

OREGON PRESCHOOL DEVELOPMENT GRANT

Findings from Oregon's Early Childhood Care Provider Survey

2023



Report to the **Oregon Department of Early Learning and Care**
and the **Early Learning Council**

Acknowledgements

Our deepest appreciation to the early educators in Oregon's early care and education community who took the time to share their experiences and thoughts with us.

Funding Source and Disclaimer

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Frequently Used Acronyms

DEL	Department of Early Learning and Care
ECE	Early Care and Education
EI/ECSE	Early Intervention/Early Childhood Special Education
IECMHC	Infant and Early Childhood Mental Health Consultation
OPK	Oregon Pre-kindergarten
PSP	Preschool Promise
PDG	Preschool Development Grant
PD	Professional Development

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1 Introduction

This report contains findings from the 2023 Preschool Development Grant (PDG) Provider Survey. The 2023 survey is the fourth in a series of surveys that have invited providers of early childhood education (ECE) to provide information about themselves, their work and wellbeing, the families that they serve, and the facilitators and barriers to providing ECE to young children and their families. Other surveys were conducted in 2019, 2021, and 2022. All of these surveys were conducted by OSLC Developments, Incorporated and Portland State University's Center for Improvement of Child and Family Services on behalf of the Oregon Department of Early Learning and Care (DELIC).

This report contains findings about staffing in ECE programs, ECE providers' wellbeing, resources available to aid providers in helping children with perceived challenging behaviors, suspensions/expulsions from ECE programs, and professional development opportunities accessed by ECE providers from May 2022 to May 2023. Licensed providers in the state of Oregon as of March 2023 were invited to participate. The data are presented across all providers and additionally disaggregated by provider roles, facility types, the providers' racial and ethnic identities, rurality, and whether the provider's program received public (e.g., state or federal) funding.

2 Methodology

All ECE providers registered with the state of Oregon as of March 2023 who held the positions of directors, owners, teachers, assistant teachers, assistants, and aides were invited to participate in the survey.

Participants were recruited in several ways:

- They were sent an email from the DELC with an explanation of and a link to the survey.
- The DELC posted information about the survey and how to receive a link on its website and social media outlets.
- Partner organizations involved in the state's early learning system (such as Early Learning Hubs and Child Care Resource and Referral Networks) and community agencies working directly with providers also advertised the survey on their social media accounts and through emails.

The survey was available online in Chinese, English, Russian, Spanish, and Vietnamese. Participants could also request a written version of the survey or complete an interview with research staff.

Directors or owners received one version of the survey and teachers and other providers received a slightly shorter version. (Copies of the full measures are available in Appendix A.)

Each eligible respondent received a \$25 electronic gift card to thank them for their participation. All participants were verified as being certified providers by research staff.

All analyses are descriptive. Data are first presented for the whole sample and then disaggregated by provider roles, facility types, the providers' racial and ethnic identities, rurality, and whether the provider's program received public funding (e.g., state or federal funding). Tables of these data can be found in Appendices B–F.

To protect participant confidentiality, data are not presented for groups smaller than 10. Please refer to the endnote for a more detailed rationale for this decision¹.

Readers should use caution when interpreting results from groups that are small.

¹ As researchers, we faced a dilemma of whether to report results for small groups (which may be traditionally minoritized groups whose voices are often not represented in research) or to redact the data. We had concerns both about maintaining individuals' confidentiality as well as not drawing conclusions from small samples. However, choosing not to present data from small, traditionally minoritized groups may effectively leave their voices out of larger conversations and policy decisions. Thus, we chose to present data for subgroups when those groups were larger than 10 people. We were reasonably certain that doing so would not violate respondents' confidentiality. We felt that this decision allowed us to present information from almost all of the groups of respondents who took the time to provide answers to this survey and represent diverse groups across the state.

3 Characteristics of Survey Respondents

2,705 providers responded to the survey. Table 1 shows the characteristics of these providers.

The majority of respondents:

- were lead teachers
- worked in community-based child centers that were not Head Start programs
- identified as females/women
- lived in urban areas
- identified English as their primary language
- had worked in the ECE field between 0 and 10 years
- relied on their work in ECE for at least one half of their income.

Table 1. How survey respondents identify themselves

Role	Percent
Lead teacher	38.9%
Assistant teacher	15.6%
Director	10.7%
Owner	18.1%
Aide	9.7%
EI/ECSE specialist	2.1%
Other	0.4%
Manager/coordinator/coach	3.0%
Family advocate/home visitor	1.6%

Facility Type	Percent
Head Start Program	19.9%
Other community-based child care center (not HS)	39.7%
Child care co-located in K-12 school	10.5%
Family/home-based child care	23.4%
EI/ECSE	3.5%
Relief Nursery	2.4%

State-Funded Pre-K Slots	Percent
State-funded pre-k slots	27.0%
No state-funded pre-k slots	73.0%

Rurality	Percent
Frontier	1.9%
Rural	25.2%
Urban	72.8%

Gender	Percent
Female/Woman	90.7%
Male/Man	3.3%
Non-binary	0.2%
Questioning or unsure	0.1%
An identity not listed	0.2%
I don't know	0.1%
I prefer not to respond/don't understand the question	1.6%

Identify as Transgender	Percent
Yes	0.5%
No	92.1%
Prefer not to answer	0.8%

Age	Percent
18-24	10.7%
25-39	39.6%
40-54	31.3%
55 and older	15.6%
Prefer not to answer	1.0%

Race/Ethnicity	Percent
African American or Black (included African American, African, and Caribbean)	2.5%
Native American or Native Alaskan (included Alaskan Native, Canadian Inuits, Metis or First Nation, Indigenous Mexican, Central American or South American, Native American, and Members of the following tribes: Arizona, Blackfeet, Cherokee Nation, Chickasaw Nation, Choctaw, Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians, Confederated Tribes of Grande Ronde, Confederated Tribes of Umatilla Reservation, Coquille Indian Tribe, Cow Creek Band of Umpqua Indians, Cowlitz, Creek Indian of Oklahoma, Haida, Haliwa-Saponi, Klamath Tribes, Keweenaw Bay Band of Lake Superior Ojibwe, Montana Little Shell Tribe of Chippewa Indians, Oglala Sioux, Sioux, Sunaq, Tlingit, Turtle Mountain Band of Chippewa Indians of North Dakota, Wahpeton-Sisseton, Walker River Paiute Tribe)	1.1%
Asian (included Asian Indian, Cambodian, Chinese, Filipino/a, Hmong, Indonesian, Japanese, Korean, Laotian, Mien, Nepali, South Asian, Sri Lankan, Taiwanese, Thai, and Vietnamese)	3.0%
Hispanic or Latina/o/x (included Caribbean, Central American, Cuban, Mayan, Mexican, Portuguese, Puerto Rican, South American, and Spanish)	16.5%
Middle Eastern or North African	0.5%
Native Hawaiian or Pacific Islander (included Guamanian, Micronesian, Native Hawaiian, and Samoan)	0.1%
White (included Balkan, Czech, Eastern European, Egyptian, Greek, Hispano, Iranian, Irish, Israeli, Italian, Jewish, Latin, Middle Eastern, Mixed race, Nordic, Northern European, Sami, Scandinavian, Slavic, South American, Southern European, Swedish, Western European, and White)	64.4%
Another identity (included Afrikan, Biracial, Cape Verdian, East African, Ethiopian, French Creole, Mestizo, Moorish, Persian, and West African)	0.6%
Multiracial	4.3%
No answer for primary race	6.9%

Languages Spoken	Percent
Chinese	0.4%
English	84.6%
Russian	0.3%
Spanish	10.2%
Ukrainian	0.1%
Vietnamese	0.0%
Another language	1.3%
Don't have only one primary language	0.6%

Identify as Similar	Percent
There are children in your classroom who match or partially match your race/ethnicity	89.0%

Education (n=2,137)	Percent
8th grade or less	0.4%
9-12 grade, no diploma	0.8%
HS diploma, GED or equivalent	12.1%
Some college credit but no degree	22.8%
Community college certificate	4.8%
Associate degree	15.6%
Bachelors degree	27.9%
Graduate degree	13.0%

Years in ECE	Percent
0-5 years	32.2%
6-10 years	23.2%
11-15 years	13.2%
16-20 years	11.0%
21-25 years	7.1%
26 years or more	11.2%

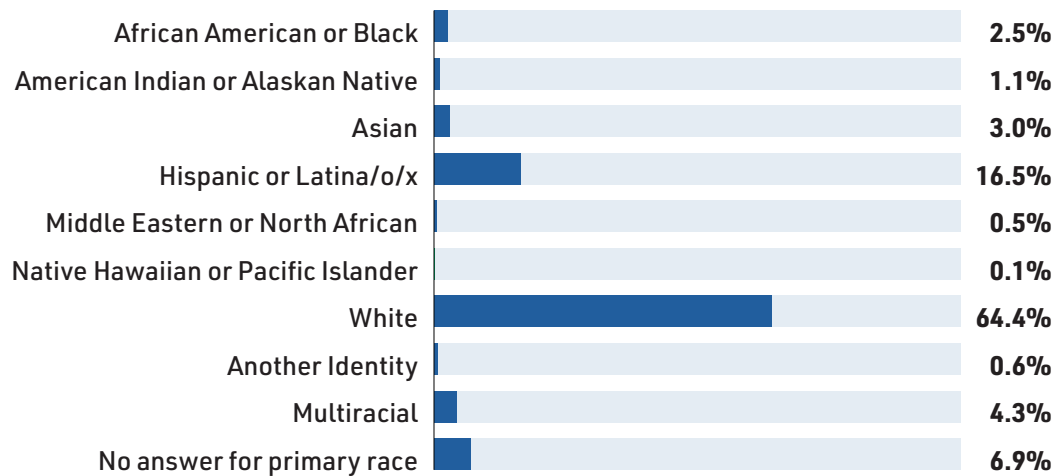
Gross Total Household Income	Percent
less than \$15,000	9.0%
\$15,001 - \$25,000	10.4%
\$25,001 - \$35,000	16.2%
\$35,001 - \$40,000	6.7%
\$40,001 - \$50,000	10.9%
\$50,001 - \$65,000	11.7%
\$65,001 - \$80,000	8.2%
\$80,001 or more	23.5%

How much of your 2022 income is from your work in ECE?	Percent
All	37.4%
Almost all	11.3%
More than half	7.6%
About half	8.9%
Less than half	15.9%
Very little	11.8%
None	4.5%

Household Income	Percent
Less than 200% of the FPL	54.4%

Respondents reported a range of primary racial or ethnic identities (Figure 1). At least one half of the respondents had either some college credit or a bachelors' degree. The median gross income for respondents was \$40,000 to \$44,999 and 54.4% had incomes less than 200% of the federal poverty level (FPL; see Table 1 for the distribution of respondents' income levels). 27% were working in state-funded pre-k programs.

Figure 1. Providers' selected primary racial or ethnic identities



4 ECE Program Funding and Staffing

Program Funding

- The majority of programs received funding from private or parent pay and/or child care subsidy programs (Table 2).
- 63% of all programs had received some public funding (either local, state, or federal).
- 47.6% of programs had received a stabilization grant from the DELC; in contrast, when surveyed in 2022, 70% of programs reported receiving a stabilization grant.

Table 2. Sources of Funding for ECE Programs

Source	Percent
Private/parent pay	78.2%
Child care subsidy programs	52.4%
Other type of government-funded program	11.0%
Preschool Promise	11.1%
EI/ECSE	5.3%
Local government funding	4.7%
Early Head Start or Head Start (not OPK)	4.4%
Early Learning Hub funds	2.9%
Oregon Pre-Kindergarten	3.3%
Baby Promise	1.5%
Native American–Alaskan Native Region 11	2.6%
Relief Nursery	1.7%
Early Childhood Equity Fund	1.7%
Migrant and Seasonal EHS Region 12	1.1%
Title 1	0.7%

Program Capacity

- On average, programs were at 77.5% of their desired capacity².
- Programs co-located in K-12 schools were only at 69.9% of their desired capacity; programs in frontier regions, on average, were at only 67% of their desired capacity (Appendix B).
- Programs with state or federal funding were at 83% of their desired capacity.

² Calculated by dividing the current reported capacity by the desired capacity.

Program Closures

- 85% of programs had been open continuously since March 2022.
- Of the 86 programs that closed at least one time since March 2022:
 - ▶ 65.1% were family- or home-based programs (Figure 2)
 - ▶ 64% were in urban regions versus 33.7% and 2.3% in rural and frontier regions, respectively (Appendix B).
- The most often cited reason for program closures was COVID-19 pandemic-related conditions (Figure 3).

Figure 2. Percentages of programs experiencing at least one closure by facility type and region

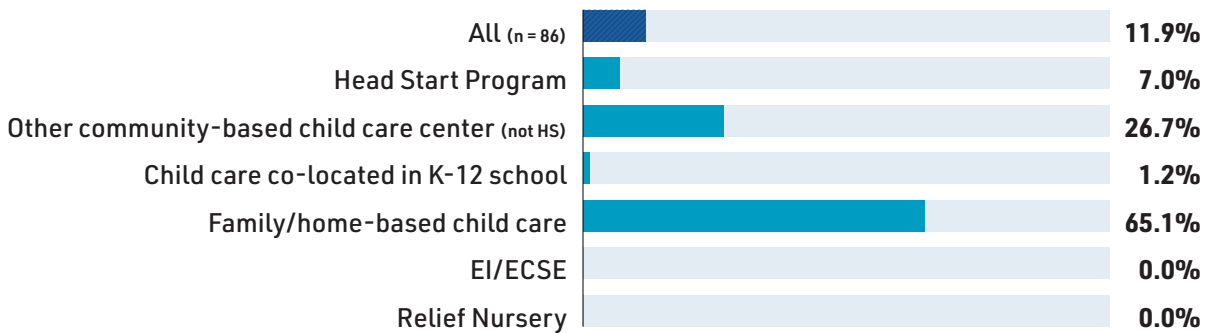
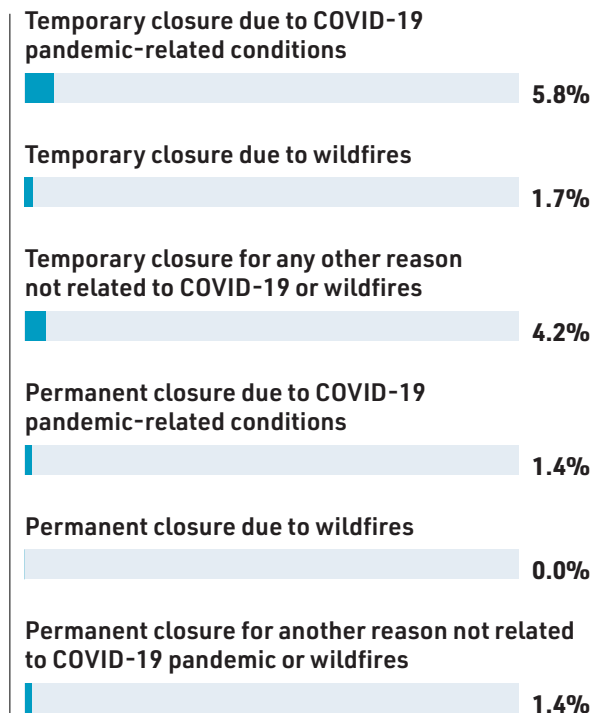


Figure 3. Percentages of director/owners naming factors as reasons for closures in past year

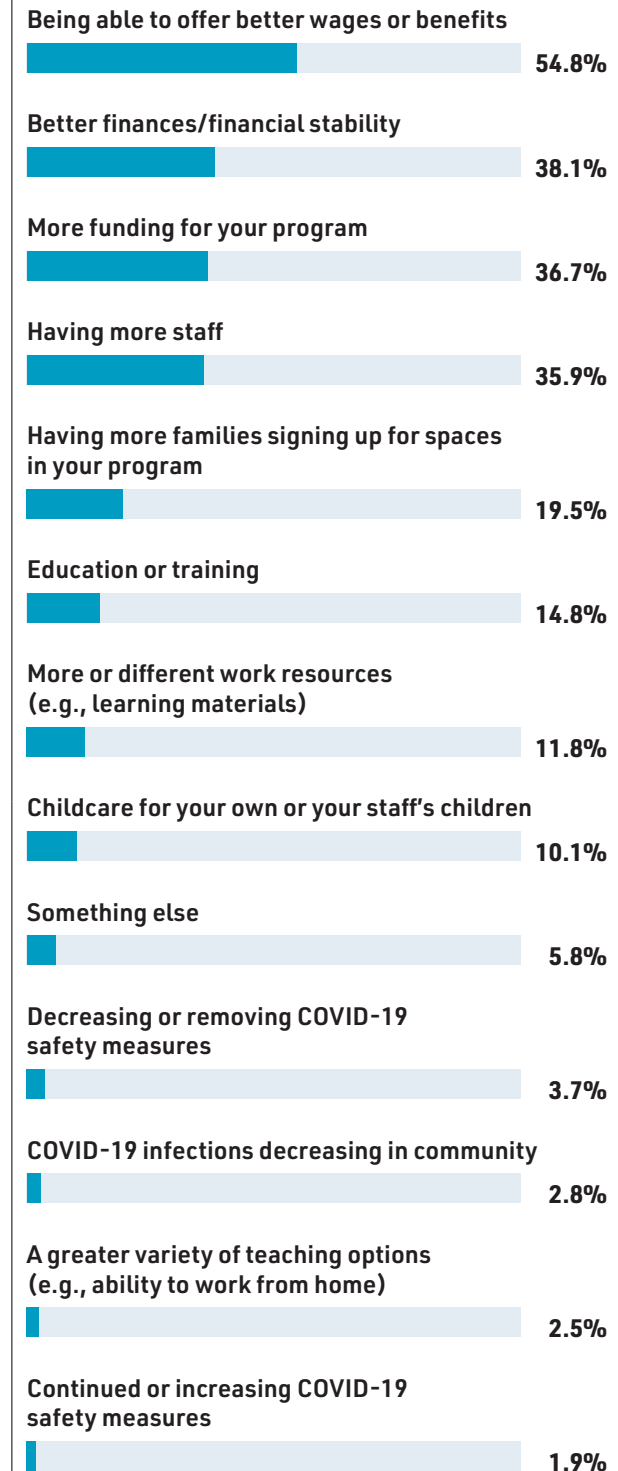


Facilitators for Remaining Open/Re-opening

The top four things that directors and owners said would facilitate their program remaining open or re-opening were (Figure 4):

1. being able to offer better wages or benefits
2. better finances/financial stability
3. more funding for their program
4. having more staff.

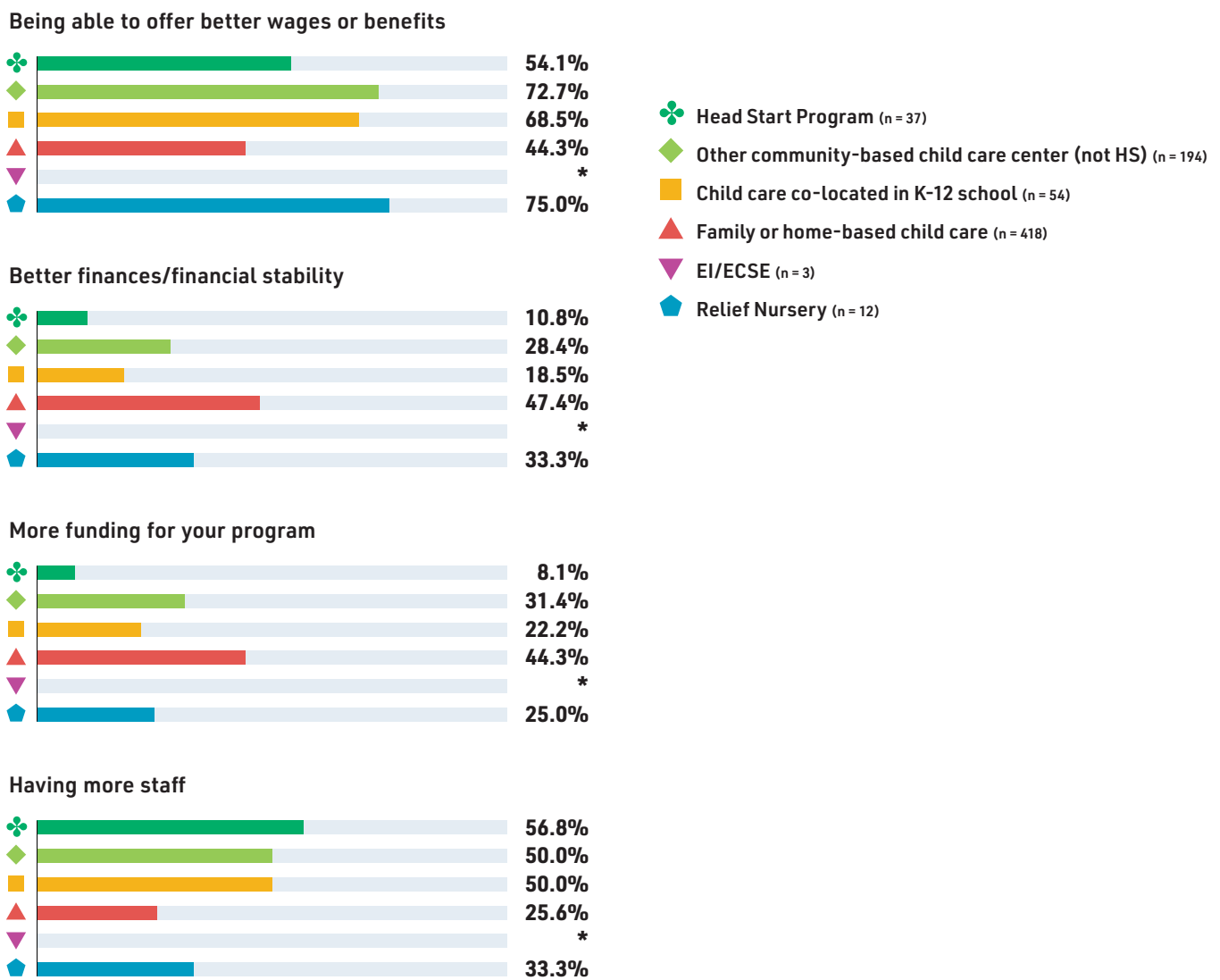
Figure 4. Percentages of director/owners naming factors as potential facilitators of staying open or re-opening



There were differences between facility types in the rates at which they endorsed the potential facilitators (Figure 5).

- Home- or family-based programs were most likely to say that they needed more funding or better finances to be able to remain open and least likely to say they needed more staff.
- All other programs cited being able to offer better wages and having more staff as more important.

Figure 5. Top 4 facilitators for staying open by facility type



*Fewer than 10 in the group

Staff Loss

- 37% of directors/owners reported that they had lost staff or had to reduce staff hours in the past year.
- Staff loss seems to be declining over time (Figure 6).
- Staff loss was about 20% higher than the overall average in Head Start and community-based centers (Figure 7).
- Across all programs, the largest percentage of staff were lost because they quit, rather than due to layoffs, furloughs, or having their hours reduced (Figure 8).
- Directors of Head Start programs were the most likely to say that they had lost staff because the staff members quit; whereas directors/owners of family- or home-based programs were least likely to say that staff loss was due to them quitting (Figure 8).
- Almost twice as many programs with public funding laid off staff (17.2%) as programs without such funding (9.9%).
- Over time, the percentages of programs experiencing staff loss due to staff quitting has grown while layoffs have become less likely (Figure 9).
- If staff in their programs had quit over the last year, directors/owners were asked to indicate whether any staff quit for a variety of reasons (Figure 10).
 - ▶ The largest percentage of staff quit due to not having enough pay or benefits.
 - ▶ The second largest percentage quit because the job was too stressful.
- 20% more Directors of Head Start programs than average had staff quit because the job was too stressful (Figure 10).
- Directors of programs with public funding were almost twice as likely (32%) as those from programs with no public funding (17%) to say that staff quit because they could not find care for their own children (see Appendix B).

