:

a.	Training or workshops	1-Yes	2-No
b.	Technical assistance	1-Yes	2-No
c.	Individual coaching	1-Yes	2-No

SECTION E.

1. Have you ever had students in your current or former program who you ask to leave your care or take a break because you could not meet their needs?

1-Yes
2-No (**GO TO END**)

Table A1. ELD COVID-19 Director/Owner Survey

2. Have you ever asked a student to leave care or take a break for the following reasons:

a.	Not able to meet the child's need for behavioral support	1-Yes	2-No
b.	Not able to meet the child's physical needs	1-Yes	2-No
c.	Not able to meet the child's medical needs	1-Yes	2-No
d.	Child was placed in a special education classroom	1-Yes	2-No
e.	Family was no longer able to pay for care	1-Yes	2-No
f.	Program hours did not match the family's needs	1-Yes	2-No
g.	Other Please specify: _____	1-Yes	2-No

3. How many students did you ask to leave/take a break from care in the past year?

4. Do/did you track expulsions/suspensions or children who are at risk for being asked to leave?

1-Yes

2-No

END

Table A2. ELD COVID-19 Teacher Survey

ELD COVID-19 Teacher Survey

1. Your Name: _____

a. In which Oregon county do you live? _____ (choose from drop down list)

b. What is your zip code? _____

We are interested in hearing from people who are currently actively working in early childcare and education OR who have worked in early childcare and education in the past.

2. What is/was your **primary** position at your current/most recent program?

1.	Lead/Head teacher (but not owner/director of home/family-based program)
2.	Assistant teacher
3.	Director
4.	Owner (may also be director and/or teacher of a home/family-based program)
5.	Assistant/aide
6.	Other, please specify: _____

3. Are you currently employed in early childcare and education?

1-Yes, and actively working (answer #4a-f and then skip to #5)
 2-Yes, but not actively working right now
 3-No

4. Since March 2020, for your job in early childcare and education, were/did you ever (even if now not employed):

a.	Laid off or quit as a result of pandemic conditions	1-Yes	2-No
b.	Laid off or quit to circumstances not related to the pandemic	1-Yes	2-No
c.	Choose not to return to a position/renew a contract	1-Yes	2-No
d.	Temporarily furloughed	1-Yes	2-No
e.	Fired	1-Yes	2-No
f.	Other, (Describe: _____)	1-Yes	2-No

{If "yes, actively working" to #3, GO TO #5}

g. Do you want to or intend to return to work in early childcare and education?

1-Yes 2-No (GO TO #5) 3-Not Sure

Table A2. ELD COVID-19 Teacher Survey

a. Ideally, when would you want to return to work?

1.	As soon as possible
2.	In the next 1-3 months
3.	In the next 4-6 months
4.	In the next 7-9 months
5.	In the next 10-12 months
6.	Other (Describe: _____)
7.	I do not want to return to work in early childcare and education

b. Why is this your ideal timeframe to return to work? _____

c. When did you stop working at the childcare program at which you were most recently employed?

Month and Year: ___ / _____ (MM/YYYY)

5. Thinking about the childcare program at which you are currently working or were most recently employed: (If you work/worked at more than one program, please answer these questions about the program at which you work/worked the most hours.)

a. What is the facility name? _____

b. What is the facility address? _____

c. Which of the following best describes this workplace? (choose one)

1.	Head Start Program
2.	Other Community Based (not Head Start) Child Care Center
3.	School Based Child Care Center
4.	Family/Home Based Child Care
5.	Early Intervention/Early Childhood Special Education Center or Classroom
6.	Family Relief Nursery
7.	Other, please specify: _____

d. How long have you been/were you working at this site in your current/most recent position?

_____ number of years and/or _____ number of months

Table A2. ELD COVID-19 Teacher Survey

Section A

Next there are some questions about you.

1. What is your gender?

1.	Female
2.	Male
3.	Non-binary
4.	Prefer not to say

2. How old are you? _____

3. Which of the following racial or ethnic groups describes your background? (select all that apply)

a.	White	1-Yes	2-No	If yes, are you: a. Eastern European b. Slavic c. Western European d. White/Caucasian e. Other White
b.	American Indian or Alaska Native	1-Yes	2-No	If yes, are you: a. American Indian b. Alaska Native c. Canadian Inuit, Metis, or First Nation d. Indigenous Mexican, Central American, or South American
c.	Hispanic or Latino	1-Yes	2-No	If yes, are you: a. Central American b. Mexican c. South American d. Other Hispanic/Latino
d.	Asian	1-Yes	2-No	If yes, are you: a. Asian Indian b. Chinese c. Filipino/a d. Hmong e. Japanese f. Korean g. Laotian h. South Asian i. Vietnamese j. Other Asian: _____

Table A2. ELD COVID-19 Teacher Survey

e.	Native Hawaiian or Pacific Islander	1-Yes	2-No	If yes, are you: a. Guamanian b. Micronesian c. Native Hawaiian d. Samoan e. Tongan f. Other Pacific Islander: _____
f.	African American or Black	1-Yes	2-No	If yes, are you: a. African American b. African c. Caribbean d. Other Black: _____
g.	Middle Eastern or North African	1-Yes	2-No	If yes, are you: a. Northern African b. Middle Eastern
h.	Other	1-Yes		Please describe: _____
i.	Don't know/prefer not to answer			

4. Are you fluent in the following languages?

a.	Chinese	1-Yes	1-No
b.	English	1-Yes	2-No
c.	Russian	1-Yes	2-No
d.	Spanish	1-Yes	2-No
e.	Ukrainian	1-Yes	2-No
f.	Vietnamese	1-Yes	2-No
g.	Other Please specify: _____	1-Yes	2-No

5. What is the highest level of education that you have completed? (Circle one please.)

1.	8 th grade or less
2.	9-12 th grade, no diploma
3.	GED or high school equivalency
4.	High school graduate
5.	Some college credit but no degree
6.	Community college certificate
7.	Associate degree (AA, AS, etc.)
8.	Bachelor's degree (BA, BS, etc.)
9.	Graduate degree

Table A2. ELD COVID-19 Teacher Survey

6. How long have you been an early childhood care and education provider?

_____ Years _____ Months

13. a. Would you say your total household income in 2020 before taxes or deductions was...

1.	less than \$15,000
2.	\$15,001 to \$25,000
3.	\$25,001 to \$35,000
4.	\$35,001 to \$40,000
5.	\$40,001 to \$50,000
6.	\$50,001 to \$65,000
7.	\$65,001 to \$80,000
8.	\$80,00 or more

b. Approximately how much of your household income in 2020 came from your work taking care of children?

All	Almost all	More than half	About half	Less than half	Very Little	None
1	2	3	4	5	6	7

For the following questions, please think about your current position at this program (or the most recent program where you worked, if you are no longer employed there).

8. About how many hours do/did you typically work per week at this facility?

_____ hours per week

9. Were any of the following benefits offered to you as terms of your employment when you were hired in your current/most recent job? Please answer yes if they were offered, even if you chose not to participate in a particular benefit plan.

a.	Health insurance	1-Yes	2-No
b.	Dental insurance	1-Yes	2-No
c.	Vision insurance	1-Yes	2-No
d.	Paid sick days	1-Yes	2-No
e.	Paid vacation days	1-Yes	2-No
f.	Tuition reimbursement for your education	1-Yes	2-No
g.	Paid professional development	1-Yes	2-No
h.	Paid family leave (e.g., maternity)	1-Yes	2-No
i.	Reduced rate childcare for your own children	1-Yes	2-No

Table A2. ELD COVID-19 Teacher Survey

10. Do you currently receive any of the following?

a.	Medicaid or Medicare for you	1-Yes	2-No
b.	Medicaid or subsidized health insurance for your children	1-Yes	2-No
c.	WIC (supplemental nutrition)	1-Yes	2-No
d.	Food stamps (SNAP)	1-Yes	2-No
e.	TANF (Temporary Assistance for Needy Families)	1-Yes	2-No
f.	Childcare subsidies or vouchers	1-Yes	2-No
g.	Free or reduced lunches for your children	1-Yes	2-No
h.	Section 8 housing/public housing	1-Yes	2-No
i.	Other public assistance Please specify: _____	1-Yes	2-No

11. Thinking about the next 6 months, how worried are you, if at all, that:

		Very worried	Somewhat worried	Not too worried	Not worried at all	Don't know
a.	You or someone in your immediate family or household will get sick from COVID-19?	1	2	3	4	9
b.	You will lose income due to a workplace closure or reduced hours because of the COVID-19 pandemic?	1	2	3	4	9

12. Have you lost income due to a workplace closure or reduced hours because of COVID-19?
1-Yes 2-No

13. Since March 2020, have you provided the following to any family in your program:

a.	Zoom, Facebook, or other online classes where a teacher/you are/is live	1-Yes	2-No
b.	Offering videos that a teacher/you recorded online	1-Yes	2-No
c.	Dropping off or providing activities and/or worksheets for families to pick up	1-Yes	2-No
d.	Suggesting special apps with activities/videos/information	1-Yes	2-No

14. What are the top three things that would help you the most to stay employed or return to work in early childhood care and education?