Figure 6. Percentages of directors/owners reporting loss of staff 2021-2023

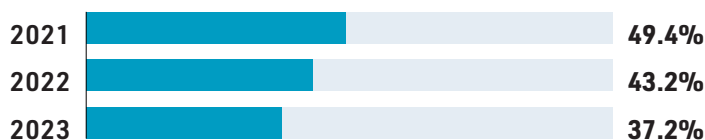


Figure 7. Percentages of each facility type that experienced any staff loss in the past year

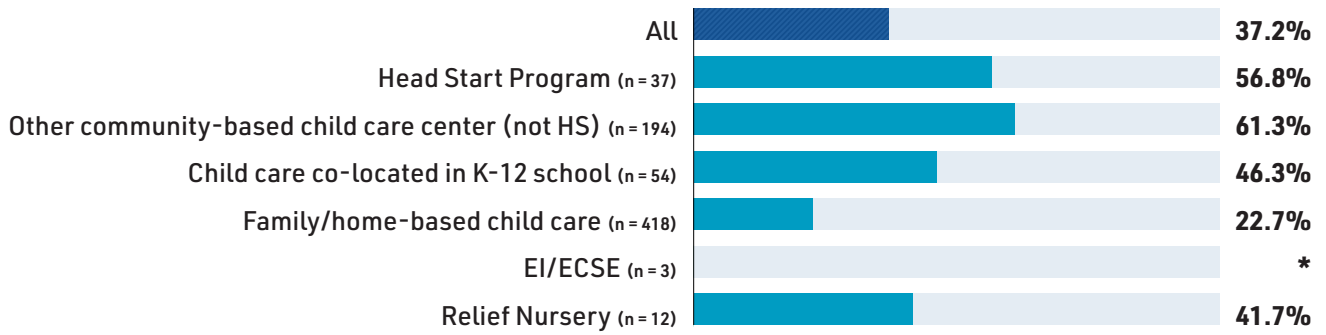
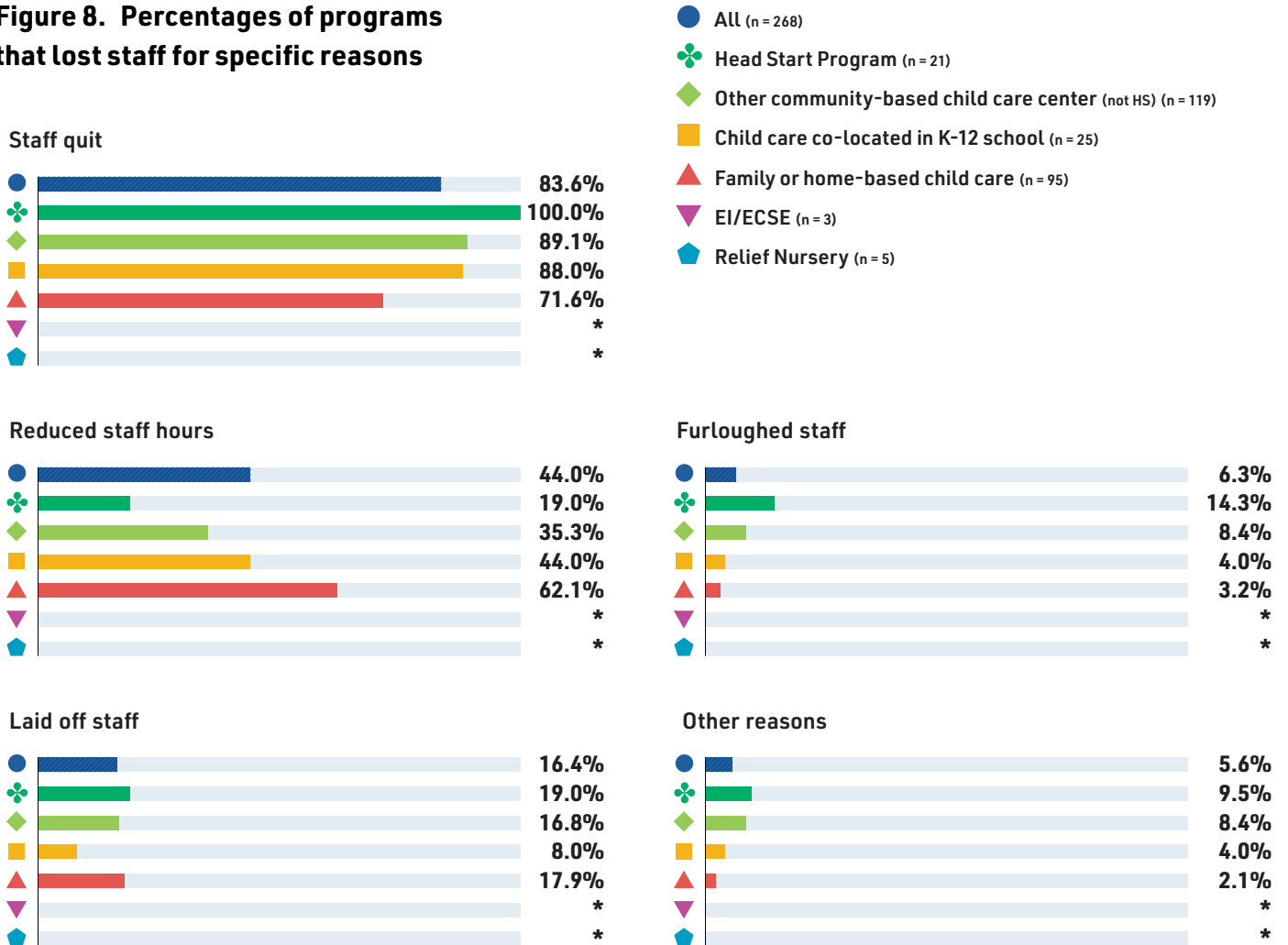
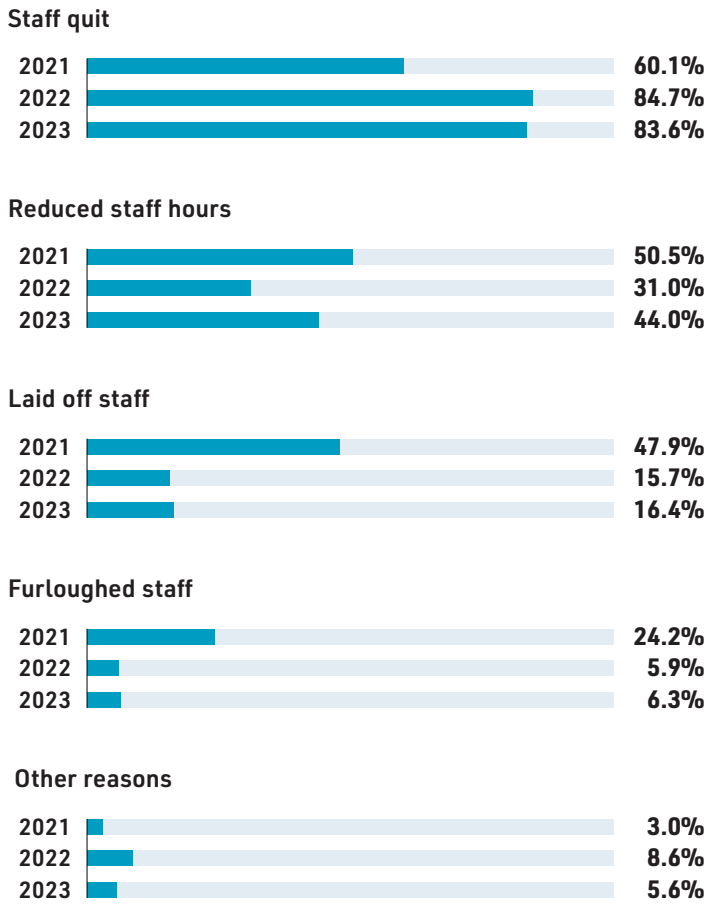


Figure 8. Percentages of programs that lost staff for specific reasons



*Fewer than 10 in the group

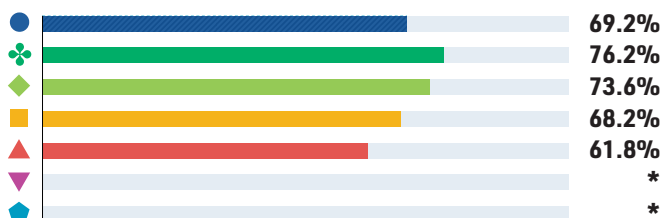
Figure 9. Reasons for staff loss from 2021-2023



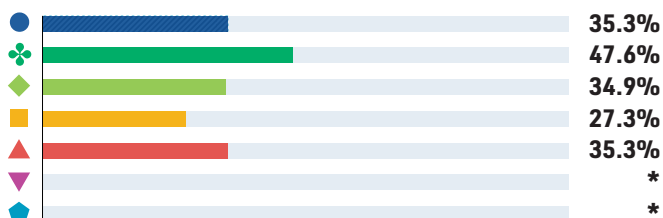
- All (n = 217)
- ✿ Head Start Program (n = 21)
- ◆ Other community-based child care center (not HS) (n = 106)
- Child care co-located in K-12 school (n = 22)
- ▲ Family or home-based child care (n = 68)
- ▼ EI/ECSE (n = 2)
- ⬠ Relief Nursery (n = 5)

Figure 10. Percentages of programs who had staff quit for various reasons

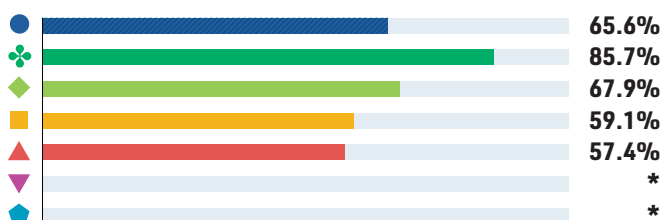
Not enough pay or benefits



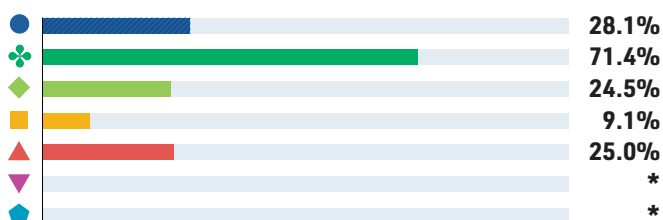
Health and safety concerns due to COVID-19



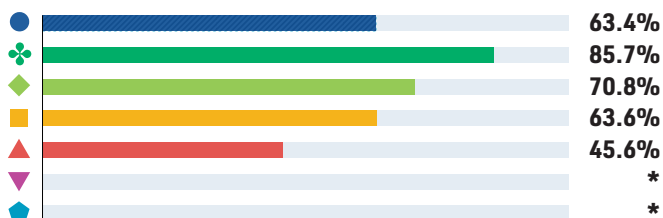
Job was too stressful



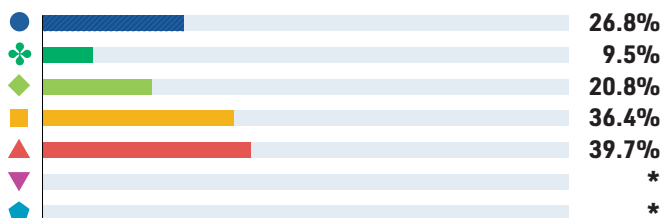
Could not find child care for their own children



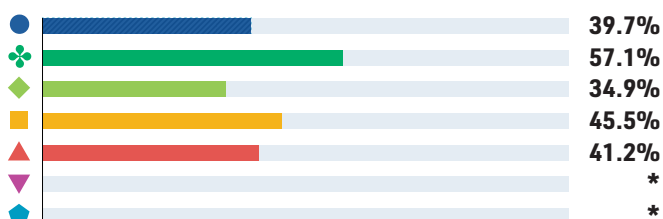
Changes to their family circumstances



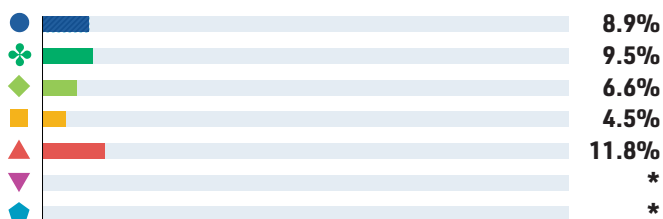
Had hours reduced



Did not like changes in job duties either due to COVID-19 or other reasons



Another reason

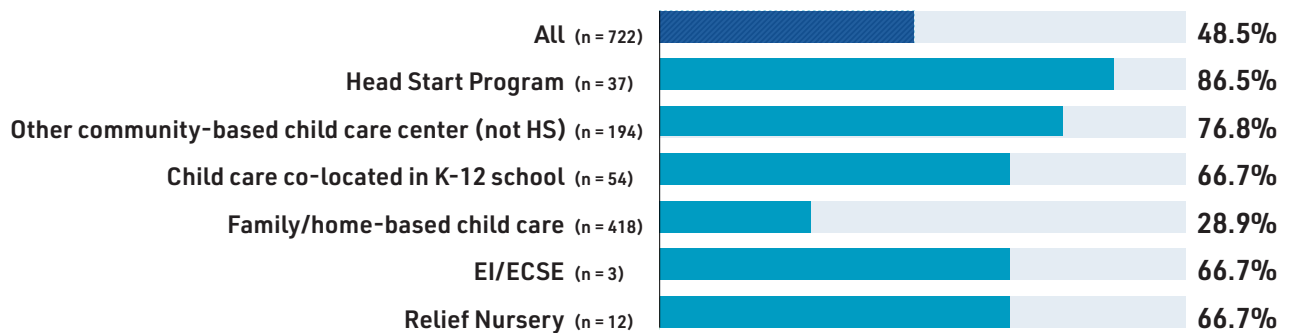


*Fewer than 10 in the group

Staff Shortages

- 49% of directors/owners indicated that they had experienced staff shortages during the past year (Figure 11).
- Head Start programs were most likely to experience staff shortages while family- and home-based programs were least likely to experience shortages (Figure 11).
- When they had staff shortages, director/owners were:
 - ▶ **most** likely to work in the classrooms themselves
 - ▶ **least** likely to hire substitutes from a regional substitute pool (Figure 12).
- Almost one half of all programs reduced enrollment for either infants (46%) or preschoolers (44%) as a response to staff shortages.
- In comparison to 2022, in 2023 directors/owners were less likely to close whole programs or classrooms in response to staff shortages and more likely to work in classrooms themselves or hire substitutes (Figure 13).

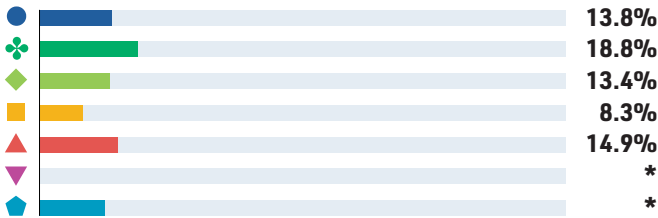
Figure 11. Percentages of program experiencing staff shortages



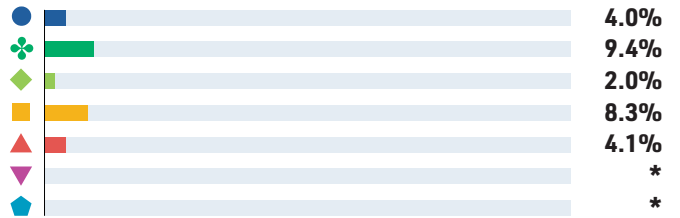
- All (n = 349)
- ✿ Head Start Program (n = 32)
- ◆ Other community-based child care center (not HS) (n = 149)
- Child care co-located in K-12 school (n = 36)
- ▲ Family or home-based child care (n = 121)
- ▼ EI/ECSE (n = 2)
- ⬠ Relief Nursery (n = 8)

Figure 12. Director/owner responses to staff shortages

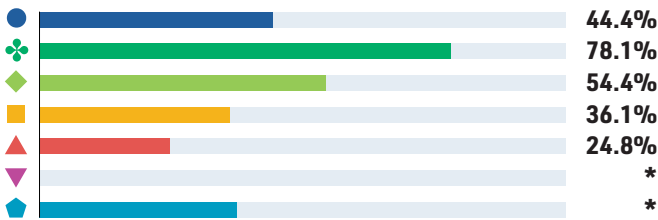
Closed the whole program



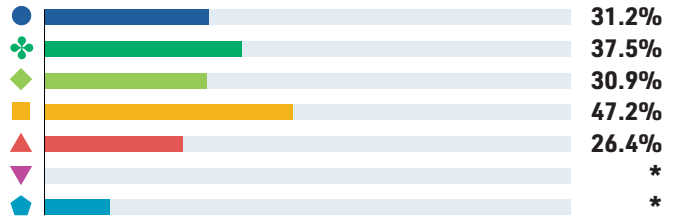
Hired subs from substitute pool at TRI



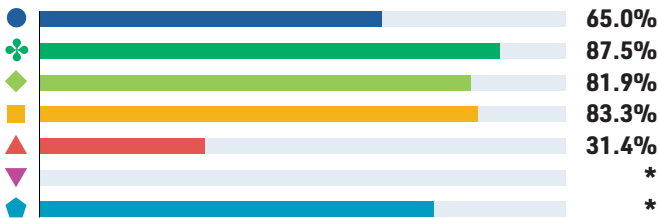
Closed some classrooms



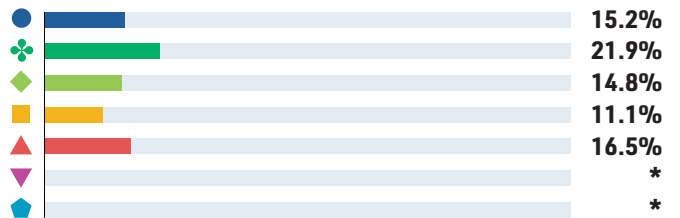
Hired subs from somewhere other than substitute pool at TRI



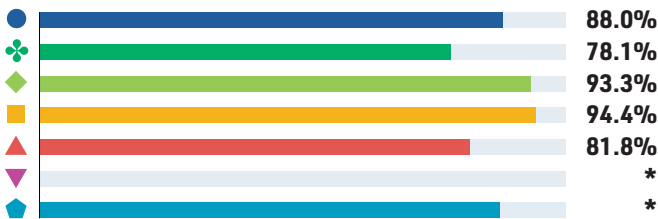
Moved staff to different classrooms



Other (combining classes, using staff from other sites, using volunteers)

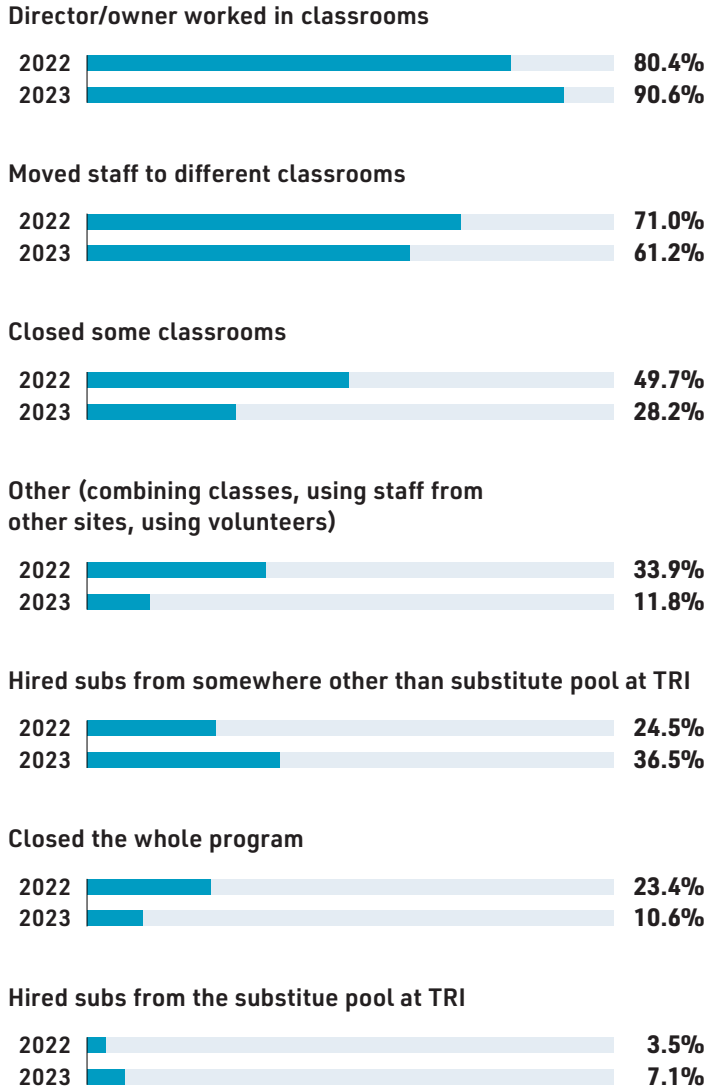


Director/owner worked in classrooms



*Fewer than 10 in the group

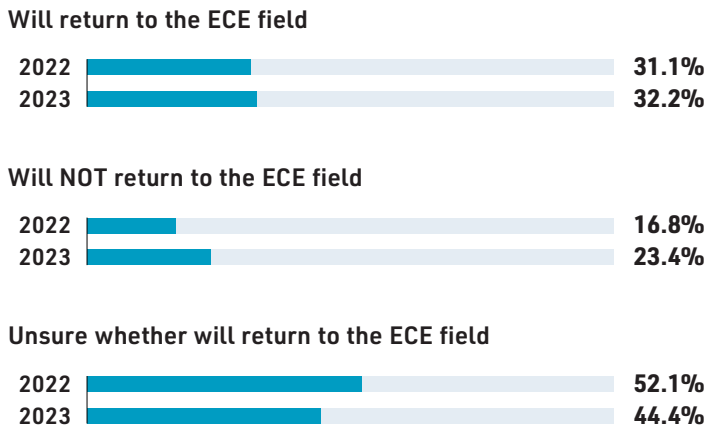
Figure 13. Comparisons of directors'/owners' responses to staff shortages from 2022 and 2023



Teacher³ Experiences of Being Laid off and/or Leaving the Field

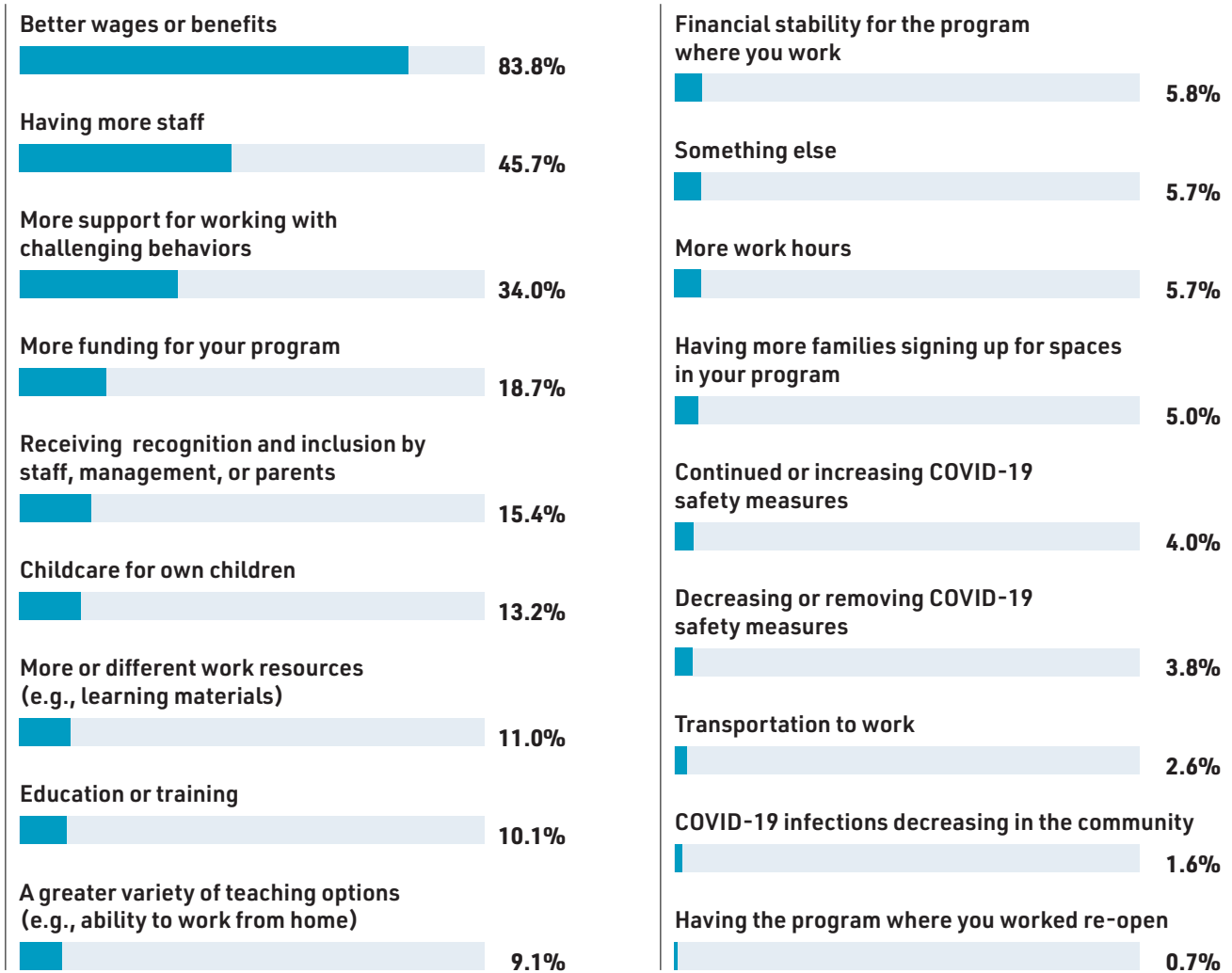
- 12% of providers indicated that they were not employed in the ECE field at the time of the survey.
- 23% of teachers who were no longer in the field did not plan to return and a further 44% were unsure; these numbers have increased since 2022 (Figure 14).
- Teachers noted that the top three factors that would help them to remain in or return to the ECE field were (Figure 15):
 1. receiving better wages and benefits
 2. having more staff
 3. having more support for working with challenging behaviors.