Table A2. ELD COVID-19 Teacher Survey

15. If you are not currently actively working and employed in early childhood care and education, what are the top three barriers preventing you the most from being actively employed?

Section B

Now we would like to ask you some questions about your current program/group of children or the class/group of children where you most recently worked. If your program is currently open, please answer these questions as of today. If your program is currently temporarily closed, please answer these questions for the last time that the program was open. If you work/worked at more than one program, please answer these questions about the program at which you work/worked the most hours.

1. How many children of each age are currently enrolled in your class/group? (If none in an age group, please enter "0".)

_____ number of 0–2 year olds

_____ number of 3 year olds

_____ number of 4–5 year olds

_____ number of children over 5

2. How many children in each ethnic category below are currently enrolled in your class/group? (If none, please enter "0". If unsure/unknown enter in "Other".)

_____ African American or Black	_____ Pacific Islander/Native Hawaiian
_____ American Indian/Alaska Native	_____ White
_____ Asian	_____ Mixed race/Multiracial: _____
_____ Latino or Hispanic	_____ Other: _____
_____ Middle Eastern/North African	_____ Other: _____

3. Do any children in your classroom/group speak any of the following languages?

a.	Chinese	1-Yes	2-No (GO TO 3b)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
b.	English	1-Yes	2-No (GO TO 3c)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No

Table A2. ELD COVID-19 Teacher Survey

c.	Russian	1-Yes	2-No (GO TO 3d)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
d.	Spanish	1-Yes	2-No (GO TO 3e)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
e.	Ukrainian	1-Yes	2-No (GO TO 3f)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
f.	Vietnamese	1-Yes	2-No (GO TO 3g)	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No
g.	Other Please specify: _____	1-Yes	2-No	If yes: Is there a staff person in their classroom regularly (such as a teacher) who can speak this language with them? 1-Yes 2-No

4. In the past 12 months, have you received training, mentoring, or professional development in any of the following topics:

a.	Managing children with challenging behaviors in a classroom	1-Yes	2-No
b.	Training in better supporting children's diverse cultural and linguistic needs	1-Yes	2-No
c.	Training in understanding how my implicit bias might influence my practice	1-Yes	2-No
d.	Skills and activities for teaching early literacy and numeracy	1-Yes	2-No
e.	Using or understanding CLASS observation assessment scores	1-Yes	2-No

5. How often did you receive lesson planning time during your work hours this school year:

Never	Daily	Weekly	Monthly	Quarterly	Annually
1	2	3	4	5	6

Table A2. ELD COVID-19 Teacher Survey

6. How frequently would you say that Professional Development opportunities in general:

		Never	Rarely	Sometimes	Often	Almost Always
a.	are affordable for me	1	2	3	4	5
b.	are accessible for me (e.g. online, within your community, language diversity, etc.)	1	2	3	4	5
c.	are relevant to my job (e.g., help me solving issues in the classroom/facility)	1	2	3	4	5

7. Since summer 2020, about how much time have you spent engaging in the following types of professional learning:

		None this year	1-10 hours	11-20 hours	21-40 hours	More than 40 hours
a.	Formal professional development opportunities (e.g., workshops, webinars, conferences, or classes)	1	2	3	4	5
b.	Collaborative activities with a group of other teachers (e.g., PLCs, grade level teams, childcare network meetings)	1	2	3	4	5

8. Since March 2020, have you had access to or been supported by an early childhood mental health consultant?

1-yes 2-no 3-not sure

9. How often do you feel overwhelmed/burdened, like you don't have the skills you need to effectively support or manage children's behavior?

Never	Rarely	Sometimes	Often	Almost Always
1	2	3	4	5

Table A2. ELD COVID-19 Teacher Survey

10. Would the following be likely to help you support young children’s social-emotional development and address the needs of children with challenging behavior?

a.	Increased access to early childhood mental health specialists who can visit my classroom to develop an individualized, assessment-based support plan and consultation to teachers and families	1-Yes	2-No
b.	Increased opportunities for group training linked to on-site coaching	1-Yes	2-No
c.	Increased support for families such as staff to help families access services that address housing, mental health, substance abuse problems and other challenges	1-Yes	2-No
d.	A curriculum that has a strong focus on children’s social-emotional development	1-Yes	2-No
e.	Additional staff	1-Yes	2-No
f.	Other. Please specify: _____	1-Yes	2-No