Figure 14. Percentages of teachers no longer working in ECE who have different intentions about returning to the ECE field



³ The term teachers is used to include lead/head teachers, assistant teachers, aides, managers/coordinators/coaches, and family advocates/home visitors.

Figure 15. Percentages of teachers choosing factors as among top 3 that would help them to remain in or return to the ECE field (n = 1787)



Takeaways

- Almost one quarter of ECE programs are not operating at their desired capacity. This is in contrast to reports that families often cannot find programs with openings for children. More investigation is needed to understand this mismatch.
- A percentage (12%) of programs are still experiencing closures, mostly due to COVID-19. Programs that had closed at least one time from May 2022–May 2023 were most likely to be family- or home-based and located within urban areas.
- In order to remain open, providers and owners need more funding, the ability to pay staff higher wages, and more staff.
- Differences between facility types in the rates at which they endorsed the potential facilitators for staying open suggest the need for supports tailored to different types of programs.
- Over one third of programs had lost staff, most often because the staff quit. Often named reasons for quitting were the lack of good pay and benefits, the job being too stressful, and lack of child care for the providers' own children. Reasons for quitting varied across facilities, again suggesting a need for tailored measures to prevent staff loss.
- Almost one half of all programs had experienced staff shortages. Directors and owners most often reacted to shortages by working in the classrooms themselves. They also reduced enrollment for either infants or preschoolers. Staff shortages are thus reducing available child care slots.
- Most providers who had left the field indicated that they were unlikely to return to the field or did not know if they would.
- Providers indicated that having better wages or benefits, more staff, and more support for working with children with challenging behaviors would help them to remain in or return to the ECE field.

5 Provider Well-Being

Provider Feelings of Anxiety, Depression, and Being Overwhelmed

- Questions from the Patient Health Questionnaire 4-Item (PHQ-4) were used to assess provider well-being; scores of three or more on the anxiety and depression scales indicate a high likelihood of being diagnosed with clinical anxiety or depression, respectively.
- All providers were also asked to indicate how often they had felt “overwhelmed/burdened, like you do not have the skills you need to effectively support or manage children’s behavior”.
- 24% of all providers showed levels of anxiety that might indicate a clinical diagnosis and 13% showed such levels of depression; this is much higher than the general population levels of 4.8% and 5.6% for anxiety and depression levels, respectively⁴.
- Overall, most providers (58.4%) said that they sometimes, often, or almost always felt overwhelmed (Figure 16).
- Across different job roles, EI/ECSE specialists, managers/coordinators/coaches, and lead teachers had the highest rates of anxiety and depression; while providers in all roles other than directors and owners had higher-than-average rates of feeling overwhelmed sometimes or more often (Figure 17).
- Across different facilities, providers in Head Start programs showed some of the highest rates of anxiety and depressive symptoms as well as feeling overwhelmed, while those in family- and home-based programs showed markedly lower rates than the overall average (Figure 18).
- 46% of providers who identified as Native American or Native Alaskan reported high rates of anxiety (see Appendix C).
- 28.2% of all providers reported that they had received mental health supports⁵ in the past year; 50.5% of providers who had high anxiety or depression scores had received such supports.
- Of providers who had not received mental health supports in the past year, 14.8% said that they would like to do so; and of the providers who had high anxiety or depression scores but had not received support in the past year, 26.8% said that they would like supports.

⁴ Löwe, B., Wahl, I., Rose, M., Spitzer, C., Glaesmer, H., Wingenfeld, K., Schneider, A., & Brähler, E. (2010). A 4-item measure of depression and anxiety: Validation and standardization of the Patient Health Questionnaire-4 (PHQ-4) in the general population. *Journal of Affective Disorders*, 122(1), 86-95. <https://doi.org/https://doi.org/10.1016/j.jad.2009.06.019>

⁵ Examples given on the survey included: “working with a therapist, counselor, doctor or healer, self-help group, pastor/religious leader, Employee Assistance counseling, and so forth”.

Figure 16. How often do you feel overwhelmed/burdened, like you don't have the skills you need to effectively support or manage children's behavior?

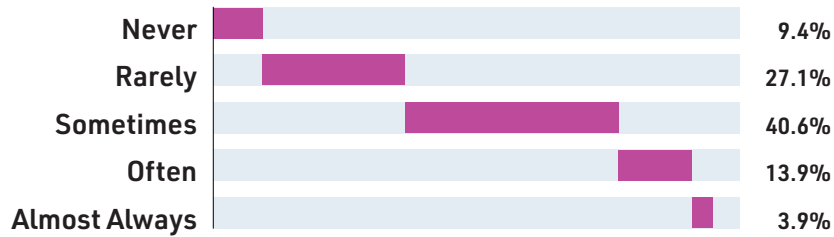
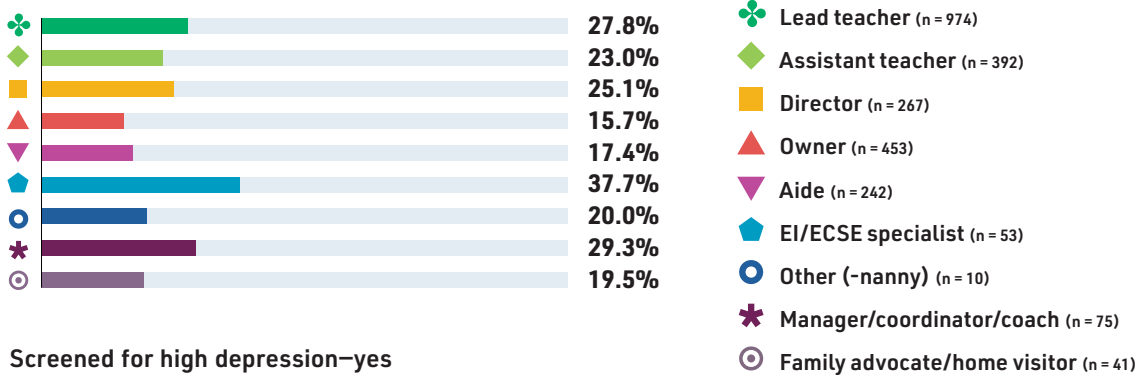


Figure 17. Percentages of providers screening high for anxiety and depression and feeling overwhelmed sometimes or more often by their job role

Screened for high anxiety—yes



Screened for high depression—yes



Sometimes or more often feel overwhelmed

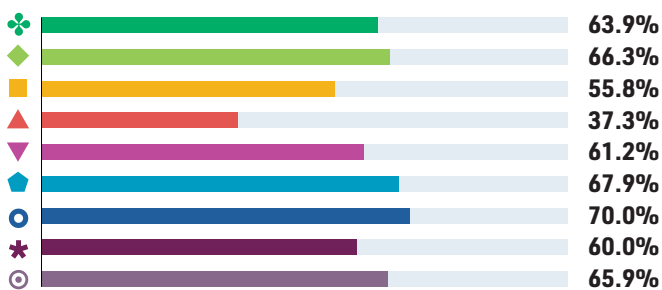
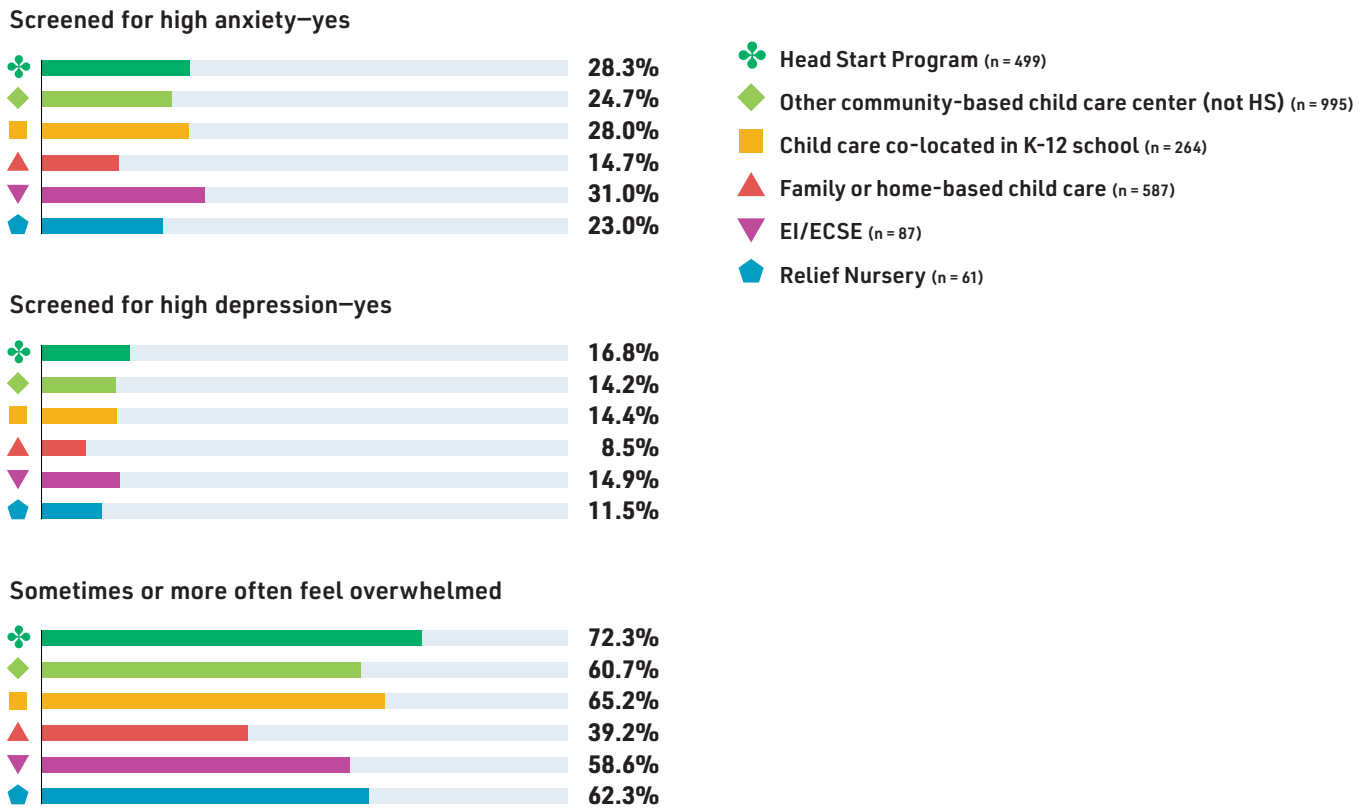


Figure 18. Percentages of providers screening high for anxiety and depression and feeling overwhelmed sometimes or more often by facility type



Takeaways

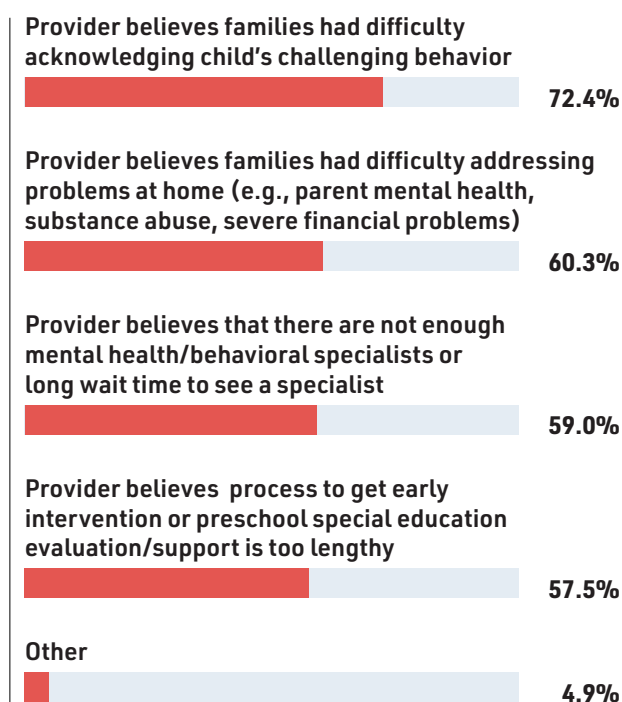
- The percentages of providers showing concerning depression and anxiety are five times higher than those for the general population.
- The majority of providers felt overwhelmed at least sometimes.
- Feelings of distress differed by job role with EI/ECSE specialists, managers/coordinators/coaches, and lead teachers showing some of the highest rates.
- There were also differences in rates of distress in providers in different types of programs, with providers in Head Start programs showing some of the highest rates.
- Only a little over a quarter of providers had received mental health supports in the past year; importantly, providers with high scores on anxiety and depression were more likely to have received support but only one half of them did so.

6 Access to Help for Working with Children with Perceived Challenging Behaviors

Barriers to Providers Receiving Support to Help Children with Perceived Challenging Behaviors

- 55% of providers indicated that they had looked for help with challenging child behaviors in the last year.
- The most commonly named barrier to receiving help for children with challenging behaviors was that families had difficulties acknowledging the child's challenging behavior (Figure 19). This pattern was consistent across most of the subgroups (see Appendix D).
 - ▶ Providers working in family- or home-based facilities were less likely than all other providers to say that families' difficulty acknowledging children's challenging behavior was a barrier.

Figure 19. Barriers to getting support for the needs of children with perceived challenging behaviors



Access to and Use of Infant and Early Childhood Mental Health Consultants

- Across all providers:
 - ▶ 23% noted that they had had access to an infant and early childhood Mental Health Consultant (MHC)⁶
 - ▶ 17% had actually worked with or been supported by a MHC.
- There was considerable variability in whether providers had access to a MHC or had worked with a MHC across different roles, facility types, region, and whether the program had any public funding (see Table 3).
 - ▶ Family advocates and home visitors, managers, coordinators and coaches, and EI/ECSE specialists were the most likely to have both had access to and worked with a MHC.
 - ▶ Providers working in Head Start programs were much more likely than providers in other facilities to have had access to and worked with a MHC.
 - ▶ Providers in urban areas were least likely to have worked with a MHC.
 - ▶ Providers in programs with public pre-k funding were over 3 times more likely to have had access to and worked with a MHC than providers in programs with no public pre-k funding.

⁶ The purpose of Infant and Early Childhood Mental Health Consultation is to support both family members and ECE providers to facilitate children's positive social-emotional development. Mental health consultants are specifically trained to have specialized knowledge in mental health, child development, how trauma and stress affect children and adults, and how to build adults' capacities to support children to develop positively.

Table 3. Provider rates of having access to and having worked with a MHC in the past year

Respondents	Access to MHC	Worked with MHC
All	22.5%	17.0%

Role	Access to MHC	Worked with MHC
Lead teacher	25.7%	19.9%
Assistant teacher	16.8%	14.0%
Director	23.2%	15.7%
Owner	11.7%	8.6%
Aide	18.6%	12.8%
EI/ECSE specialist	47.2%	34.0%
Other (nanny, etc.)	30.0%	10.0%
Manager/coordinator/coach	44.0%	34.7%
Family advocate/home visitor	65.9%	51.2%

Facility Type	Access to MHC	Worked with MHC
Head Start Program	57.9%	45.3%
Other community-based child care center (not HS)	13.0%	9.5%
Child care co-located in K-12 school	13.6%	9.5%
Family/home-based child care	11.1%	7.3%
EI/ECSE	24.1%	20.7%
Relief Nursery	37.7%	32.8%

Rurality	Access to MHC	Worked with MHC
Frontier	25.5%	23.4%
Rural	30.5%	22.3%
Urban	19.7%	15.1%

Race/Ethnicity	Access to MHC	Worked with MHC
African American or Black	30.6%	19.4%
Asian	13.2%	10.5%
Hispanic or Latina/o/x	23.0%	18.6%
Middle Eastern or North African	30.8%	30.8%
Native American or Native Alaskan	53.6%	28.6%
Native Hawaiian or Pacific Islander	*	*
White	22.0%	16.9%
Another identity	31.3%	18.8%

By Public Funding	Access to MHC	Worked with MHC
Public funding	47.8%	38.1%
No public funding	13.1%	9.2%

*Fewer than 10 in the group

Takeaways

- In the past year, 55% of providers said that they had looked for help with challenging child behaviors.
- Providers noted that the number one barrier to helping children with perceived challenging behaviors was that families had difficulty acknowledging the child's behavior.
- Notably, providers in family- or home-based programs were least likely to say that a barrier to helping children was families' difficulty in acknowledging their children's challenging behaviors.
- In contrast to the number of providers saying that they needed help with children's behaviors, only 23% had had access to an infant and early childhood MHC in the past year and only 17% had actually been supported by a MHC.
- Providers in specialized roles and those in programs with public funding were more likely to have access to a MHC.

7 Suspensions and Expulsions from Early Learning and Care

- Only owners and directors were asked to report on whether and how many children had been asked to leave or take a break from care in the past year.
- 15.7% of directors and owners reported that they had asked at least one child to leave care in the past year (Figure 20 and Appendix E). This is comparable to the rate reported by directors and owners in 2022 (16.8%).
 - ▶ **Providers in community-based centers that were not Head Start** programs were:
 - 2 times more likely to ask children to leave care than all providers
 - 3-4 times more likely to ask children to leave care than providers in Head Start and family- or home-based programs.
 - ▶ **Providers based in urban areas** had a 3 times higher rate of asking children to leave care than those in frontier areas.
- Only 218 directors or owners consistently reported collecting information about the race or ethnicity of the children in their care; therefore, only data from these respondents were used to determine the race or ethnicity of children asked to leave care.
- 9% of children asked to leave care were African American or Black, which is almost double the rate of their representation in all the programs reporting data on race and ethnicity (5.2%) (See Table 4).
 - ▶ 3.7% of children asked to leave care were identified as another identity not listed, which is about 7 times the rate at which they were represented in all of the programs reporting data on race and ethnicity.
 - ▶ The two most frequently cited reasons for asking a child to leave care were that the program was not able to meet the child's need for behavioral support and that the child's behavior was potentially dangerous to other children (Figure 21). This was consistent across facility types, regions, and whether the program received public pre-k funding.

Figure 20. Percentages of directors/owners who asked children to leave or take a break from care in the past year

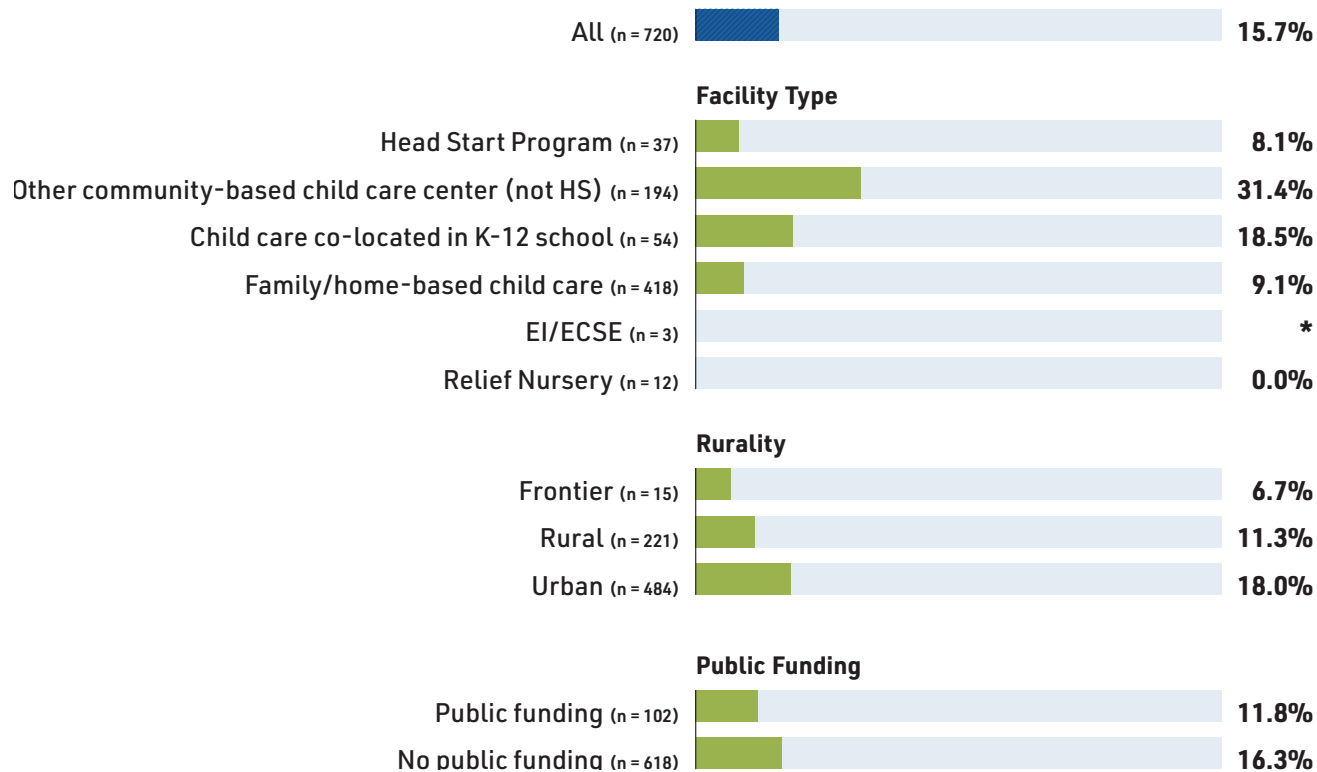


Table 4. Percentage of all children whose race or ethnicity was reported by directors or owners

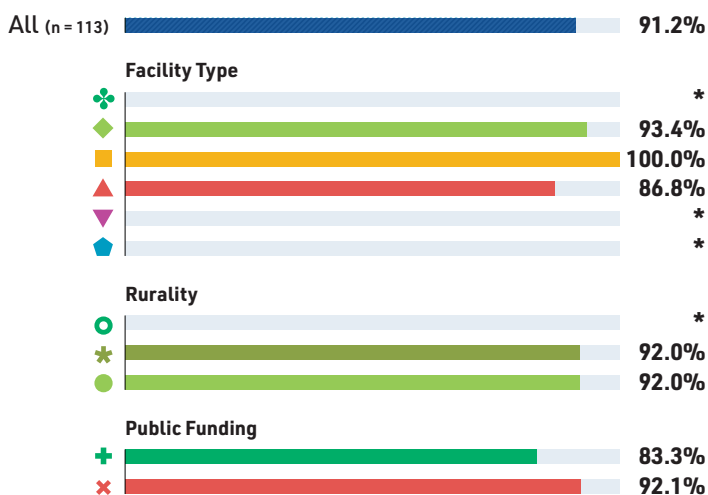
	Percentage of all children whose race or ethnicity was reported by directors or owners (n = 5091)	Percentage of all children reported suspended by directors or owners who consistently collected data on race or ethnicity (n = 53)
All		
African American or Black	5.2%	9.4%
Asian	3.9%	0.0%
Hispanic or Latina/o/x	18.9%	17.0%
Middle Eastern or North African	1.4%	1.8%
Native American or Native Alaskan	4.7%	1.8%
Native Hawaiian or Pacific Islander	1.5%	0.0%
White	54.9%	64.0%
Another identity	0.5%	3.7%
Multiracial	9.0%	1.8%

*Fewer than 10 in the group

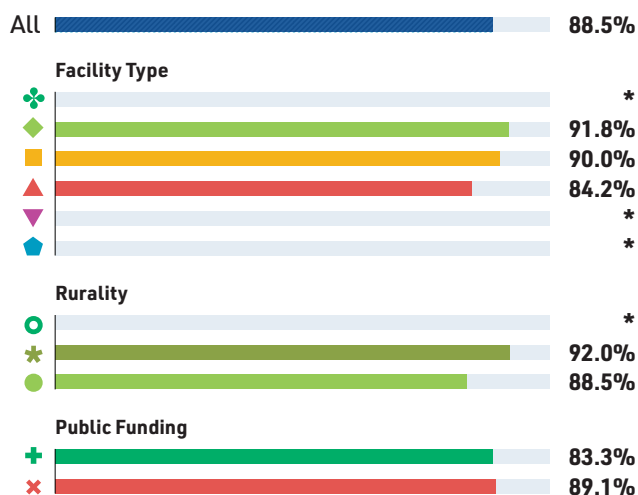
Figure 21. Reasons for asking children to leave or take a break from care

- Facility Type**
- ✿ Head Start Program (n = 3)
 - ◆ Other community-based child care center (not HS) (n = 61)
 - Child care co-located in K-12 school (n = 10)
 - ▲ Family or home-based child care (n = 38)
 - ▼ EI/ECSE (n = 0)
 - ◆ Relief Nursery (n = 0)
- Rurality**
- Frontier (n = 0)
 - ✱ Rural (n = 25)
 - Urban (n = 87)
- Public Funding**
- + Public funding (n = 12)
 - ✗ No public funding (n = 101)

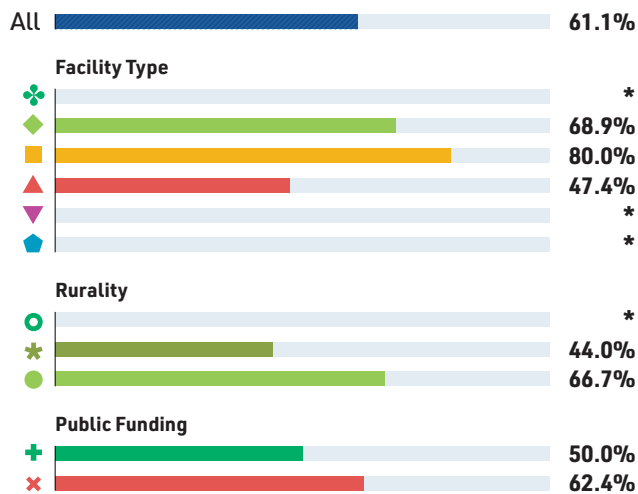
Not able to meet child's need for behavioral support



Child's behavior was potentially dangerous to other children



Child could not adjust to the classroom environment

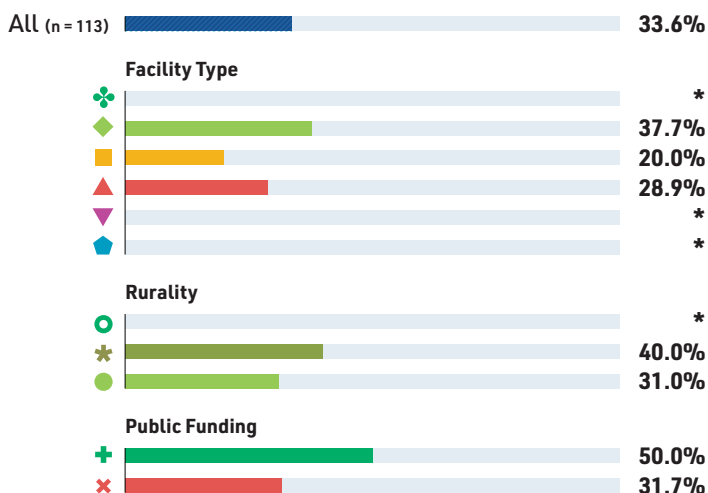


*Fewer than 10 in the group

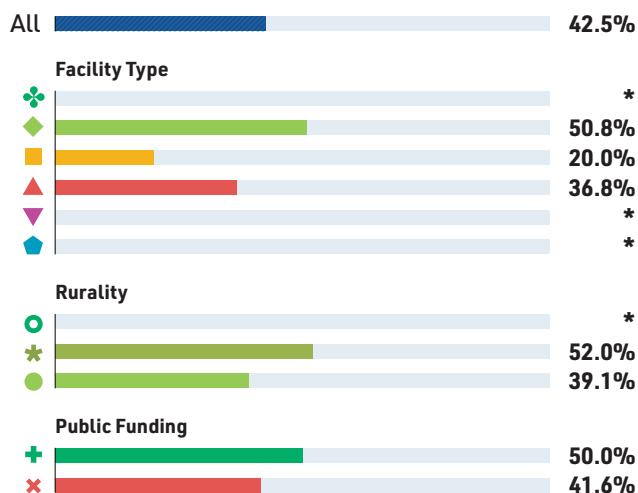
Figure 21. Reasons for asking children to leave or take a break from care (continued)

- Facility Type**
- ✦ Head Start Program (n = 3)
 - ◆ Other community-based child care center (not HS) (n = 61)
 - Child care co-located in K-12 school (n = 10)
 - ▲ Family or home-based child care (n = 38)
 - ▼ EI/ECSE (n = 0)
 - ◆ Relief Nursery (n = 0)
- Rurality**
- Frontier (n = 0)
 - ✱ Rural (n = 25)
 - Urban (n = 87)
- Public Funding**
- + Public funding (n = 12)
 - ✖ No public funding (n = 101)

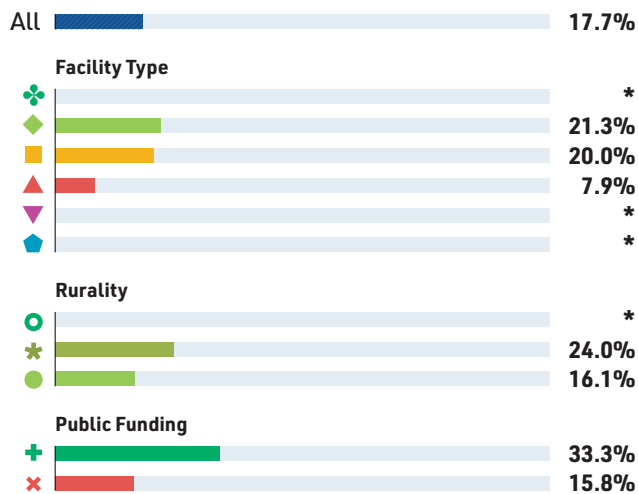
Program hours did not match the family's needs



Family was no longer able to pay for care



Child was placed in a special education classroom

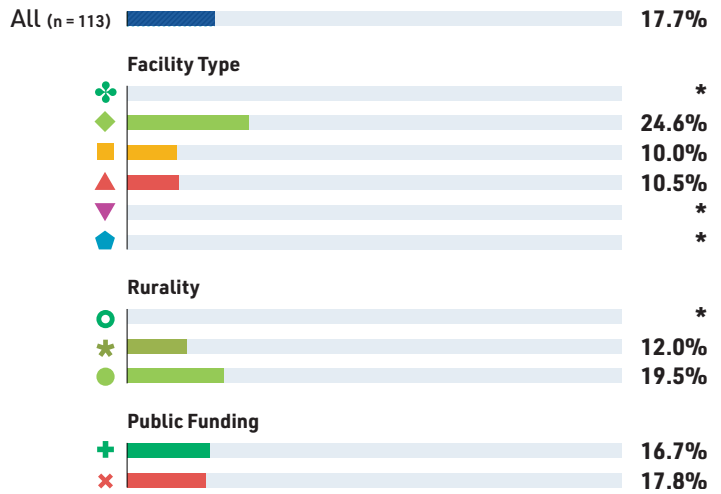


*Fewer than 10 in the group

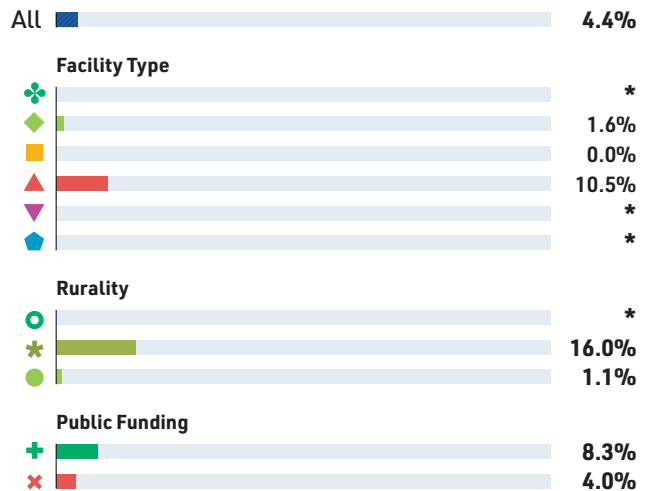
Figure 21. Reasons for asking children to leave or take a break from care (continued)

- Facility Type**
- ✦ Head Start Program (n = 3)
 - ◆ Other community-based child care center (not HS) (n = 61)
 - Child care co-located in K-12 school (n = 10)
 - ▲ Family or home-based child care (n = 38)
 - ▼ EI/ECSE (n = 0)
 - ◆ Relief Nursery (n = 0)
- Rurality**
- Frontier (n = 0)
 - ✱ Rural (n = 25)
 - Urban (n = 87)
- Public Funding**
- + Public funding (n = 12)
 - ✕ No public funding (n = 101)

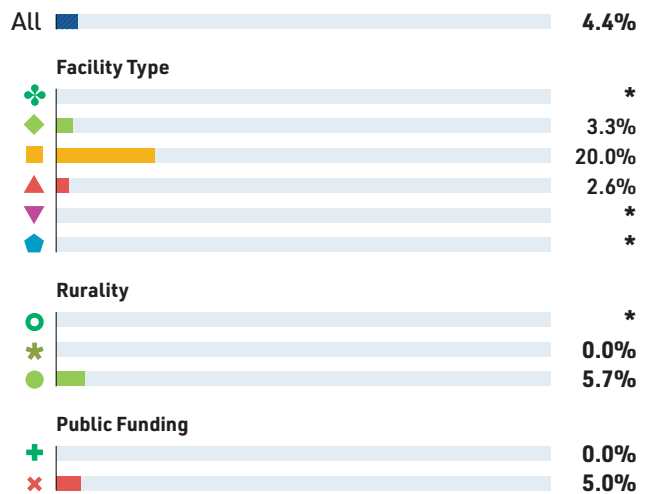
Not able to meet the child's physical needs



Not able to meet the child's medical needs



Other



*Fewer than 10 in the group

Takeaways

- There are pronounced racial inequities in who is asked to leave care. African American or Black children and children identified as a race or ethnicity not listed were overrepresented in the group of children who were reported suspended or expelled in the past year.
- Almost 16% of directors and owners reported that a child had been asked to leave or take a break from their program in the past year.
- Directors or owners of community-based centers that were not Head Start were much more likely to ask children to leave care than those in other types of facilities.
- Head Start programs and family- and home-based programs were least likely to ask children to leave care.
- Children were most likely to be asked to leave care because the program could not meet their needs for behavioral support or because their behavior was considered to be potentially dangerous to other children.

8 Professional Development Opportunities for ECE Providers

Professional Development (PD) Training Topics

- All respondents answered questions about whether they had received “training, mentoring or PD” (collectively called PD) in a range of topics (see Figure 22 and Appendix F) in the past year.
- Providers most often received training in:
 - ▶ managing children with challenging behaviors in a classroom
 - ▶ better supporting children’s diverse cultural and linguistic needs
 - ▶ understanding how their implicit biases might influence their practice
 - ▶ trauma-informed practices.
- Only directors and owners (n = 720) answered questions about receiving PD in data usage and finances and one third had had such training (Figure 22).
- Owners were less likely than all providers to receive PD in almost all topics (Figure 23).
- Providers in programs receiving state pre-k funding were more likely than providers in programs without such funding to receive training in most of the topics (Figure 24).

Figure 22. Percentages of providers receiving professional development in different topics

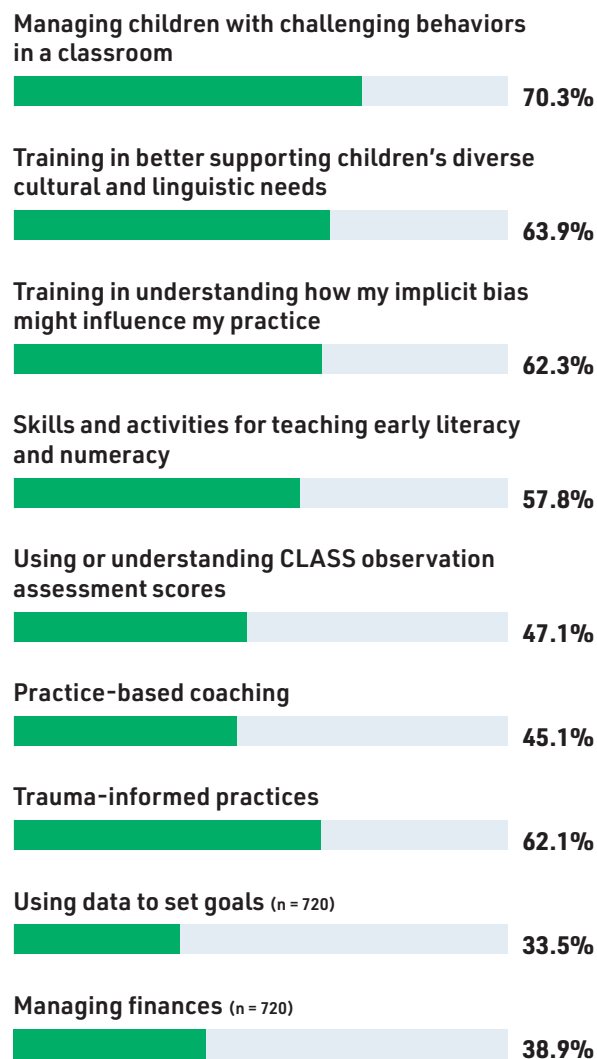
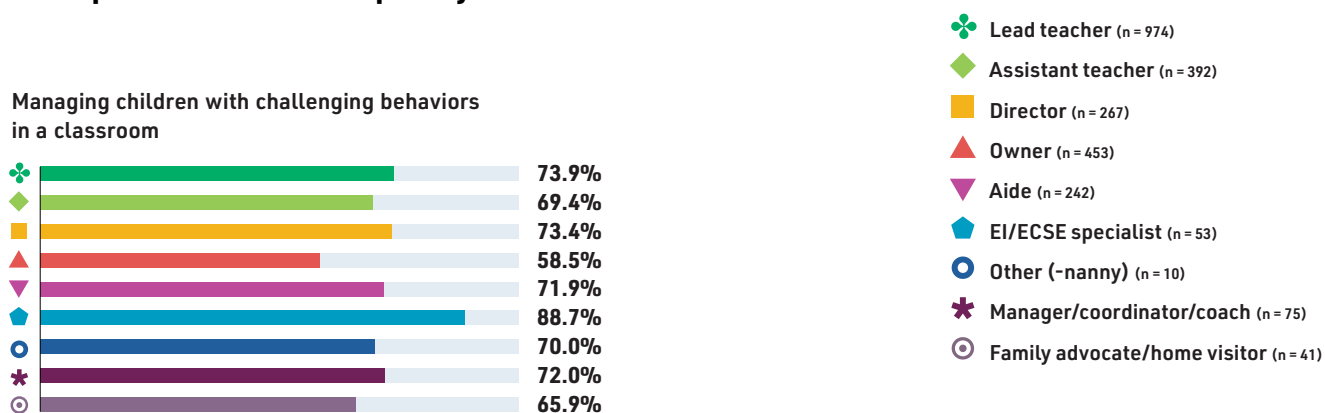


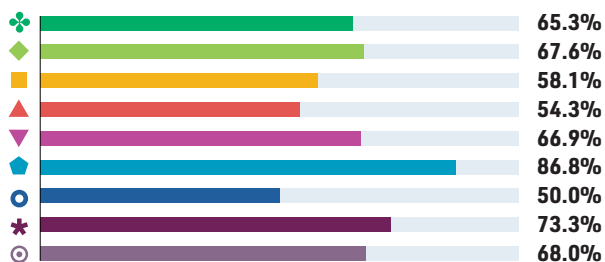
Figure 23. Percentages of providers receiving professional development in different topics by role



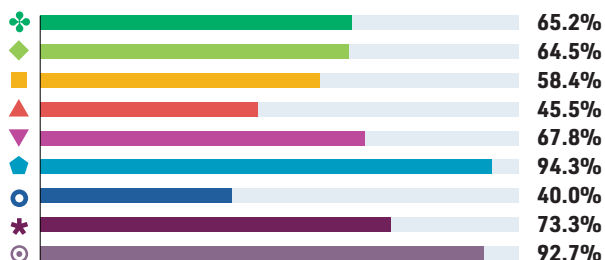
- ❁ Lead teacher (n = 974)
- ❁ Assistant teacher (n = 392)
- Director (n = 267)
- ▲ Owner (n = 453)
- ▼ Aide (n = 242)
- ⬠ EI/ECSE specialist (n = 53)
- Other (-nanny) (n = 10)
- ✱ Manager/coordinator/coach (n = 75)
- ⊙ Family advocate/home visitor (n = 41)

Figure 23. Percentages of providers receiving professional development in different topics by role (continued)

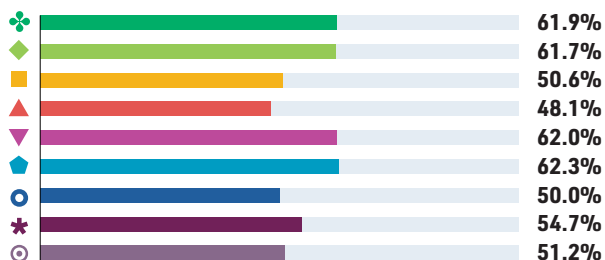
Training in better supporting children's diverse cultural and linguistic needs



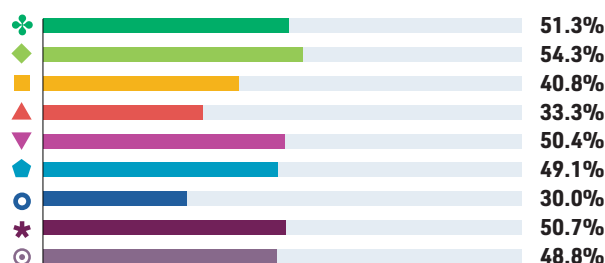
Training in understanding how my implicit bias might influence my practice



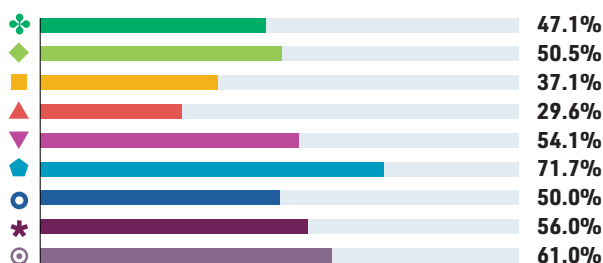
Skills and activities for teaching early literacy and numeracy



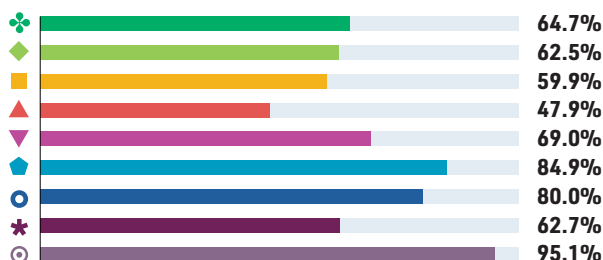
Using or understanding CLASS observation assessment scores



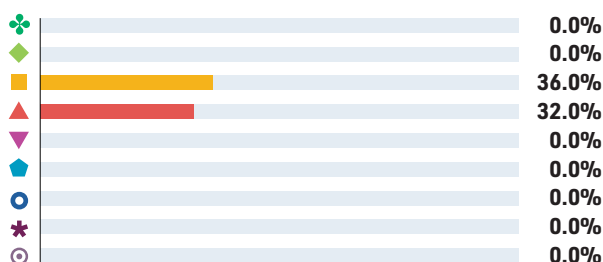
Practice-based coaching



Trauma-informed practices



Using data to set goals (n = 720)



Managing finances (n = 720)