11. Have any of the following been barriers you have experienced when addressing the needs of children with challenging behavior

a.	Not enough mental health/behavioral specialists or long wait time to see a specialist	1-Yes	2-No
b.	Lengthy process to get early intervention or preschool special education evaluation/support	1-Yes	2-No
c.	Families had difficulty addressing child’s challenging behavior	1-Yes	2-No
d.	Families had difficulty addressing problems at home (e.g. parent mental health, substance abuse, severe financial problems)	1-Yes	2-No
e.	Other. Please specify: _____	1-Yes	2-No

12. Since summer 2020 have you individually engaged in any one-on-one coaching/mentoring?
Coaching/mentoring refers to a form of professional development that involves ongoing support from someone who does some or all of the following: demonstrates or models classroom/instructional skills; does formal (e.g., CLASS, ECERS, etc.) or informal **observations of your classroom/children and provides feedback to you; works with you to set goals** geared to developing knowledge and skills related to their instructional practice.

1-Yes 2-no (GO TO #14)

13. Considering the definition of coaching/mentoring above, have any of the following types of person/people provided you individually with this type of ongoing professional development support? This question asks about your own experience with coaching/mentoring.

a.	Someone who supervises you (like your director/grant coordinator)	1-Yes	2-No
b.	A coach/mentor (who is not your supervisor) inside your program	1-Yes	2-No

Table A2. ELD COVID-19 Teacher Survey

c.	A coach/mentor from outside your program	1-Yes	2-No
d.	A peer or a peer group/community	1-Yes	2-No
e.	Mental Health Specialist/Consultant	1-Yes	2-No
f.	Quality Improvement Specialist (QIS)	1-Yes	2-No
g.	Other (Please describe all others not listed): _____	1-Yes	2-No

h. How many different people serve/have served in the role of coach for you? _____

i. Thinking about the coaching/mentoring that you received this year, about how often did the coach/mentor typically visit your program or meet with you?

1.	More than once a week
2.	On a weekly basis
3.	Every few weeks
4.	Once a month
5.	A few times a year
6.	Rarely or never

j. Thinking about the coaching that you received this year, how often was coaching provided in response to a specific challenging situation (e.g., child behavior) versus supporting your general professional development?

1.	More than once a week
2.	On a weekly basis
3.	Every few weeks
4.	Once a month
5.	A few times a year
6.	Less often than those listed above
7.	Never

k. How helpful do you feel the coaching you received this year is/was in doing a better job with the children in your program?

1.	Not at all helpful
2.	Somewhat helpful
3.	Moderately helpful
4.	Very helpful

Table A2. ELD COVID-19 Teacher Survey

		Not at all	Somewhat	Moderately	Substantially
i.	How much did your coach/mentor work with you on general classroom quality?	1	2	3	4
m.	In your meetings with the coach, to what degree did the coach help you accomplish your goals for coaching?	1	2	3	4
n.	Has coaching influenced your thinking about program planning for children?				

14. How useful is the online coaching tool called "Coaching Companion"?

1.	Have not heard of/used it
2.	Not at all useful
3.	Somewhat useful
4.	Very Useful

15. Do you use a primary/main curriculum in your classroom?

- 1- Yes- Name: _____
 2- No (skip to #16)

Please indicate your level of agreement with each of the following statements about your primary curriculum:

		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	I have received training on how to implement the curriculum.	1	2	3	4
b.	I feel knowledgeable about the curriculum I am using.	1	2	3	4

c. In the past year, how many times have you or anyone else used a tool or checklist to assess how you use your primary curriculum? (Using a tool or checklist to assess how you use the curriculum is sometimes called fidelity of implementation.)

_____ times (if no one used a tool or checklist to assess how you use your primary curriculum, please enter 0.)

Table A2. ELD COVID-19 Teacher Survey

16. Please indicate how often you do the following things in your classroom:

		Never	Rarely	Sometimes	Frequently
a.	For children who speak languages or dialects other than English, I use key words in their language so that I am better able to communicate with them.	1	2	3	4
b.	I ensure that toys and other materials are representative of the various cultural and ethnic groups within the local community and the society in general.	1	2	3	4
c.	I seek information from family members or other key community informants that helps me respond to the needs and preferences of culturally and ethnically diverse children and families.	1	2	3	4
d.	I have designed the learning environment and activities at my program to reflect multiple languages, cultures and abilities.	1	2	3	4

17. How frequently does child assessment data (e.g. Teaching Strategies Gold) inform your planning in each of the following ways? (Please select N/A for each if you do not use child assessments.)