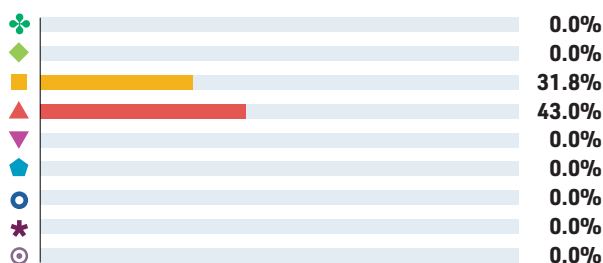
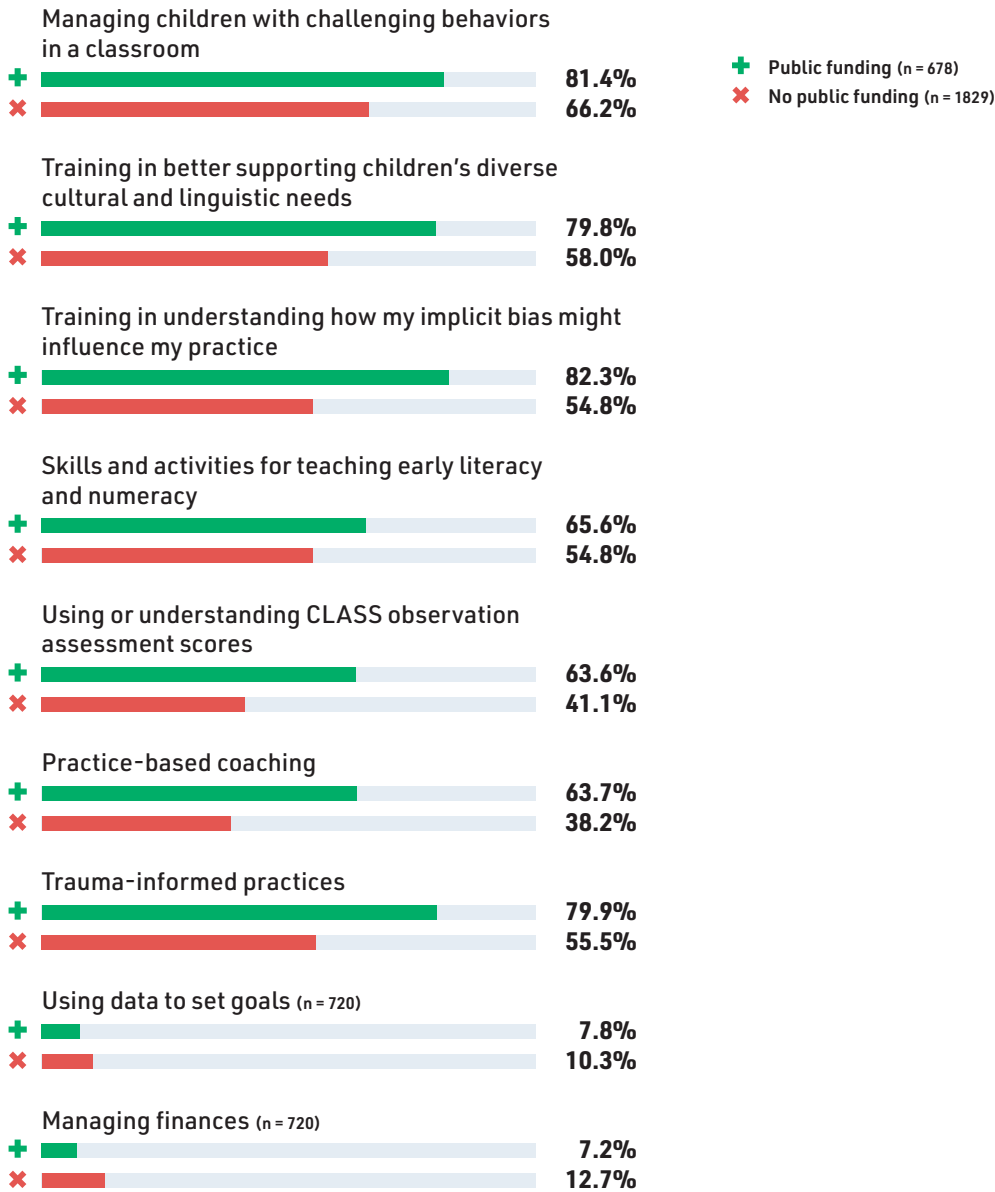


Figure 24. Percentages of providers receiving professional development in different topics by whether program received state pre-k funding



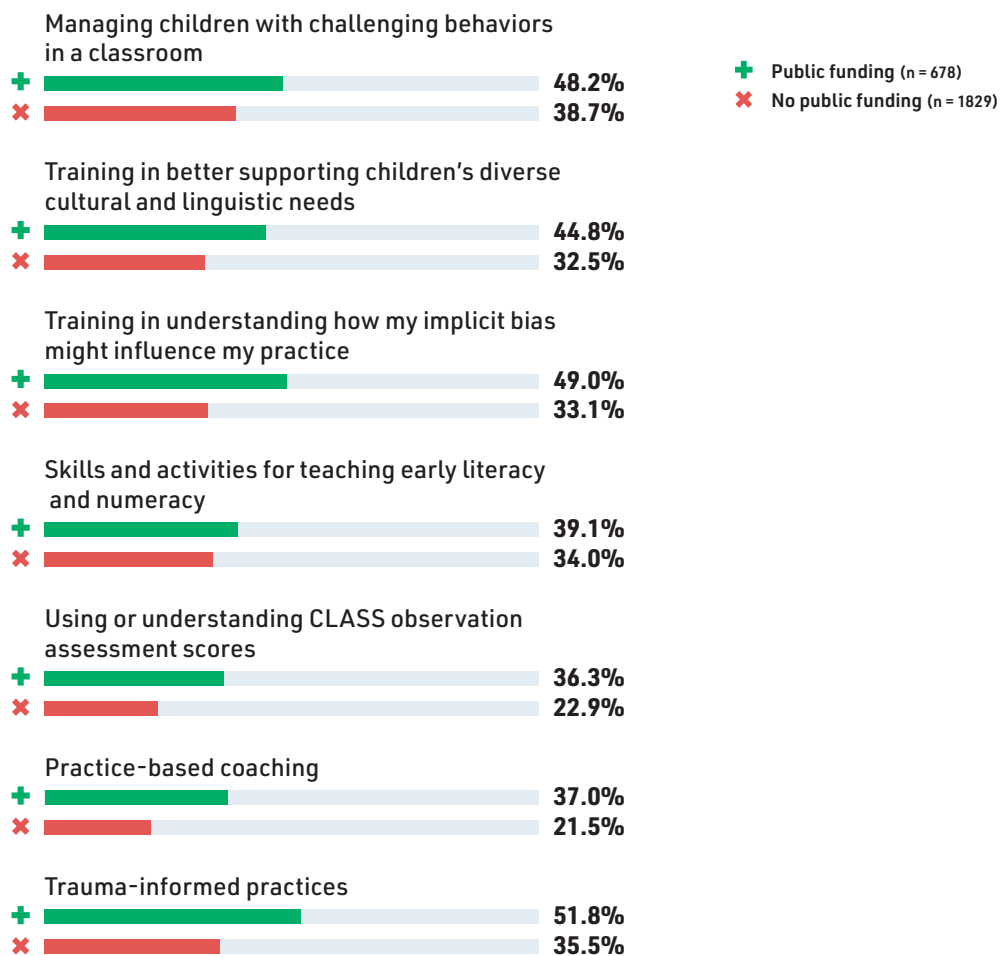
Utility of PD trainings

- If respondents had received training in a given topic, they were asked to rate how useful it was. We focused on the percentages of respondents who rated topics either “moderately” or “extremely” useful (Figure 25).
- The topics that were most likely to be rated as moderately or extremely useful were trainings in:
 - ▶ managing children with challenging behaviors in a classroom
 - ▶ trauma-informed practices
 - ▶ understanding how their implicit biases might influence their practice.
- Providers in programs with state pre-k funding were more likely to rate every topic as moderately to extremely useful than those in programs that did not have pre-k funding (Figure 26). It would be helpful to further explore whether different types of PD offerings are available across the differently funded programs.

Figure 25. Percentages of providers who found topics “moderately” or “extremely” useful



Figure 26. Percentages of providers who found topics “moderately” or “extremely” useful by receipt of public funding



Accessibility of PD Trainings

- All respondents were asked to rate the accessibility of PD training opportunities along several dimensions (see Figure 27). We focused on the percentages of respondents who rated topics as either “often” or “almost always” accessible.
- Over one half of respondents said that PD opportunities were often or almost always:
 - ▶ offered in their primary language (see below)
 - ▶ relevant to their job
 - ▶ accessible to them.
- Whether the trainings were offered in the provider’s primary language varied considerably by the language. As shown in Figure 28, fewer than one third of respondents who spoke Chinese or another language that was not listed stated that trainings were often or almost always offered in their primary language.
- **Fewer than one half** of the respondents said that PD opportunities were:
 - ▶ responsive to the needs of families from multiple cultural backgrounds
 - ▶ affordable for them
 - ▶ helpful in making them feel more successful at their jobs.
- **Fewer than one third** of the respondents said that PD opportunities:
 - ▶ covered information to help them get ahead/progress in their jobs
 - ▶ helped to reduce stress on the job.
- Across roles, providers with more specialized jobs (e.g., EI/ECSE specialist, family advocates) tended to rate PD opportunities as more accessible than other providers (Appendix B).
- Over time, PD opportunities have become marginally more relevant to providers’ jobs (Figure 29); however, there have been no improvements in whether PD helps providers to progress in their jobs, feel successful in their jobs, and manage their stress.

Figure 27. Percentages of providers rating PD opportunities as accessible to them

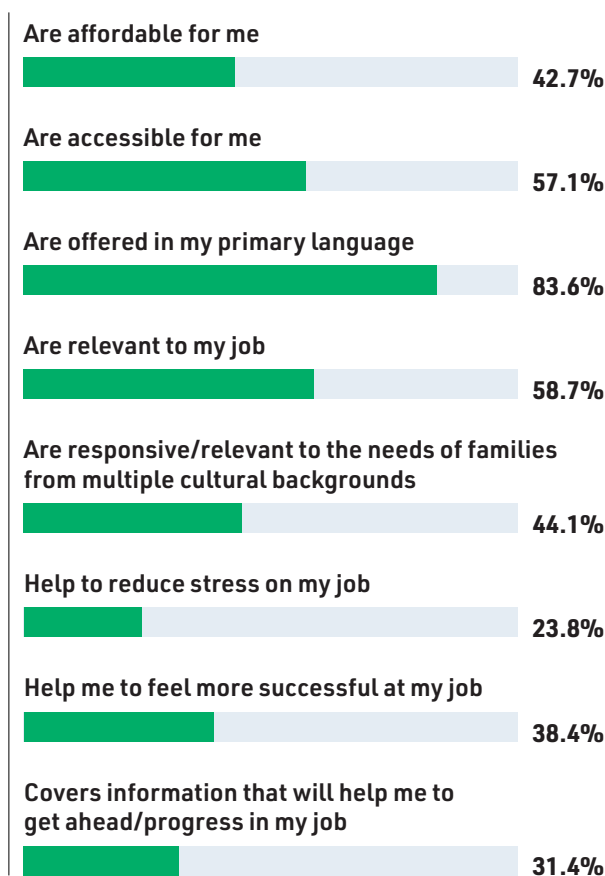


Figure 28. Percentages of providers rating PD opportunities as accessible to them by respondent's primary language

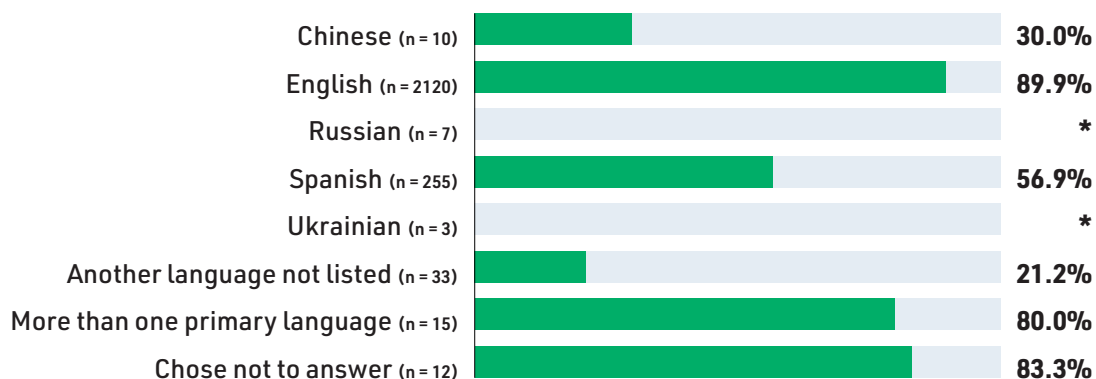


Figure 29. Percentages of providers rating PD opportunities as accessible to them over time



*Fewer than 10 in the group

Coaching Opportunities

- 27% of respondents **had received coaching**⁷ in the past year. Table 5 shows how providers receiving coaching identified themselves.
- Providers who received coaching were most likely to be:
 - ▶ lead teachers
 - ▶ early in their ECE careers (less than 6 years)
 - ▶ in community-based centers that were not Head Start
 - ▶ in urban locales
 - ▶ English speakers
 - ▶ White.
- Providers in **frontier areas were about 30 times less likely to receive coaching** than those in urban areas.
- Of the respondents who had not received coaching (n = 2507), 43.9% indicated that they would like to do so.
- 18% percent of respondents said that they had **had the role of coach or mentor** in their program (respondents did not need to have the title of coach to answer affirmatively). Table 5 shows how coaches identified themselves.
- Providers who were coaches or mentors were most likely to be:
 - ▶ lead teachers, directors, or owners
 - ▶ more experienced in ECE (63% had 11 years or more ECE experience)
 - ▶ in community-based centers that were not Head Start
 - ▶ in urban locales
 - ▶ English speakers
 - ▶ White.
- There were fewer coaches of color and those whose primary language was one other than English than there were respondents of color and speakers of diverse languages who were being coached, indicating a need for a more diverse coaching workforce.

⁷ A coach/mentor was defined as “an individual with specialized and adult learning, knowledge and skills, who takes a strength- and relationship-based approach to focus on supporting the development of a professional through collaborative goal setting to support teaching practices”.

Table 5. How respondents who were coached and those who are coaching identify themselves

Role	Coached (n=684)	Coaching (n=451)
Lead teacher	42.3%	31.0%
Assistant teacher	13.5%	5.8%
Director	11.1%	23.9%
Owner	12.0%	22.2%
Aide	10.1%	3.4%
EI/ECSE specialist	4.1%	3.5%
Other	0.4%	0.0%
Manager/coordinator/coach	4.5%	10.0%
Family advocate/home visitor	2.0%	1.1%

Facility Type	Coached	Coaching
Head Start Program	29.1%	20.4%
Other community-based child care center (not HS)	34.2%	39.2%
Child care co-located in K-12 school	9.5%	8.4%
Family/home-based child care	17.0%	25.5%
EI/ECSE	5.3%	3.3%
Relief Nursery	4.1%	1.8%

Rurality	Coached	Coaching
Frontier	2.5%	2.2%
Rural	28.9%	28.2%
Urban	68.6%	69.4%

Race/Ethnicity	Coached	Coaching
African American or Black	2.3%	2.4%
American Indian or Alaskan Native	1.0%	0.7%
Asian	2.5%	2.2%
Hispanic or Latina/o/x	18.7%	14.4%
Middle Eastern or North African	0.6%	1.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%
White	64.2%	69.6%
Another identity	0.6%	1.6%
Multiracial	5.8%	3.3%
Preferred not to answer	4.1%	4.7%

Primary Language	Coached	Coaching
Chinese	0.3%	0.2%
English	86.1%	88.5%
Russian	0.6%	0.4%
Spanish	11.1%	9.3%
Another language	0.7%	0.9%
Don't have only one primary language	0.6%	0.2%
Chose not to answer	0.3%	0.2%

Years in ECE	Coached	Coaching
0-5 years	33.9%	16.0%
6-10 years	24.0%	20.6%
11-15 years	12.7%	17.7%
16-20 years	11.1%	15.5%
21-25 years	7.3%	11.5%
26 years or more	10.5%	18.6%

By Public Funding	Coached	Coaching
Public Funding	45.2%	30.6%
No public funding	54.8%	69.4%

Takeaways

- In the past year, providers were most likely to have received trainings in managing children with challenging behaviors in the classrooms, trauma-informed practices, and understanding how the provider's implicit biases might affect their practice. Trainings on these topics were also likely to be considered moderately or extremely useful by providers.
- **Fewer than one half** of the respondents said that PD opportunities were:
 - ▶ responsive to the needs of families from multiple cultural backgrounds
 - ▶ affordable for them
 - ▶ helpful in making them feel more successful at their jobs.
- **Fewer than one third** of the respondents said that PD opportunities:
 - ▶ covered information to help them get ahead/progress in their jobs
 - ▶ helped to reduce stress on the job.
- Most respondents said that PD opportunities were accessible to them. However, speakers of languages other than English and Spanish were less likely to receive the trainings in their primary language.
- Although 27% of providers said that they had received coaching in the past year, coaching opportunities are not evenly distributed across providers in different roles, facilities, and geographic locale.
- 18% of respondents had acted as coaches or mentors in the past year. There were fewer coaches of color and those whose primary language was one other than English than there were respondents of color and speakers of diverse languages who were being coached, indicating a need for a more diverse coaching workforce.

9 Conclusions and Recommendations

Overall, the findings from the 2023 Provider Survey are very consistent with those from the 2022 Provider Survey, suggesting a continuing need to make progress in a number of areas, including better supporting the ECE workforce so that providers remain in the field and empowering providers to work with children with diverse backgrounds, abilities, and behaviors. The longer these issues remain unaddressed, the larger the current problems are likely to grow. Results also suggest that current efforts are not working as desired, and that different approaches to supporting this workforce might need to be considered.

There is a crisis in the ECE field, such that increasing numbers of providers are leaving the workforce and are reporting high levels of distress and a sense of feeling overwhelmed. The reasons for this high job stress need to be more closely examined for root causes and potential solutions.

- Staff have been increasingly more likely to quit during the past 2 years than to leave the field for any other reason.
- Lack of adequate pay and benefits and the job being too stressful are the top reasons that staff leave their ECE job.
- Providers are reporting concerning levels of depression and anxiety at much higher rates than the general population.

To help to ease this crisis, the DELC needs to:

- **Help programs to provide better compensation** including health and financial benefits
- **Support and provide increased access to physical and mental health services** and wellbeing supports both within and outside the workplace
- **Commit to hearing from providers themselves about what types of learning and coaching would be most helpful and relevant taking into account both their jobs and cultural backgrounds**
- **Use information gained from providers to co-create and support a more coherent, well-integrated system** for professional development and provider support and coaching **that is culturally sustaining⁸ and easy to access**, including financial aid as well as paid time to receive training and child care during training, **for all providers regardless of whether their programs are publicly funded**

⁸ Culturally sustaining programming is strengths-based and promotes the centering of multiple identities, cultural backgrounds and languages.

- **Ensure that there are culturally responsive and well-coordinated supports for wellbeing and learning across the full range of provider roles and types of ECE programming**, including management level, teaching, and family engagement staff and specialists
- **Commit to making supports and PD available in culturally and linguistically appropriate formats** to ensure equitable access for ECE providers from a diverse range of backgrounds.

Providers need to be better supported to foster the positive growth and development of all children within their care, even when children’s behaviors and needs are perceived as challenging.

- While a majority of providers report seeking help with behaviors in the classroom, only 25% of providers had access to help.
- Providers clearly seek PD opportunities to help them learn how to work with behaviors they find challenging and to understand how their own implicit biases affect their practice. They also rate the utility of such trainings as high. **However, rates of asking children to leave care predominantly due to the programs’ inability to meet their behavioral needs remain stable and are inequitably affecting children of color.**

To address these issues, the DELC needs to:

- **Ensure that programming to support staff in meeting children’s behavioral needs is well-coordinated and widely and equitably delivered to all providers and program types** regardless of the receipt of public funding. **Such programming should include information on:**
 - ▶ ensuring inclusion of all children in a classroom
 - ▶ tailoring supports to be culturally and linguistically responsive
- **Provide more training in how implicit bias may affect practice and how to support children from diverse backgrounds**
- **Increase the availability of mental health consultants and ensure that they provide support that is culturally and linguistically responsive and relevant** to the needs of the families being served.

We need a better understanding of what is working to support both providers and the families whom they serve. Findings in this report suggest that additional exploration to understand what is producing more positive outcomes for some providers and program types could inform more effective supports for all providers. For example:

Providers in family- and home-based programs consistently report positive outcomes such as:

- ▶ lower levels of distress
 - ▶ lower levels of feeling overwhelmed and unable to respond to the needs of children with perceived challenging behaviors
 - ▶ lower levels of staff loss
 - ▶ lower rates of feeling that families cannot acknowledge that their children's behaviors might be challenging
 - ▶ lower rates of asking children to leave their care.
- This pattern of results suggest that there are characteristics of these programs that may contribute to higher provider wellbeing and better relationships with the families with whom they work.
 - Head Start programs also report lower rates of suspension and expulsion, which is likely due, at least in part, to regulations prohibiting asking children to leave care; however, a better understanding of how these programs work to retain these children effectively would provide important information. At the same time, given the high stress levels reported by staff in these programs, there is an additional opportunity to address how to better support staff within a paradigm that prioritizes inclusion for children with more serious social/emotional needs.

To learn from these findings so that more effective solutions can be developed, DELC needs to:

- Work with family- and home-based programs to learn more about what practices, mindsets, and experiences these providers are bringing that allows them to more effectively support these children and engage their families
- Study what is working within Head Start programs to support children with perceived challenging behaviors and what additional supports are needed for staff working in such inclusive settings
- Disseminate findings to other providers and programs to support increased wellbeing for both providers and children.

Without concerted efforts to address the above issues and follow recommendations, there are likely to be deepening crises in the ECE workforce that will translate into further shortages in care for families, which are likely to be inequitably distributed and have the most negative impacts on the most vulnerable families. The DELC has made large strides in becoming an independent organization within the state government. With their increased capacity, they could now take significant and much-needed steps to strengthen the Oregon ECE workforce guided by the data that have now been gathered across multiple years.

Appendices

Appendix A. Survey Instruments

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 recent past (within the past 3 years).

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

- Lead/Head teacher (but not owner/director of a home/family-based program)
- Assistant teacher
- Director
- Owner (may also be director and/or teacher of a home/family-based program)Assistant/Aide
- Early Intervention/Early Childhood Special Education (EI/ECSE) provider
- Other, please specify:

{Here is where the survey will branch to either the director/owner survey or the provider survey}.

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

- a. Facility name:
- b. Facility address:
- c. Which of the following best describes your workplace? (choose one)
 - Head Start Program
 - Other Community Based (not Head Start) Child Care Center
 - Child Care Center co-located at a K - 12 school (elementary, middle or high school)
 - Family/Home Based Child Care
 - Early Intervention/Early Childhood Special Education Center or Classroom
 - Family Relief Nursery
 - Other, please specify:
- d. As of today, is your program currently open? (1=yes 2=no)

4. Since March 2022, have you lost staff (other than yourself) or needed to reduce staff hours?

- Yes (if yes, GO TO #4a)
 - No (if no, GO TO #4b)
 - No staff other than myself at this program (if no staff, GO TO #5)
- a. [If yes]: Have you had staff who: (1=yes 2=no)
 - Were laid off
 - Were furloughed
 - Quit or chose not to return to position/renew a contract
 - Had hours reduced
 - Other (describe)

{If 4a3 above is "yes" above, respondent will see this follow-up:}

- Of the staff who quit, how many left for the following reasons: (1-none 2-some 3-many)
- Health and safety concerns due to COVID-19
- Did not like changes in job duties either due to COVID-19 or other reasons
- Had hours reduced
- Changes to their family circumstances
- Could not find child care for their own children
- Not enough pay or benefits
- Job was too stressful
- Another reason(s). Please describe:

- b.** Ideally, how many regular (e.g., not substitutes or temporary) staff do you need to run your program at full capacity?
- c.** How many regular (e.g., not substitutes or temporary) staff are currently working at your program?
- d.** Have you had staff shortages since March 2022? (1-yes 2-no) (if no, GO TO #5)
- e.** When you have had staff shortages since March 2022, did you use the following strategies to handle the shortage? (1-yes 2-no)
 - I closed the whole program
 - I closed some classrooms
 - I moved staff around to different classrooms than they usually work in
 - I worked in the classrooms
 - I hired a sub from the substitute pool at TRI
 - I hired substitute/temporary staff from somewhere other than substitute pool at TRI
 - Other, please describe:
 - I reduced enrollment for infant/toddlers (Select N/A if you do not serve infant/toddlers) (1-yes 2-no 9-N/A)
 - I reduced enrollment for 3-5 year olds (Select N/A if you do not serve 3-5 year olds) (1-yes 2-no 9-N/A)

5. If your program has closed at any time since March 2022, which of the following describes the closure(s)? (1-yes 2-no)

- My program has stayed open continuously since March 2022 (If yes, GO TO #6)
- Temporary closure due to COVID-19 pandemic related conditions
- Temporary closure due to wildfires
- Temporary closure for any other reason not related to COVID-19 or wildfires
- Permanent closure of the program due to COVID-19 pandemic related conditions (If yes, GO TO #10)
- Permanent closure due to wildfires (If yes, GO TO #10)
- Permanent closure of the program for another reason not related to the COVID-19 pandemic or wildfires (If yes, GO TO #10)

- a.** How many times have you had to close since March 2022?

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

- Birth to 12 months
- 13 months – 24 months
- 25 months – 36 months
- 3 – 4 years
- 4 – 5 years

7. Since March 2022, were/are any children in your current or former program funded by dollars from the following sources? (1-yes 2-no 3-don't know)

- Private/Parent pay
- Oregon PreKindergarten (OPK)

- Preschool Promise
- Baby Promise
- Early Childhood Equity Fund
- Early Head Start or Head Start-Region 10 (federal funds NOT OPK)
- Native American/Alaskan Indian-Region 11
- Migrant and seasonal EHS -Region 12
- Early Learning Hub funds
- Local government (e.g., pre-k funding from a city or county government)
- Childcare subsidy programs such as CCDF, TANF or ERDC
- Title I
- Early intervention/early childhood special education
- Relief Nursery
- Other types of government funded programs

8. Since March 2022, has/did your current or former program received any of the following: (1=yes 2=no 3=don't know)

- A Stabilization grant from the state's Oregon Early Learning Division
- A Reopening grant from the state's Oregon Early Learning Division

9. Since March 2022, has/did your program offered the following to any family in your program: (1=yes 2=no)

- Extended hours
- Flexibility to drop off early or pick up late as needed
- Flexibility in amount or timing of payment

10. From the following list, please pick the top three things that would help you the most to keep your program open or re-open your program:

- Being able to offer better wages or benefits
- Childcare for your own/your staff's children
- Continuing or increasing COVID-19 safety measures (e.g., social distancing, face masks, cleaning protocols)
- Decreasing COVID-19 safety measures
- COVID-19 infections decreasing in the community
- Better finances/financial stability
- Having more staff
- Having more families sign up for spaces in your program
- A greater variety of teaching options (e.g., ability to work from home, deliver services via Zoom)
- More or different work resources (e.g., learning materials, teaching tools, facilities)
- More funding for programs (e.g., funding from federal, state or local governments)
- Education or training (e.g., professional development opportunities, courses, online training)
- More support for working with children with challenging behaviors
- Something else:

11. We are interested in understanding the extent to which providers are experiencing stress in their lives. If you are interested in answering some questions about this, please select yes. If you are not interested in answering, select no and you can skip to the next section. (1=yes 2=no) (GO TO #15)

12. Over the last 2 weeks, how often have you been bothered by the following problems?

(1-not at all; 2-several days; 3-more than half the days; 4-nearly every day)

- Feeling nervous, anxious or on edge
- Not being able to stop or control worrying
- Little interest or pleasure in doing things
- Feeling down, hopeless, or depressed

- 13. In the past year, have you received any mental health supports (e.g., worked with a therapist, counselor, doctor or healer, self-help group, pastor/religious leader, Employee Assistance counseling, etc.)? (1=yes (GO TO #15) 2=no (GO TO #14))**
- 14. Would you like to receive mental health supports? (1=yes 2=no)**
- 15. We are interested in understanding the extent to which providers are experiencing discrimination in their lives. If you are interested in answering some questions about this, please select yes. If you are not interested in answering, select no and you can skip to the next section. (1=yes 2=no (GO TO SECTION B))**
- 16. In the past year, have you ever felt/ experienced the following because of your race, ethnicity, or skin color, or because you are not a native English speaker? (1=yes 2=no)**
- Been unfairly fired
 - Been not hired for a job for unfair reasons
 - Been unfairly denied a promotion
 - Been unfairly discouraged by a supervisor, mentor, or advisor from continuing your education
 - Had a co-worker or supervisor retaliate when you pointed out something that was not fair

SECTION B

Next there are some questions about you.

- 1. Which of the following best describes your current gender identity?**
- Woman/girl (GO TO #1j)
 - Man/boy (GO TO #1j)
 - Nonbinary
 - Agender/no gender
 - Questioning or unsure
 - An identity not listed (please describe:)
 - Don't know
 - I don't know what this question is asking
 - I don't want to answer
- a. Do you identify as transgender?**
- Yes
 - No
 - Questioning
 - I don't know what this question is asking
 - I don't want to answer
- 2. How old are you?**
- 18-24
 - 25-39
 - 40-54
 - 55 and older
 - Prefer not to answer
- 3. Which of the following racial or ethnic groups describes your background? (Select all that apply.)**
- a. African American or Black (1=yes 2=no). If yes, are you:**
- African American
 - African

- Caribbean
- Other African American or Black:

b. Asian (1-yes 2-no). If yes, are you:

- Asian Indian
- Chinese
- Filipino/a
- Hmong
- Japanese
- Korean
- Laotian
- South Asian
- Vietnamese
- Other Asian:

c. Hispanic or Latino (1-yes 2-no). If yes, are you:

- Central American
- Mexican
- South American
- Caribbean
- Other Hispanic/Latino:

d. Middle Eastern or North African (1-yes 2-no). If yes, are you:

- Northern African
- Middle Eastern

e. Native American or Alaska (1-yes 2-no). If yes, are you:

- Native American (if yes got to #k below)
- Alaska Native
- Canadian Inuit, Metis, or First Nation
- Indigenous Mexican, Central American, or South American
- Indigenous Caribbean
- Other:

f. Native Hawaiian or Pacific Islander (1-yes 2-no). If yes, are you:

- Guamanian
- Micronesian
- Native Hawaiian
- Samoan
- Tongan
- Other Pacific Islander:

g. White (1-yes 2-no). If yes, are you:

- Eastern European
- Slavic
- Western European
- White/Caucasian
- Other White:

h. Another identity (1-yes 2-no)

- Please describe:

- i. Don't know
- j. Prefer not to answer
- k. Are you a member or descendent of a federally recognized tribe? (1=yes (GO TO k1) 2=no (proceed with answer choices)).

- What is your tribal affiliation: (check all that apply) (THEN BACK TO OTHER ANSWER CHOICES)

- Burns Paiute of Harney County
- Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians
- Confederated Tribes of Grand Ronde
- Confederated Tribes of Siletz
- Confederated Tribes of Umatilla Reservation
- Confederated Tribes of Warm Springs
- Cow Creek Band of Umpqua Indians
- Coquille Indian Tribe
- Klamath Tribes
- An affiliation not listed:

- l. If you picked more than one racial or ethnic category, is there one that you think of as your primary racial or ethnic identity?

- Yes (GO TO list of selected identities to indicate primary identity)
- I do not have one racial or ethnic identity
- No, I identify as Biracial or Multiracial
- NA, I only checked one category above
- Don't know
- Don't want to answer

- m. Are there children in your classroom(s) who match or partially match your race/ethnicity? (1=yes 2=no)

- n. Do you regularly have opportunities to interact with other staff who match or partially match your race/ethnicity or your cultural and linguistic background? (1=yes 2=no)

4. Are you fluent in the following languages? (1=yes 2=no)

- Chinese
- English
- Russian
- Spanish
- Ukrainian
- Vietnamese
- Other, please specify:

- a. Please pick the language that you consider to be your primary language.

- Chinese
- English
- Russian
- Spanish
- Ukrainian
- Vietnamese
- Another language. Please specify:
- I do not have one primary language
- I do not want to answer

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

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

6. How long have you been an early childhood care and education provider? (years, months)

a. Would you say your total household income in 2022 before taxes or deductions was...

7. Less than \$10,000 per year

- \$10,000-14,999
- \$15,000-19,999
- \$20,000-24,999
- \$25,000-29,999
- \$30,000-34,999
- \$35,000-39,999
- \$40,000-44,999
- \$45,000-49,999
- \$50,000-54,999
- \$55,000-59,999
- \$60,000-64,999
- \$65,000-69,999
- \$70,000-74,999
- \$75,000-79,999
- \$80,000-84,999
- \$85,000-89,999
- \$90,000-94,999
- \$95,000-99,999
- \$100,000 or more

a. Approximately how many people (adults and children) are supported by your household income?

b. Approximately how much of your household income in 2022 came from your work taking care of children?

- All
- Almost all
- More than half
- About half
- Less than half
- Very Little
- None

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)**
- How much are you currently being paid per hour at this facility? (indicate amount; GO TO #9)
 - I would rather tell you about my earnings per month (GO TO #8c)
 - I would rather tell you my earnings per year (GO TO #8d)
 - I don't know (GO TO #9)
 - I prefer not to answer (GO TO #9)
 - How much do you currently earn per month at this facility? (GO TO #9)
 - How much do you currently earn per year at this facility? (GO TO #9)
- 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.) (1=yes 2=no)**
- Health insurance
 - Dental insurance
 - Vision insurance
 - Paid sick days
 - Paid vacation days
 - Tuition reimbursement for your education
 - Paid professional development
 - Paid family leave (e.g., maternity)
 - Reduced rate childcare for your own children

SECTION C

Now we would like to ask you some questions about your current program/group of children or the program/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.

- 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 over 5
- Do you regularly collect information about the race/ethnicity of the children in your program from their families? (1=yes 2=no (GO TO #3))**
 - As of today, how many children in each ethnic category below are currently/were enrolled in your program? (If none, please enter "0"; If unsure about children's ethnicities, please list them in the "Not sure" category)
 - African American or Black
 - American Indian/Alaska Native
 - Asian
 - Latino or Hispanic
 - Middle Eastern/North African
 - Pacific Islander/Native Hawaiian
 - White
 - Mixed race/Multiracial

- A group not listed:
- A group not listed:
- Not sure

3. Do any children in your program 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 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. How many children are currently on your waitlist for each of the age categories below? (If none, please enter "0".)

- Birth to 2 years
- 3 – 5 years

SECTION D

1. Since March 2022, if you have received training, mentoring, or professional development in any of the following topics, how useful was that training? (Did not receive training in this topic-0; Not at all useful-1; Somewhat useful-2; Moderately-3; Useful-4; Extremely useful-5)

- Managing children with challenging behaviors in a classroom
- Training in better supporting children's diverse cultural and linguistic needs
- Training in understanding how my implicit bias (bias that happens automatically and unintentionally) might influence my practice
- Skills and activities for teaching early literacy and numeracy
- Using or understanding observation assessment scores
- Practice-based coaching
- Trauma-informed practices
- Using data to create program goals
- Managing my child care business and its finances

2. How frequently would you say that Professional Development opportunities

in general: (Never-1; Rarely-2; Sometimes-3; Often-4; Almost Always-5)

- Are affordable for me
- Are accessible for me (e.g., online, within your community, language diversity, etc.)
- Are offered in my primary language
- Are relevant to my job (e.g., help me solving issues in the classroom/facility)
- Are responsive/relevant to the needs of families from multiple cultural backgrounds
- Help to reduce stress on my job
- Help me to feel more successful at my job
- Covers information that will help me to get ahead/progress in my job (e.g., take on a new role, get a promotion)

3. Since March 2022, have you:

- a. had access to an early childhood mental health consultant?** (An Early Childhood Mental Health Consultant provides training and coaching to early care and education providers to help manage children’s challenging behavior and promote and support children’s healthy social-emotional development.) (1=yes 2=no 3-not sure)
- b. worked with/been supported by an early childhood mental health consultant?** (1=yes 2=no 3-not sure)

4. 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-1; Rarely-2; Sometimes-3; Often-4; Almost Always-5)

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

- a.** I have not tried to get support for addressing the needs of children with challenging behavior. (1=yes (GO TO #6) 2=no)
- b.** Not enough mental health/behavioral specialists or long wait time to see a specialist (1=yes 2=no)
- c.** Lengthy process to get early intervention or preschool special education evaluation/support (1=yes 2=no)
- d.** Families had difficulty acknowledging child’s challenging behavior (1=yes 2=no)
- e.** Families had difficulty addressing problems at home (e.g., parent mental health, substance abuse, severe financial problems) (1=yes 2=no)
- f.** Existing program practices or policies (1=yes 2=no)
- g.** Other, please specify: (1=yes 2=no)

6. Since March 2022, have you used any of the following practices when children in your classroom repeatedly demonstrated challenging behaviors? (1=yes 2=no)

- a.** Requested a consultation with a mental/behavioral health specialist
- b.** Recommended/facilitated a referral for early intervention or early childhood special education evaluation
- c.** Referral to the child’s pediatrician to ensure that medical screenings and exams are up-to-date
- d.** Asked a parent to pick up the child early from the program
- e.** Requested a special meeting with the parent to discuss the child’s behavior
- f.** Required that the child not attend the program for one or more days
- g.** Other practice(s) not listed. Please specify:

7. Since March 2022, have you had the role of coach or mentor in your program? (1=yes 2=no (GO TO #15))

A coach/mentor is someone who provides ongoing support to other providers by doing some or all of the following: demonstrating or modeling classroom/instructional skills; doing formal (e.g., CLASS, ECERS, etc.) or informal observations of classroom/children and providing feedback to provider; working to set goals with providers geared to developing knowledge and skills related to their instructional practice.

We would like to ask you some questions about your work as a coach.

8. About how many staff do you coach?

- a. How many of those staff do you coach within a one-one partnership?
- b. How many of those staff do you support with a coaching community of practice, peer learning, or other group format?

9. How many years have you been a coach, providing professional support to early care and education teachers/providers? If this is your first year as a coach, please indicate "1 year"

10. About what percent of your work hours are dedicated to coaching?

- less than 25
- 25-49
- 50-74
- 75-99
- 100

11. Are you a formal supervisor of any of the early educators/providers that you coach? (1=yes 2=no)

Now, we have some questions about your professional development as a coach.

12. In the past year (since March 2022), have you received training/professional development in any of the following topics to support coaching? (1=yes 2=no)

- Coaching structure and implementation (for example, how frequently to meet with staff, what to do on each visit, routines for coaching)
- Communication, constructive discussions, effective feedback, and/or reflective methods with coaches
- Practice-based coaching
- Building relationships and/or collaborative partnerships with early educators/providers
- Adult learning theory as a tool for coaching delivery
- Equity and inclusion practices as they relate to coaching
- Other Topics (please describe)

13. Now we would like to learn more about the types of things you do in coaching meetings. When coaching an early educator, how often do you do the following: (Never-1; Rarely-2; Sometimes-3; Often-4; Almost Always-5)

- Assess early educator needs
- Reflect on an observation of early educators/providers teaching practice
- Set goals and assess progress toward goals
- Provide strength-based feedback to early educators/providers
- Model behaviors or practices for early educators/providers
- Provide emotional support
- Help with preparation of materials, lesson plans, scheduling
- Use coaching companion (e.g., view exemplar videos, coaching action steps)

14. Finally, to what extent are the following factors challenging to you as a coach? (please select one for each response option) (Never or hardly ever-1; Sometimes-2; Often-3; Always-4; N/A or have never encountered-5)

How challenging is:

- Level of support from center or program director
- Directors or supervisors who interfere with the coaching process
- Early educators/providers turnover
- Staff/coach ratio (too many early educators and too few coaches)
- Lack of coach time for coach-early educator meetings

- Lack of early educator release time for coach-early educator meetings
- Early educators/providers personal crises, stress, or mental health issues
- Lack of training or professional development for coaching
- Lack of materials, tools, or supports in your home language
- Early educator/provider resistance to being coached/not wanting coaching
- Early educator/provider implicit biases

15. Since March 2022 have you received any coaching or mentoring? (1=yes (GO TO #17) 2=no)

A coach/mentor is an individual with specialized and adult learning, knowledge and skills, who takes a strength- and relationship-based approach to focus on supporting the development of a professional through collaborative goal setting to support teaching practices.

16. If coaching/mentoring were available to you, would you be interested in participating? (1=yes (GO TO #23) 2=no (GO TO #23))

The following questions pertain to the coaching you received since March 2022 (If you have more than one coach, please consider the one whom you collaborate with most frequently.)

17. Which of the following best describes your coach's position? (1=yes 2=no)

- Someone who supervises you (like your director/grant coordinator, manager, etc.)
- A coach/mentor who is not your supervisor but works for your program
- A coach/mentor from outside your program
- A peer group/community
- A person not listed (Please describe the person's position not listed:)

18. Thinking about the coaching that you received since March 2022, about how often did the coach typically meet with you one-on-one (in person or virtually)?

- Two or three times a week or more
- About once a week
- Two to three times a month
- About once a month
- Less than once a month
- Rarely or never

19. On average, how much time does your coach spend with you in a typical in-person (or virtual) coaching meeting? Please enter minutes per coaching meeting.

20. On average, how many times do you communicate with your coach between coaching meetings? If you do not communicate between coaching meetings, please enter "0".

Now we have some questions about what you do when you meet with your coach.

21. Thinking about the meetings you have with your coach, how often does your coach use the following strategies: (Never-1; Rarely-2; Sometimes-3; Often-4; Almost Always-5)

- Have "sit-down," kid-free meetings with you?
- Have a structured coaching meeting (for example, follow a routine or organized plan, or use a goal sheet/template)?
- Provide positive feedback to you, tell you what to do more of and what you do well?
- Reflect on progress toward goals from a previous meeting?
- Discuss your personal background or life?
- Observe you interacting with children in your care, in person, or by video
- Seek to understand your cultural perspective and values, and provide supports consistent with those
- Work without a plan or clear goal

22. Primary language and linguistic background

- a. Did your coach offer materials in your primary language? (1=yes 2=no)
- b. Did your coach speak your primary language? (1=yes 2=no)
- c. Did your coach offer content and materials that were responsive to your cultural and/or linguistic background? (1=yes 2=no)
- d. Did your coach offer content and materials that were responsive to the cultural and/or linguistic background(s) of the families who you work with? (1=yes 2=no)

23. Have you ever wanted to become a coach/mentor to other early educators? (1=yes 2=no (GO TO #24))

- a. Would you need any of the following to support you in becoming a coach?
 - Training
 - Time to receive training
 - Financial support to receive training
 - Other support to receive training (e.g., child care, transportation)
 - A job as a coach
 - Information about how to get training
 - Support from a supervisor or program
 - Other (please describe:)

24. Please indicate how often you do the following things in your program: (Never-1; Rarely-2; Sometimes-3; Frequently-4)

- 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.
- 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.
- c. I seek information from family members or other key community informants that helps me to respond to 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.

25. Since March 2022, have you used Child Care Resource & Referral networks as a resource? (1=yes 2=no (GO TO Section E))

If yes, have you used: (1=yes 2=no)

- Training or workshops
- Technical assistance
- Individual coaching

SECTION E

1. In the past year, have you had students in your current or former program who you asked to leave your care or take a break because you could not meet their needs? (1=yes 2=no (GO TO Section F))
2. In the past year, have you asked a student to leave care or take a break for the following reasons: (1=yes 2=no)
 - Not able to meet the child's need for behavioral support
 - Not able to meet the child's physical needs
 - Not able to meet the child's medical needs
 - Child was placed in a special education classroom
 - Family was no longer able to pay for care
 - Program hours did not match the family's needs

- Child could not adjust to the classroom environment
- Child's behavior was potentially dangerous to other children.
- Other, please specify:

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

{Directors will only answer this if they answered YES to Section C Question #2}

4. How many children in each ethnic category below were asked to leave your program in the past year? (If none, please enter "0". If unsure about children's ethnicities, please list them in the "Not sure" category.)

- African American or Black
- American Indian/Alaska Native
- Asian
- Latino or Hispanic
- Middle Eastern/North African
- Pacific Islander/Native Hawaiian
- White
- Mixed race/Multiracial:
- A group not listed:
- Not sure

1. Approximately how many hours per week do you spend managing your business?

(Any time working on administrative tasks rather than working directly with children.)

- 0 hours
- 1-10 hours
- 11-25 hours
- 26-40 hours
- 41-60 hours
- Over 60 hours

2. Please rate your agreement with this statement: I understand the overall health of my child care business.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

3. Approximately how many of your private tuition payments from parents are late each payment cycle?

- 0%, or everyone pays on time
- 1-10%, or one or two families pay late on average
- 11-50%, or some families consistently pay late
- 51% or more, or a majority of families consistently pay late
- I don't know

4. What are your approximate total monthly expenses? Please include all programmatic expenses such as payroll, food, cleaning supplies, materials, etc.

- \$0
- \$1-\$499
- \$500-\$999
- \$1000-2,499
- \$2,500-4,999

- \$5,000-7,499
- \$7500-9,999
- \$10,000-19,999
- \$20,000-39,999
- \$40,000 or more
- I don't know

5. What is your program's current monthly revenue? (including all revenue streams such as private pay tuition, subsidies, food program, etc.)

- \$0
- \$1-\$499
- \$500-\$999
- \$1000-2,499
- \$2,500-4,999
- \$5,000-7,499
- \$7500-9,999
- \$10,000-19,999
- \$20,000-39,999
- \$40,000 or more
- I don't know

6. Do your monthly revenues typically cover program costs?

- Yes, always or almost always
- Sometimes
- No, not currently or not usually
- I don't know

7. How would you rate the overall financial health of your child care business?

- Excellent; revenue covers costs and I make enough profit to compensate myself/staff well
- Good; revenue covers costs most of the time and my business is sustainable or becoming more sustainable
- Ok; revenue sometimes covers costs but things are stabilizing
- Poor; revenue rarely covers costs and I'm worried about staying in business
- I don't know

8. How would you rate your compensation/profit?

- Excellent; I'm earning as much as I want or need
- Good; I'm earning enough to feel comfortable
- Ok; I'm earning just enough to get by
- Poor; I'm not able to earn what I need
- I don't know

9. Do you currently use any tools to help manage your child care business (such as spreadsheets, programs like QuickBooks, or child care management software)? 1=yes 2=no (GO TO END) 3-I don't know (GO TO END)

- Paper files
- Electronic systems I created (like Excel spreadsheets or Google docs)
- QuickBooks or similar software (not child care specific)
- Childcare management software (such as Brightwheel or Wonderschool)
- Other, please describe:

END

Provider 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 recent past (within the past 3 years).

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

- Lead/Head teacher (but not owner/director of home/family-based program)
- Assistant teacher
- Director
- Owner (may also be director and/or teacher of a home/family-based program)
- Assistant/Aide
- Early Intervention/Early Childhood Special Education (EI/ECSE) provider
- Other, please specify:

{Here is where the survey will branch to either the director/owner survey or the provider survey}.

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

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

4. Since March 2022, for your job in early childcare and education, have/ did you ever experienced any of the following: (1=yes 2=no)

- Laid off as a result of COVID-19 conditions
- Laid off or fired due to circumstances not related to COVID-19
- Quit or choose not to return to a position/renew a contract
- Temporarily furloughed
- Fired
- Had your hours reduced
- Other, describe:

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

- a.** 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)

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/program name?
- b.** What is the facility/program address?
- c.** Which of the following best describes this workplace? (choose one)
 - Head Start Program
 - Other Community Based (not Head Start) Child Care Center
 - Child Care Center co-located at a K-12 school (elementary, middle, or high school)
 - Family/Home Based Child Care

- Early Intervention/Early Childhood Special Education Center or Classroom
- Family Relief Nursery
- Other, please specify:

SECTION A

Next there are some questions about you.

1. Which of the following best describes your current gender identity?

- Woman/girl (GO TO #1a)
- Man/boy (GO TO #1a)
- Nonbinary
- Agender/no gender
- Questioning or unsure
- An identity not listed (please describe:)
- Don't know
- I don't know what this question is asking
- I don't want to answer

a. Do you identify as transgender?