		Never	Quarterly	Monthly	Weekly	Daily	N/A
a.	To identify a child's developmental level	1	2	3	4	5	9
b.	To individualize activities for a child	1	2	3	4	5	9
c.	To determine if a child needs a referral for special services	1	2	3	4	5	9
d.	To determine a child's strengths and weaknesses	1	2	3	4	5	9
e.	To identify activities for parents to do with a child at home	1	2	3	4	5	9

Table A2. ELD COVID-19 Teacher Survey

18. Since September 2020, how often have you used the following with families of the children in your classroom, or met or talked with families regarding their child about the following?

		Never	Rarely	Sometimes	Frequently
a.	Your general expectations for children in your care	1	2	3	4
b.	Goals you have specifically for their child	1	2	3	4
c.	Ideas or suggestions about parenting	1	2	3	4
d.	Feedback about your performance.	1	2	3	4

19. Listed below are some things that families may or may not share with you. Thinking about the children and families in your classroom, for how many children and their families do you know the following? I know....

		None	Some	Most	All
a.	The parenting and/or disciplinary styles of children's parents.	1	2	3	4
b.	The role that faith and religion play in children's households.	1	2	3	4
c.	Their culture and values.	1	2	3	4

END

Appendix B

Additional Tables

Table B1. Top five supports and barriers to staying open or reopening, by facility type

	Head Start (n = 16)	Center- or school- based (n = 252)	Family- or home- based (n = 439)	Relief Nursery or EI/ECSE (n = 8)
SUPPORTS				
More funding for ECE programs	12.5%	55.9%	56.0%	75.0%
Following COVID-19 safety measures for ECE	43.8%	35.3%	43.4%	12.5%
Decreasing the prevalence of COVID-19	12.5%	4.0%	4.5%	0.0%
More or better trained staff	25.0%	32.6%	12.0%	25.0%
More children attending ECE programs	18.8%	13.9%	18.8%	0.0%
BARRIERS				
Lack of personal financial resources/financial stability	0.0%	32.3%	35.5%	*
Lack of children/families needing care	20.0%	29.0%	28.9%	*
Fear of COVID-19	40.0%	19.3%	24.4%	*
Lack of staff or trained staff	40.0%	45.2%	7.8%	*
Lack of work resources	20.0%	22.6%	14.4%	*

Table B2. Teachers' intentions to return to ECE workforce, by region

	Rural (n = 58)	Urban (n = 259)
Will return	43.1%	36.3%
Will not return	12.1%	12.4%
Don't know	44.8%	51.4%

Table B3. Teachers' intentions to return to ECE workforce, by race/ethnicity

	All	American Indian /Alaskan Native (n = 4)	African American /Black (n = 5)	Asian (n = 17)	Hispanic /Latinx (n = 34)	Middle Eastern /North African (n = 0)	Native Hawaiian /Pacific Islander (n = 0)	White (n = 195)	Multiracial /Multiethnic (n = 48)
Will return	37.7%	*	*	41.2%	52.9%	-	-	33.8%	33.3%
Will not return	12.9%	0.0%	0.0%	*	*	-	-	14.4%	18.8%
Don't know	49.4%	*	*	47.1%	44.1%	-	-	51.8%	47.9%

Table B4. Top five supports and barriers to remaining in or returning to the ECE workforce, by position

	Head or Lead Teacher (n = 955)	Assistant Teacher (n = 477)	Director or Owner (n = 50)	Aide (n = 247)	Other (n = 50)
SUPPORTS					
Better wages or benefits	48.6%	46.1%	40.0%	39.6%	42.0%
Following COVID-19 safety measures for ECE	34.4%	33.7%	22.0%	32.8%	36.0%
COVID-19 vaccination for self and others	23.6%	22.8%	28.0%	23.9%	22.0%
Job opportunities/more hours	11.0%	17.6%	6.0%	16.6%	8.0%
Decreasing COVID-19 safety measures for ECE	10.3%	9.5%	12.0%	12.5%	14.0%
	Head or Lead Teacher (n = 247)	Assistant Teacher (n = 167)	Director or Owner (n = 8)	Aide (n = 105)	Other (n = 8)
BARRIERS					
Poor wages and/or lack of benefits	31.6%	26.4%	25.0%	22.9%	37.5%
Fear of COVID-19	25.5%	28.2%	37.5%	25.8%	37.5%
Lack of job opportunities/not enough hours	26.7%	21.0%	12.5%	27.6%	25.0%
The prevalence of COVID-19	19.4%	23.4%	50.0%	19.0%	0.0%
Lack of in-person school or childcare for own or employees' children	18.6%	19.8%	37.5%	22.9%	12.5%