- Yes
- No
- Questioning
- I don't know what this question is asking
- I don't want to answer

2. How old are you?

- 18-24
- 25-39
- 40-54
- 55 and older
- Prefer not to answer

3. Which of the following racial or ethnic groups describes your background?

a. African American or Black (1=yes 2=no) If yes, are you:

- African American
- African
- Caribbean
- Other African American or Black:

b. Asian (1=yes 2=no) If yes, are you:

- Asian Indian
- Chinese
- Filipino/a
- Hmong
- Japanese
- Korean
- Laotian
- South Asian
- Vietnamese

- Other Asian:
- c.** Hispanic or Latino (1-yes 2-no) If yes, are you:
- Central American
 - Mexican
 - South American
 - Caribbean
 - Other Hispanic/Latino
- d.** Middle Eastern or North African (1-yes 2-no) If yes, are you:
- Northern African
 - Middle Eastern
- e.** Native American or Alaska Native (1-yes 2-no) If yes, are you:
- American Indian (if yes go to #k below)
 - Alaska Native
 - Canadian Inuit, Metis, or First Nation
 - Indigenous Mexican, Central American, or South American
 - Indigenous Caribbean
 - Other:
- f.** Native Hawaiian or Pacific Islander (1-yes 2-no) If yes, are you:
- Guamanian
 - Micronesian
 - Native Hawaiian
 - Samoan
 - Tongan
 - Other Pacific Islander:
- g.** White (1-yes 2-no) If yes, are you:
- Eastern European
 - Slavic
 - Western European
 - White/Caucasian
 - Other White
- h.** Another identity (1-yes 2-no) If yes, are you:
- Please describe:
- i.** Don't know
- j.** Prefer not to answer
- k.** Are you a member or descendent of a federally recognized tribe? (1-yes (GO TO k1) 2-no (proceed with answer choices))
- **k1.** What is your tribal affiliation: (check all that apply) (THEN BACK TO OTHER ANSWER CHOICES)
 - Burns Paiute of Harney County
 - Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians
 - Confederated Tribes of Grand Ronde
 - Confederated Tribes of Siletz
 - Confederated Tribes of Umatilla Reservation
 - Confederated Tribes of Warm Springs
 - Cow Creek Band of Umpqua Indians
 - Coquille Indian Tribe

- Klamath Tribes
- Another affiliation:

l. If you picked more than one racial or ethnic category, is there one that you think of as your primary racial or ethnic identity?

- Yes (GO TO list of selected identities to indicate primary identity)
- I do not have one racial or ethnic identity
- No. I identify as Biracial or Multiracial.
- NA. I only checked one category above.
- Don't know
- Don't want to answer.

m. Are there children in your classroom(s) who match or partially match your race/ethnicity? (1=yes 2=no)

n. Do you regularly have opportunities to interact with other staff who match or partially match your race/ethnicity or your cultural and linguistic background? (1=yes 2=no)

4. Are you fluent in the following languages? (1=yes 2=no)

- Chinese (GO TO 3b)
 - If yes: Are their children in your classroom(s) who speak this language? (1=yes 2=no)
- English (GO TO 3c)
 - If yes: Are their children in your classroom(s) who speak this language? (1=yes 2=no)
- Russian (GO TO 3d)
 - If yes: Are their children in your classroom(s) who speak this language? (1=yes 2=no)
- Spanish (GO TO 3e)
 - If yes: Are their children in your classroom(s) who speak this language? (1=yes 2=no)
- Ukrainian (GO TO 3f)
 - If yes: Are their children in your classroom(s) who speak this language? (1=yes 2=no)
- Vietnamese (GO TO 3g)
 - If yes: Are their children in your classroom(s) who speak this language? (1=yes 2=no)
- Another, please specify:
 - If yes: Are their children in your classroom(s) who speak this language? (1=yes 2=no)

a. Please pick the language that you consider to be your primary language.

- Chinese
- English
- Russian
- Spanish
- Ukrainian
- Vietnamese
- Another language. Please specify:
- I do not have one primary language
- I do not want to answer

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

- 8th grade or less
- 9-12th grade, no diploma
- GED or high school equivalency
- High school graduate

- Some college credit but no degree
- Page 6 of 18
- Community college certificate
- Associate degree (AA, AS, etc.)
- Bachelor's degree (BA, BS, etc.)
- Graduate degree

6. How long have you been an early childhood care and education provider? (years, months)

7. Household income

a. Would you say your total household income in 2022 before taxes or deductions was...

- Less than \$10,000 per year
- \$10,000-14,999
- \$15,000-19,999
- \$20,000-24,999
- \$25,000-29,999
- \$30,000-34,999
- \$35,000-39,999
- \$40,000-44,999
- \$45,000-49,999
- \$50,000-54,999
- \$55,000-59,999
- \$60,000-64,999
- \$65,000-69,999
- \$70,000-74,999
- \$75,000-79,999
- \$80,000-84,999
- \$85,000-89,999
- \$90,000-94,999
- \$95,000-99,999
- \$100,000 or more

b. Approximately how many people (adults and children) are supported by your household income?

c. Approximately how much of your household income in 2022 came from your work taking care of children?

- All
- Almost all
- More than half
- About half
- Less than half
- Very Little
- None

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)

a. How much are you currently being paid per hour at this facility?

- (amount) (GO TO #9)
- I would rather tell you about my earnings per month (GO TO #8c)

- I would rather tell you my earnings per year (GO TO #8d)
- I don't know (GO TO #9)
- I prefer not to answer (GO TO #9)

b. How much do you currently earn per month at this facility? (GO TO #9)

c. *How much do you currently earn per year at this facility?* (GO TO #9)

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. (1=yes 2=no)

- Health insurance
- Dental insurance
- Vision insurance
- Paid sick days
- Paid vacation days
- Tuition reimbursement for your education
- Paid professional development
- Paid family leave (e.g., maternity)
- Reduced rate childcare for your own children

10. From the following list, please pick the top three things that would help you the most to stay employed or return to work in early childhood care and education?

- Better wages or benefits
- Childcare for your own children
- Continuing or increasing COVID-19 safety measures (e.g., social distancing, face masks, cleaning protocols)
- Decreasing or removing COVID-19 safety measures
- COVID-19 infections decreasing in the community
- Receiving more recognition and inclusion by other staff members, management, or parents
- Having more staff
- Having more families sign up for spaces in your program
- Having a greater variety of teaching options (e.g., ability to work from home)
- More or different work resources (e.g., learning materials, teaching tools, facilities)
- More funding for your program (e.g., funding from federal, state, or local governments)
- Having the program where you work re-open
- Financial stability for the program where you work
- Transportation to work
- Education or training (e.g., professional development opportunities, courses, online training)
- Having more work hours
- More support for working with children with challenging behaviors
- Something else:

11. We are interested in understanding the extent to which providers are experiencing stress in their lives. If you are interested in answering some questions about this, please select yes. If you are not interested in answering, select no and you can skip to the next section. (1=yes 2=no (GO TO #15))

12. Over the last 2 weeks, how often have you been bothered by the following problems?

(Not at all-1; Several days-2; More than half the days-3; Nearly every day-4)

- Feeling nervous, anxious or on edge
- Not being able to stop or control worrying
- Little interest or pleasure in doing things
- Feeling down, hopeless, or depressed

- 13. In the past year, have you received any mental health supports (e.g., worked with a therapist, counselor, doctor or healer, self-help group, pastor/religious leader, Employee Assistance counseling, etc.)? (1=yes (GO TO #15) 2=no (GO TO #14))**
- 14. Would you like to receive mental health supports? (1=yes 2=no)**
- 15. We are interested in understanding the extent to which providers are experiencing discrimination in their lives. If you are interested in answering some questions about this, please select yes. If you are not interested in answering, select no and you can skip to the next section. (1=yes 2=no (GO TO Section B))**
- 16. In the past year, have you ever felt/ experienced the following because of your race, ethnicity, or skin color, or because you are not a native English speaker? (1=yes 2=no)**
- Been unfairly fired
 - Been not hired for a job for unfair reasons
 - Been unfairly denied a promotion
 - Been unfairly discouraged by a supervisor, mentor, or advisor from continuing your education
 - Had a co-worker or supervisor retaliate when you pointed out something that was not fair

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 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.

{If respondent is HEAD TEACHER, will answer Q 1 otherwise SKIP to #2}

- 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 over 5
- 2. Since March 2022, if you have received training, mentoring, or professional development in any of the following topics, how useful was that training? (Did not receive training in this topic-0; Not at all useful-1; Somewhat useful-2; Moderately useful-3; Extremely useful-4)**
- Managing children with challenging behaviors in a classroom
 - Training in better supporting children's diverse cultural and linguistic needs
 - Training in understanding how my implicit bias (bias that happens automatically and unintentionally) might influence my practice
 - Skills and activities for teaching early literacy and numeracy
 - Using or understanding CLASS observation assessment scores
 - Practice-based coaching
 - Trauma-informed practices
- 3. How frequently would you say that Professional Development opportunities in general: (Never-1; Rarely-2; Sometimes-3; Often-4; Almost always-5)**
- Are affordable for me
 - Are accessible for me (e.g., online, within your community, etc.)
 - Are offered in my primary language
 - Are relevant to my job (e.g., help me solving issues in the classroom/facility)
 - Are responsive/relevant to the needs of families from multiple cultural backgrounds

- Help to reduce stress on my job
- Help me to feel more successful at my job
- Cover information that will help me to get ahead/progress in my job (e.g., take on a new role, get a promotion)

4. Since March 2022, have you:

- had access to an early childhood mental health consultant? (An Early Childhood Mental Health Consultant provides training and coaching to early care and education providers to help manage children's challenging behavior and promote and support children's healthy social-emotional development.) (1=yes 2=no 3-not sure)
- been supported by/worked with 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

6. Have any of the following been barriers when you tried to get support for addressing the needs of children with challenging behavior? (1=yes 2=no 3-not sure)

- I have not tried to get support for addressing the needs of children with challenging behavior. (if yes, GO TO #7)
- Not enough mental health/behavioral specialists or long wait time to see a specialist
- Lengthy process to get early intervention or preschool special education evaluation/support (EI/ECSE)
- Families had difficulty acknowledging the child's challenging behavior
- Families were challenged by additional issues at home (e.g., parent mental health, substance abuse, severe financial problems)
- Existing program practices or policies.
- No access to mental/behavioral health specialists that reflect or understand the communities of the families I serve.
- Other, please specify:

7. Since March 2022, have you used any of the following practices when children in your classroom repeatedly demonstrated challenging behaviors? (1=yes 2=no)

- Requested a consultation with a mental/behavioral health specialist
- Recommended/facilitated a referral for early intervention or early childhood special education evaluation
- Referral to the child's pediatrician to ensure that medical screenings and exams are up-to-date
- Asked a parent to pick up the child early from the program
- Requested a special meeting with the parent to discuss the child's behavior
- Required that the child not attend the program for one or more days
- Other practice(s) not listed. Please specify:

8. Since March 2022, have you had the role of coach or mentor in your program? (1=yes 2=no (GO TO #17))

A coach/mentor is someone who provides ongoing support to other providers by doing some or all of the following: demonstrating or modeling classroom/instructional skills; doing formal (e.g., CLASS, ECERS, etc.) or informal observations of classroom/children and providing feedback to providers; working to set goals with providers geared to developing knowledge and skills related to their instructional practice.

We would like to ask you some questions about your work as a coach.

9. About how many staff do you coach?

- How many of those staff do you coach within a one-one partnership?

b. How many of those staff do you support with a coaching community of practice, peer learning, or other group format?

10. How many years have you been a coach, providing professional support to early care and education teachers/providers? If this is your first year as a coach, please indicate "1 year".

11. About what percent of your work hours are dedicated to coaching?

- less than 25
- 25-49
- 50-74
- 75-99
- 100

12. Are you a formal supervisor of any of the early educators/providers that you coach? (1=yes 2=no)

Now, we have some questions about your professional development as a coach.

13. In the past year (since March 2022), have you received training/professional development in any of the following topics to support coaching? (1=yes 2=no)

- Coaching structure and implementation (for example, how frequently to meet with staff, what to do on each visit, routines for coaching)
- Communication, constructive discussions, effective feedback, and/or reflective methods with coaches
- Practice-based coaching
- Building relationships and/or collaborative partnerships with early educators/providers
- Adult learning theory as a tool for coaching delivery
- Equity and inclusion practices as they relate to coaching
- Other topics, please describe

14. Now we would like to learn more about the types of things you do in coaching meetings. When coaching an early educator, how often do you do the following: (Never-1; Rarely-2; Sometimes-3; Often-4; Almost always-5)

- Assess early educator needs
- Reflect on an observation of the early educator's/provider's teaching practice
- Set goals and assess progress toward goals
- Provide strength-based feedback to early educator/provider
- Model behaviors or practices for early educator/provider
- Provide emotional support
- Help with preparation of materials, lesson plans, scheduling
- Use Coaching Companion (e.g., view exemplar videos, coaching action steps)

15. Finally, to what extent are the following factors challenging to you as a coach? (Please select one for each response option.) (Never or hardly ever-1; Sometimes-2; Often-3; Always-4; N/A or have never encountered-5)

How Challenging is:

- Level of support from center or program director
- Directors or supervisors who interfere with the coaching process
- Early educator/provider turnover
- Staff/coach ratio (too many early educators/providers and too few coaches)
- Lack of coach time for coach-early educator/provider meetings
- Lack of early educator release time for coach-early educator/provider meetings
- Early educator/provider personal crises, stress, or mental health issues
- Lack of training or professional development for coaching
- Lack of materials, tools, or supports in your home language

- Early educator/provider resistance to being coached/not wanting coaching
- Early educator/provider implicit biases

16. Since March 2022 have you received any coaching or mentoring? (1=yes (GO TO #18) 2-No)

A coach/mentor is an individual with specialized and adult learning, knowledge, and skills, who takes a strength- and relationship-based approach to focus on supporting the development of a professional through collaborative goal setting to support teaching practices.

17. If coaching/mentoring were available to you, would you be interested in participating? (1=yes (GO TO #24) 2-no (GO TO #24))

The following questions pertain to the coaching you received since March 2022. (If you have more than one coach, please consider the one whom you collaborate with most frequently.)

18. Which of the following best describes your coach's position? (1=yes 2-no)

- Someone who supervises you (like your director/grant coordinator, manager, etc.)
- A coach/mentor who is not your supervisor but works for your program
- A coach/mentor from outside your program
- A peer group/community
- A person not listed (Please describe the person's position not listed):

19. Thinking about the coaching that you received since March 2022, about how often did the coach typically meet with you one-on-one (in person or virtually)?

- Two or three times a week or more
- About once a week
- Two to three times a month
- About once a month
- Less than once a month
- Rarely or never

20. On average, how much time does your coach spend with you in a typical in-person (or virtual) coaching meeting? Please enter minutes per coaching meeting. (minutes)

21. On average, how many times do you communicate with your coach between coaching meetings? If you do not communicate between coaching meetings, please enter "0". (times)

Now we have some questions about what you do when you meet with your coach.

22. Thinking about the meetings you have with your coach, how often does your coach use the following strategies: (Never-1; Rarely-2; Sometimes-3; Often-4; Almost always-5)

- Have "sit-down," kid-free meetings with you?
- Have a structured coaching meeting (for example, follow a routine or organized plan, or use a goal sheet/template)?
- Provide positive feedback to you, tell you what to do more of and what you do well?
- Reflect on progress toward goals from a previous meeting?
- Discuss your personal background or life?
- Observe you interacting with children in your care, in person or by video
- Seek to understand your cultural perspective and values, and provide supports consistent with those
- Work without a plan or clear goal

- 23. Did your coach offer materials in your primary language?** (1=yes 2=no)
- Did your coach speak your primary language? (1=yes 2=no)
 - Did your coach offer content and materials that were responsive to your cultural and/or linguistic background? (1=yes 2=no)
 - Did your coach offer content and materials that were responsive to the cultural and/or linguistic background(s) of the families you work with? (1=yes 2=no)
- 24. Have you ever wanted to become a coach/mentor to other early educators?** (1=yes 2=no (GO TO #25))
- Would you need any of the following to support you in becoming a coach? (1=yes 2=no)
 - Training
 - Time to receive training
 - Financial support to receive training
 - Other support to receive training (e.g., child care, transportation)
 - A job as a coach
 - Information about how to get training
 - Support from a supervisor or program
 - Other (please describe:)
- 25. Please indicate how often you do the following things in your classroom:**
(Never-1; Rarely-2; Sometimes-3; Often-4; Almost always-5)
- 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.
 - 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.
 - 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.
 - I have designed the learning environment and activities at my program to reflect multiple languages, cultures, and abilities.

END

Appendix B. Funding and Staffing

Appx. Table 1. **Source of Program Funding**

a. Private/parent pay

Respondents	Percent
Statewide	78.2%

Facility Type	Percent
Head Start Program	13.5%
Other community-based child care center (not HS)	83.0%
Child care co-located in K-12 school	83.3%
Family/home-based child care	83.0%
EI/ECSE	*
Relief Nursery	8.3%

Region	Percent
Frontier	66.7%
Rural	74.7%
Urban	80.2%

b. Child care subsidy programs

Respondents	Percent
Statewide	52.4%

Facility Type	Percent
Head Start Program	16.2%
Other community-based child care center (not HS)	57.7%
Child care co-located in K-12 school	38.9%
Family/home-based child care	55.5%
EI/ECSE	*
Relief Nursery	8.3%

Region	Percent
Frontier	33.3%
Rural	55.2%
Urban	51.7%

c. Other type of government-funded programs

Respondents	Percent
Statewide	11.0%

Facility Type	Percent
Head Start Program	2.7%
Other community-based child care center (not HS)	16.5%
Child care co-located in K-12 school	13.0%
Family/home-based child care	8.4%
EI/ECSE	*
Relief Nursery	25.0%

Region	Percent
Frontier	6.7%
Rural	12.7%
Urban	10.3%

d. Preschool Promise

Respondents	Percent
Statewide	11.1%

Facility Type	Percent
Head Start Program	32.4%
Other community-based child care center (not HS)	11.3%
Child care co-located in K-12 school	14.8%
Family/home-based child care	7.7%
EI/ECSE	*
Relief Nursery	25.0%

Region	Percent
Frontier	33.3%
Rural	15.4%
Urban	8.5%

*n is fewer than 10 respondents

e. EI/ECSE

Respondents	Percent
Statewide	5.3%

Facility Type	Percent
Head Start Program	0.0%
Other community-based child care center (not HS)	9.3%
Child care co-located in K-12 school	3.7%
Family/home-based child care	3.8%
EI/ECSE	*
Relief Nursery	8.3%

Region	Percent
Frontier	0.0%
Rural	3.6%
Urban	6.2%

f. Local government funding

Respondents	Percent
Statewide	4.7%

Facility Type	Percent
Head Start Program	2.7%
Other community-based child care center (not HS)	4.6%
Child care co-located in K-12 school	5.6%
Family/home-based child care	4.1%
EI/ECSE	*
Relief Nursery	25.0%

Region	Percent
Frontier	0.0%
Rural	3.2%
Urban	5.6%

g. Early Head Start or Head Start (not OPK)

Respondents	Percent
Statewide	4.4%

Facility Type	Percent
Head Start Program	54.1%
Other community-based child care center (not HS)	1.5%
Child care co-located in K-12 school	3.7%
Family/home-based child care	1.2%
EI/ECSE	*
Relief Nursery	8.3%

Region	Percent
Frontier	13.3%
Rural	6.8%
Urban	3.1%

h. Early Learning Hub funds

Respondents	Percent
Statewide	2.9%

Facility Type	Percent
Head Start Program	10.8%
Other community-based child care center (not HS)	2.6%
Child care co-located in K-12 school	5.6%
Family/home-based child care	1.9%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	5.9%
Urban	1.7%

*n is fewer than 10 respondents

i. Oregon Pre-Kindergarten

Respondents	Percent
Statewide	3.3%

Facility Type	Percent
Head Start Program	51.4%
Other community-based child care center (not HS)	1.0%
Child care co-located in K-12 school	0.0%
Family/home-based child care	0.7%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	13.3%
Rural	6.8%
Urban	1.4%

j. Baby Promise

Respondents	Percent
Statewide	1.5%

Facility Type	Percent
Head Start Program	5.4%
Other community-based child care center (not HS)	1.0%
Child care co-located in K-12 school	1.9%
Family/home-based child care	1.0%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	2.3%
Urban	1.2%

k. Native American–Alaskan Native Region 11

Respondents	Percent
Statewide	2.6%

Facility Type	Percent
Head Start Program	2.7%
Other community-based child care center (not HS)	4.1%
Child care co-located in K-12 school	1.9%
Family/home-based child care	1.9%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	6.7%
Rural	3.6%
Urban	2.1%

l. Relief Nursery

Respondents	Percent
Statewide	1.7%

Facility Type	Percent
Head Start Program	0.0%
Other community-based child care center (not HS)	0.5%
Child care co-located in K-12 school	0.0%
Family/home-based child care	1.0%
EI/ECSE	*
Relief Nursery	58.3%

Region	Percent
Frontier	0.0%
Rural	3.6%
Urban	0.8%

*n is fewer than 10 respondents

m. Early Childhood Equity Fund

Respondents	Percent
Statewide	1.7%

Facility Type	Percent
Head Start Program	5.4%
Other community-based child care center (not HS)	1.5%
Child care co-located in K-12 school	0.0%
Family/home-based child care	1.4%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	2.3%
Urban	1.4%

n. Migrant and Seasonal EHS Region 12

Respondents	Percent
Statewide	1.1%

Facility Type	Percent
Head Start Program	10.8%
Other community-based child care center (not HS)	0.5%
Child care co-located in K-12 school	0.0%
Family/home-based child care	0.5%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	1.8%
Urban	0.8%

o. Title 1

Respondents	Percent
Statewide	0.7%

Facility Type	Percent
Head Start Program	2.7%
Other community-based child care center (not HS)	1.0%
Child care co-located in K-12 school	1.9%
Family/home-based child care	0.2%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	1.4%
Urban	0.4%

*n is fewer than 10 respondents

Appx. Table 2. Funding in Response to COVID-19

a. Stabilization grant from DELC

Respondents	Percent
Statewide	47.6%

Facility Type	Percent
Head Start Program	10.8%
Other community-based child care center (not HS)	43.8%
Child care co-located in K-12 school	46.3%
Family/home-based child care	53.1%
EI/ECSE	*
Relief Nursery	16.7%

Region	Percent
Frontier	53.3%
Rural	47.5%
Urban	47.5%

b. Re-opening grant from DELC

Respondents	Percent
Statewide	6.1%

Facility Type	Percent
Head Start Program	2.7%
Other community-based child care center (not HS)	6.7%
Child care co-located in K-12 school	9.3%
Family/home-based child care	5.7%
EI/ECSE	*
Relief Nursery	8.3%

Region	Percent
Frontier	6.7%
Rural	6.3%
Urban	6.0%

*n is fewer than 10 respondents

Appx. Table 3. Desired Capacity

Respondents	Percent
Statewide	77.5%

Facility Type	Percent
Head Start Program	73.25%
Other community-based child care center (not HS)	78.57%
Child care co-located in K-12 school	69.94%
Family/home-based child care	78.43%
EI/ECSE	*
Relief Nursery	78.50%

Region	Percent
Frontier	66.62%
Rural	77.23%
Urban	77.94%

Appx. Table 4. Programs Experiencing at least One Closure since March 2022

Respondents	Percent
Statewide (n=86)	11.9%

Facility Type	Percent
Head Start Program	7.0%
Other community-based child care center (not HS)	26.7%
Child care co-located in K-12 school	1.2%
Family/home-based child care	65.1%
EI/ECSE	0.0%
Relief Nursery	0.0%

Region	Percent
Frontier	2.3%
Rural	33.7%
Urban	64.0%

Appx. Table 5. Closures in 2023

a. Open continuously since March of previous year

Respondents	Percent
Statewide	85.4%

Facility Type	Percent
Head Start Program	73.0%
Other community-based child care center (not HS)	83.5%
Child care co-located in K-12 school	94.4%
Family/home-based child care	85.9%
EI/ECSE	*
Relief Nursery	91.7%

Region	Percent
Frontier	86.7%
Rural	83.3%
Urban	86.4%

Funding	Percent
Publicly funded	90.5%
Not publicly funded	90.2%

b. Currently closed

Respondents	Percent
Statewide	4.0%

Facility Type	Percent
Head Start Program	2.7%
Other community-based child care center (not HS)	2.6%
Child care co-located in K-12 school	1.9%
Family/home-based child care	5.3%
EI/ECSE	*
Relief Nursery	8.3%

Region	Percent
Frontier	0.0%
Rural	3.2%
Urban	4.3%

Funding	Percent
Publicly funded	2.0%
Not publicly funded	2.3%

*n is fewer than 10 respondents

Appx. Table 6. Reasons for any Closures

a. Temporary closure due to COVID-19 pandemic-related conditions

Respondents	Percent
Statewide	5.8%

Facility Type	Percent
Head Start Program	13.5%
Other community-based child care center (not HS)	8.2%
Child care co-located in K-12 school	0.0%
Family/home-based child care	5.0%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	6.8%
Urban	5.6%

Funding	Percent
Publicly funded	6.8%
Not publicly funded	3.7%

b. Temporary closure due to wildfires

Respondents	Percent
Statewide	1.7%

Facility Type	Percent
Head Start Program	2.7%
Other community-based child care center (not HS)	4.1%
Child care co-located in K-12 school	0.0%
Family/home-based child care	0.7%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	0.9%
Urban	2.1%

Funding	Percent
Publicly funded	1.5%
Not publicly funded	1.4%

*n is fewer than 10 respondents

c. Temporary closure for any other reason not related to COVID-19 or wildfires

Respondents	Percent
Statewide	4.2%

Facility Type	Percent
Head Start Program	8.1%
Other community-based child care center (not HS)	5.7%
Child care co-located in K-12 school	0.0%
Family/home-based child care	3.8%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	5.4%
Urban	3.7%

Funding	Percent
Publicly funded	4.4%
Not publicly funded	3.7%

d. Permanent closure of the program due to COVID-19 pandemic-related conditions

Respondents	Percent
Statewide	1.4%

Facility Type	Percent
Head Start Program	16.2%
Other community-based child care center (not HS)	1.0%
Child care co-located in K-12 school	0.0%
Family/home-based child care	1.9%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	6.7%
Rural	0.9%
Urban	1.4%

Funding	Percent
Publicly funded	0.0%
Not publicly funded	0.0%

e. Permanent closure due to wildfires

Respondents	Percent
Statewide	0.0%

Facility Type	Percent
Head Start Program	16.2%
Other community-based child care center (not HS)	11.9%
Child care co-located in K-12 school	0.0%
Family/home-based child care	0.0%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	0.0%
Rural	0.0%
Urban	0.0%

Funding	Percent
Publicly funded	0.0%
Not publicly funded	0.0%

f. Permanent closure of the program for another reason not related to the COVID-19 pandemic or wildfires

Respondents	Percent
Statewide	1.4%

Facility Type	Percent
Head Start Program	16.2%
Other community-based child care center (not HS)	2.1%
Child care co-located in K-12 school	1.9%
Family/home-based child care	1.2%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	6.7%
Rural	1.4%
Urban	1.2%

Funding	Percent
Publicly funded	0.0%
Not publicly funded	0.0%

*n is fewer than 10 respondents

Appx. Table 7. Facilitators to Staying Open Overall (n = 772)

Factor	Percent
Being able to offer better wages or benefits	54.8%
Better finances/financial stability	38.1%
More funding for your program	36.7%
Having more staff	35.9%
Having more families signing up for spaces in your program	19.5%
Education or training	14.8%
More or different work resources (e.g., learning materials)	11.8%
Childcare for your own or your staff's children	10.1%
Something else	5.8%
Decreasing or removing COVID-19 safety measures	3.7%
COVID-19 infections decreasing in the community	2.8%
A greater variety of teaching options (e.g., ability to work from home)	2.5%
Continued or increasing COVID-19 safety measures	1.9%

Appx. Table 8. Facilitators to Staying Open by Subgroup

a. Being able to offer better wages or benefits

Respondents	Percent
Statewide (n = 772)	54.8%

Facility Type	Percent
Head Start Program (n = 37)	54.1%
Other community-based child care center (not HS) (n = 194)	72.7%
Child care co-located in K-12 school (n = 54)	68.5%
Family/home-based child care (n = 418)	44.3%
EI/ECSE (n = 3)	33.3%
Relief Nursery (n = 12)	75.0%

Region	Percent
Frontier	33.3%
Rural	46.6%
Urban	59.1%

Funding	Percent
Publicly funded	56.7%
Not publicly funded	58.9%

b. Better finances/financial stability

Respondents	Percent
Statewide	38.1%

Facility Type	Percent
Head Start Program	10.8%
Other community-based child care center (not HS)	28.4%
Child care co-located in K-12 school	18.5%
Family/home-based child care	47.4%
EI/ECSE	100.0%
Relief Nursery	33.3%

Region	Percent
Frontier	20.0%
Rural	44.8%
Urban	35.7%

Funding	Percent
Publicly funded	40.4%
Not publicly funded	37.4%

c. More funding for your program

Respondents	Percent
Statewide	36.7%

Facility Type	Percent
Head Start Program	8.1%
Other community-based child care center (not HS)	31.4%
Child care co-located in K-12 school	22.2%
Family/home-based child care	44.3%
EI/ECSE	0.0%
Relief Nursery	25.0%

Region	Percent
Frontier	40.0%
Rural	40.3%
Urban	35.1%

Funding	Percent
Publicly funded	39.5%
Not publicly funded	36.9%

d. Having more staff

Respondents	Percent
Statewide	35.9%

Facility Type	Percent
Head Start Program	56.8%
Other community-based child care center (not HS)	50.0%
Child care co-located in K-12 school	50.0%
Family/home-based child care	25.6%
EI/ECSE	33.3%
Relief Nursery	33.3%

Region	Percent
Frontier	20.0%
Rural	29.9%
Urban	39.0%

Funding	Percent
Publicly funded	38.4%
Not publicly funded	36.0%

Appx. Table 9. Programs that Lost Staff in the Past Year

Respondents	Percent
All (n = 720)	37.2%

Facility Type	Percent
Head Start Program (n = 37)	56.8%
Other community-based child care center (not HS) (n = 194)	61.3%
Child care co-located in K-12 school (n = 54)	46.3%
Family/home-based child care (n = 418)	22.7%
EI/ECSE (n = 3)	*
Relief Nursery (n = 12)	41.7%

Region	Percent
Frontier (n = 15)	20.0%
Rural (n = 221)	29.0%
Urban (n = 484)	41.5%

Funding	Percent
Publicly funded (n = 453)	41.1%
Not publicly funded (n = 214)	33.2%

*n is fewer than 10 respondents

Appx. Table 10. **Reasons for Having Lost Staff in the Past Year**

a. Staff quit

Respondents	Percent
Statewide (n = 268)	83.6%

Facility Type	Percent
Head Start Program (n = 21)	100.0%
Other community-based child care center (not HS) (n = 119)	89.1%
Child care co-located in K-12 school (n = 25)	88.0%
Family/home-based child care (n = 95)	71.6%
EI/ECSE (n = 3)	*
Relief Nursery (n = 5)	*

Region	Percent
Frontier (n = 3)	*
Rural (n = 64)	85.9%
Urban (n = 201)	82.6%

Funding	Percent
Publicly funded (n = 186)	84.4%
Not publicly funded (n = 71)	84.5%

b. Reduced staff hours

Respondents	Percent
Statewide	44.0%

Facility Type	Percent
Head Start Program	19.0%
Other community-based child care center (not HS)	35.3%
Child care co-located in K-12 school	44.0%
Family/home-based child care	62.1%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	43.8%
Urban	44.3%

Funding	Percent
Publicly funded	47.8%
Not publicly funded	33.8%

*n is fewer than 10 respondents

c. Laid off staff

Respondents	Percent
Statewide	16.4%

Facility Type	Percent
Head Start Program	19.0%
Other community-based child care center (not HS)	16.8%
Child care co-located in K-12 school	8.0%
Family/home-based child care	17.9%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	20.3%
Urban	15.4%

Funding	Percent
Publicly funded	17.2%
Not publicly funded	9.9%

d. Furloughed staff

Respondents	Percent
Statewide	6.3%

Facility Type	Percent
Head Start Program	14.3%
Other community-based child care center (not HS)	8.4%
Child care co-located in K-12 school	4.0%
Family/home-based child care	3.2%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	4.7%
Urban	7.0%

Funding	Percent
Publicly funded	7.0%
Not publicly funded	4.2%

e. Other reasons for staff loss

Respondents	Percent
Statewide	5.6%

Facility Type	Percent
Head Start Program	9.5%
Other community-based child care center (not HS)	8.4%
Child care co-located in K-12 school	4.0%
Family/home-based child care	2.1%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	12.5%
Urban	3.5%

Funding	Percent
Publicly funded	7.5%
Not publicly funded	1.4%

Appx. Table 11. Reasons Staff Quit

a. Health and safety concerns due to COVID-19

Respondents	Percent
Statewide (n = 217)	35.3%

Facility Type	Percent
Head Start Program (n = 21)	47.6%
Other community-based child care center (not HS) (n = 106)	34.9%
Child care co-located in K-12 school (n = 22)	27.3%
Family/home-based child care (n = 68)	35.3%
EI/ECSE (n = 2)	*
Relief Nursery (n = 5)	*

Region	Percent
Frontier (n = 3)	*
Rural (n = 55)	21.8%
Urban (n = 166)	39.8%

Funding	Percent
Publicly funded (n = 157)	31.8%
Not publicly funded (n = 60)	40.0%

b. Did not like changes in job duties either due to COVID-19 or other reasons

Respondents	Percent
Statewide	39.7%

Facility Type	Percent
Head Start Program	57.1%
Other community-based child care center (not HS)	34.9%
Child care co-located in K-12 school	45.5%
Family/home-based child care	41.2%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	38.2%
Urban	39.8%

Funding	Percent
Publicly funded	43.3%
Not publicly funded	28.3%

*n is fewer than 10 respondents

c. Had hours reduced

Respondents	Percent
Statewide	26.8%

Facility Type	Percent
Head Start Program	9.5%
Other community-based child care center (not HS)	20.8%
Child care co-located in K-12 school	36.4%
Family/home-based child care	39.7%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	21.8%
Urban	28.3%

Funding	Percent
Publicly funded	29.9%
Not publicly funded	16.7%

d. Changes to their family circumstances

Respondents	Percent
Statewide	63.4%

Facility Type	Percent
Head Start Program	85.7%
Other community-based child care center (not HS)	70.8%
Child care co-located in K-12 school	63.6%
Family/home-based child care	45.6%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	65.5%
Urban	62.7%

Funding	Percent
Publicly funded	64.3%
Not publicly funded	56.7%

e. Could not find child care for their own children

Respondents	Percent
Statewide	28.1%

Facility Type	Percent
Head Start Program	71.4%
Other community-based child care center (not HS)	24.5%
Child care co-located in K-12 school	9.1%
Family/home-based child care	25.0%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	34.5%
Urban	25.9%

Funding	Percent
Publicly funded	31.8%
Not publicly funded	16.7%

f. Not enough pay or benefits

Respondents	Percent
Statewide	69.2%

Facility Type	Percent
Head Start Program	76.2%
Other community-based child care center (not HS)	73.6%
Child care co-located in K-12 school	68.2%
Family/home-based child care	61.8%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	70.9%
Urban	69.3%

Funding	Percent
Publicly funded	68.2%
Not publicly funded	71.7%

*n is fewer than 10 respondents

g. Job was too stressful

Respondents	Percent
Statewide	65.6%

Facility Type	Percent
Head Start Program	85.7%
Other community-based child care center (not HS)	67.9%
Child care co-located in K-12 school	59.1%
Family/home-based child care	57.4%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	65.5%
Urban	65.1%

Funding	Percent
Publicly funded	67.5%
Not publicly funded	58.3%

h. Another reason

Respondents	Percent
Statewide	8.9%

Facility Type	Percent
Head Start Program	9.5%
Other community-based child care center (not HS)	6.6%
Child care co-located in K-12 school	4.5%
Family/home-based child care	11.8%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	7.3%
Urban	9.0%

Funding	Percent
Publicly funded	8.3%
Not publicly funded	11.7%

*n is fewer than 10 respondents

Appx. Table 12. Programs that Experienced Staff Shortages since March 2022

Respondents	Percent
Statewide	48.5%

Facility Type	Percent
Head Start Program (n = 37)	86.5%
Other community-based child care center (not HS) (n = 194)	76.8%
Child care co-located in K-12 school (n = 54)	66.7%
Family/home-based child care (n = 418)	28.9%
EI/ECSE (n = 3)	66.7%
Relief Nursery (n = 12)	66.7%

Region	Percent
Frontier (n = 15)	40.0%
Rural (n = 221)	43.4%
Urban (n = 484)	51.0%

Funding	Percent
Publicly funded (n = 453)	55.2%
Not publicly funded (n = 214)	39.7%

Appx. Table 13. **Top 3 Facilitators to Remaining in or Returning to the ECE by Subgroup**

Respondents	Better wages or benefits	Having more staff	More support for working with children with challenging behaviors
Statewide	83.8%	45.7%	34.0%

Role	Better wages or benefits	Having more staff	More support for working with children with challenging behaviors
Lead teacher	83.1%	48.8%	35.8%
Assistant teacher	87.8%	43.1%	34.4%
Assistant/aide/sub/floater/volunteer	83.1%	33.1%	31.4%
EI/ECSE specialist	71.7%	49.1%	24.5%
Other	80.0%	40.0%	20.0%
Manager/coordinator/coach	81.3%	61.3%	30.7%
Family advocate/home visitor	87.8%	41.5%	24.4%

Facility Type	Better wages or benefits	Having more staff	More support for working with children with challenging behaviors
Head Start Program	81.0%	54.5%	43.5%
Other community-based child care center (not HS)	86.0%	45.4%	32.3%
Child care co-located in K-12 school	83.3%	43.8%	35.7%
Family/home-based child care	81.1%	26.6%	27.2%
EI/ECSE	85.7%	47.6%	16.7%
Relief Nursery	85.7%	42.9%	20.4%

Race/ethnicity	Better wages or benefits	Having more staff	More support for working with children with challenging behaviors
African American or Black	78.7%	53.2%	25.5%
Asian	86.2%	30.8%	27.7%
Hispanic or Latina/o/x	86.3%	41.6%	27.9%
Native American or Native Alaskan	92.0%	60.0%	32.0%
Middle Eastern or North African	77.8%	55.6%	11.1%
Native Hawaiian or Pacific Islander	100.0%	33.3%	33.3%
White	82.9%	47.4%	37.8%
Another identity	85.7%	42.9%	42.9%
Multiracial	87.2%	41.9%	29.1%
Did not answer	81.4%	45.3%	22.1%

Region	Better wages or benefits	Having more staff	More support for working with children with challenging behaviors
Frontier	84.4%	56.3%	21.9%
Rural	79.3%	44.3%	35.5%
Urban	85.1%	45.8%	33.9%

Funding	Better wages or benefits	Having more staff	More support for working with children with challenging behaviors
Public funding	79.2%	49.8%	41.7%
No public funding	86.0%	43.8%	30.4%

Appx. Table 14. Program Responses to Staff Shortages in the Past Year

a. Closed the whole program

Respondents	Percent
Statewide (n = 349)	13.8%

Facility Type	Percent
Head Start Program (n = 32)	18.8%
Other community-based child care center (not HS) (n = 149)	13.4%
Child care co-located in K-12 school (n = 36)	8.3%
Family/home-based child care (n = 121)	14.9%
EI/ECSE (n = 2)	*
Relief Nursery (n = 8)	12.5%

Region	Percent
Frontier (n = 6)	*
Rural (n = 96)	16.7%
Urban (n = 247)	12.6%

Funding	Percent
Publicly funded (n = 250)	13.2%
Not publicly funded (n = 85)	10.6%

b. Closed some classrooms

Respondents	Percent
Statewide	44.4%

Facility Type	Percent
Head Start Program	78.1%
Other community-based child care center (not HS)	54.4%
Child care co-located in K-12 school	36.1%
Family/home-based child care	24.8%
EI/ECSE	*
Relief Nursery	37.5%

Region	Percent
Frontier	*
Rural	46.9%
Urban	43.3%

Funding	Percent
Publicly funded	48.8%
Not publicly funded	28.2%

*n is fewer than 10 respondents

c. Moved staff to different classrooms

Respondents	Percent
Statewide	65.0%

Facility Type	Percent
Head Start Program	87.5%
Other community-based child care center (not HS)	81.9%
Child care co-located in K-12 school	83.3%
Family/home-based child care	31.4%
EI/ECSE	*
Relief Nursery	75.0%

Region	Percent
Frontier	*
Rural	63.5%
Urban	66.4%

Funding	Percent
Publicly funded	66.0%
Not publicly funded	61.2%

d. Director/owner worked in classrooms

Respondents	Percent
Statewide	88.0%

Facility Type	Percent
Head Start Program	78.1%
Other community-based child care center (not HS)	93.3%
Child care co-located in K-12 school	94.4%
Family/home-based child care	81.8%
EI/ECSE	*
Relief Nursery	87.5%

Region	Percent
Frontier	*
Rural	86.5%
Urban	88.7%

Funding	Percent
Publicly funded	88.4%
Not publicly funded	90.6%

e. Hired subs from the substitute pool at TRI

Respondents	Percent
Statewide	4.0%

Facility Type	Percent
Head Start Program	9.4%
Other community-based child care center (not HS)	2.0%
Child care co-located in K-12 school	8.3%
Family/home-based child care	4.1%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	*
Rural	3.1%
Urban	4.0%

Funding	Percent
Publicly funded	3.2%
Not publicly funded	7.1%

f. Hired subs from somewhere other than sub pool at TRI

Respondents	Percent
Statewide	31.2%

Facility Type	Percent
Head Start Program	37.5%
Other community-based child care center (not HS)	30.9%
Child care co-located in K-12 school	47.2%
Family/home-based child care	26.4%
EI/ECSE	*
Relief Nursery	12.5%

Region	Percent
Frontier	*
Rural	32.3%
Urban	30.8%

Funding	Percent
Publicly funded	29.6%
Not publicly funded	36.5%

*n is fewer than 10 respondents

g. Other (combining classes, using staff from other sites, using volunteers)

Respondents	Percent
Statewide	15.2%

Facility Type	Percent
Head Start Program	21.9%
Other community-based child care center (not HS)	14.8%
Child care co-located in K-12 school	11.1%
Family/home-based child care	16.5%
EI/ECSE	*
Relief Nursery	0.0%

Region	Percent
Frontier	*
Rural	12.5%
Urban	15.8%

Funding	Percent
Publicly funded	16.8%
Not publicly funded	11.8%

Appx. Table 15. Programs that Reduced Enrollment in Certain Age Groups in Response to Staff Shortages

a. Reduced enrollment for infant/toddlers

Respondents	Percent
Statewide (n = 349)	45.6%

Facility Type	Percent
Head Start Program (n = 32)	31.3%
Other community-based child care center (not HS) (n = 149)	38.3%
Child care co-located in K-12 school (n = 36)	19.4%
Family/home-based child care (n = 121)	67.8%
EI/ECSE (n = 2)	*
Relief Nursery (n = 8)	*

Region	Percent
Frontier (n = 6)	*
Rural (n = 96)	41.7%
Urban (n = 247)	47.4%

Funding	Percent
Publicly funded (n = 250)	46.8%
Not publicly funded (n = 85)	41.2%

b. Reduced enrollment for 3-5-year olds

Respondents	Percent
Statewide	43.8%

Facility Type	Percent
Head Start Program	40.6%
Other community-based child care center (not HS)	47.7%
Child care co-located in K-12 school	36.1%
Family/home-based child care	43.0%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	43.8%
Urban	44.1%

Funding	Percent
Publicly funded	44.0%
Not publicly funded	40.0%

*n is fewer than 10 respondents

Appx. Table 16. Teachers' Current Employment Status in the ECE Field

Respondents	Yes, and actively working	Yes, but not actively working	No
Statewide	80.7%	7.6%	11.5%

Role	Yes, and actively working	Yes, but not actively working	No
Lead teacher	84.2%	6.0%	9.7%
Assistant teacher	73.5%	10.7%	15.8%
Assistant/aide/sub/floater/volunteer	70.2%	12.4%	16.5%
EI/ECSE specialist	92.5%	5.7%	1.9%
Other	70.0%	0.0%	30.0%
Manager/coordinator/coach	96.0%	1.3%	2.7%
Family advocate/home visitor	90.2%	2.4%	7.3%

Facility Type	Yes, and actively working	Yes, but not actively working	No
Head Start Program	84.0%	6.9%	8.9%
Other community-based child care center (not HS)	80.8%	7.4%	11.6%
Child care co-located in K-12 school	79.5%	6.7%	13.8%
Family/home-based child care	75.7%	11.2%	13.0%
EI/ECSE	75.0%	8.3%	15.5%
Relief Nursery	81.6%	4.1%	14.3%

Race/ethnicity	Yes, and actively working	Yes, but not actively working	No
African American or Black	70.2%	17.0%	12.8%
Asian	81.5%	3.1%	13.8%
Hispanic or Latina/o/x	81.6%	8.3%	10.2%
Native American or Native Alaskan	92.0%	0.0%	8.0%
Middle Eastern or North African	55.6%	44.4%	0.0%
Native Hawaiian or Pacific Islander	66.7%	0.0%	33.3%
White	81.7%	6.6%	11.5%
Another identity	71.4%	14.3%	14.3%
Multiracial	76.7%	11.6%	10.5%

Region	Yes, and actively working	Yes, but not actively working	No
Frontier	84.4%	6.3%	9.4%
Rural	83.9%	5.4%	10.7%
Urban	79.7%	8.3%	11.8%

Funding	Yes, and actively working	Yes, but not actively working	No
Public funding	87.5%	5.4%	6.9%
No public funding	77.5%	8.6%	13.6%

*n is fewer than 10 respondents

Appx. Table 17. **Providers not Currently Employed in the Field Plans to Return to the Field**

Respondents	Yes	No	Unsure
Statewide	32.2%	23.4%	44.4%

Role	Yes	No	Unsure
Lead teacher	34.0%	22.3%	43.6%
Assistant teacher	27.4%	24.2%	48.4%
Assistant/aide/sub/floater/volunteer	42.5%	15.0%	42.5%
EI/ECSE specialist	0.0%	0.0%	100.0%
Other	0.0%	100.0%	0.0%
Manager/coordinator/coach	0.0%	100.0%	0.0%
Family advocate/home visitor	0.0%	33.3%	66.7%

Facility Type	Yes	No	Unsure
Head Start Program	43.9%	26.8%	29.3%
Other community-based child care center (not HS)	34.4%	20.4%	45.2%
Child care co-located in K-12 school	6.9%	31.0%	62.1%
Family/home-based child care	31.8%	22.7%	45.5%
EI/ECSE	23.1%	30.8%	46.2%
Relief Nursery	57.1%	0.0%	42.9%

Race/ethnicity	Yes	No	Unsure
African American or Black	33.3%	33.3%	33.3%
Asian	22.2%	22.2%	55.6%
Hispanic or Latina/o/x	56.3%	12.5%	31.3%
Native American or Native Alaskan	50.0%	0.0%	50.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	100.0%
White	26.5%	26.5%	47.0%
Another identity	0.0%	100.0%	0.0%
Multiracial	0.0%	22.2%	77.8%
Did not answer	61.5%	15.4%	23.1%

Region	Yes	No	Unsure
Frontier	33.3%	33.3%	33.3%
Rural	36.4%	20.5%	43.2%
Urban	31.0%	24.1%	44.9%

Funding	Yes	No	Unsure
Public funding	45.0%	25.0%	30.0%
No public funding	29.1%	23.0%	47.9%

*n is fewer than 10 respondents

Appx. Table 18. Providers Indicating that a Factor Would Facilitate Their Remaining in or Returning to the ECE Field (n = 1787)

Factor	Percent
Better wages or benefits	83.8%
Having more staff	45.7%
More support for working with challenging behaviors	34.0%
More funding for your program	18.7%
Receiving recognition and inclusion by staff, management or parents	15.4%
Childcare for own children	13.2%
More or different work resources (e.g., learning materials)	11.0%
Education or training	10.1%
A greater variety of teaching options (e.g., ability to work from home)	9.1%
Financial stability for the program where you work	5.8%
Something else	5.7%
More work hours	5.7%
Having more families signing up for spaces in your program	5.0%
Continued or increasing COVID-19 safety measures	4.0%
Decreasing or removing COVID-19 safety measures	3.8%
Transportation to work	2.6%
COVID-19 infections decreasing in the community	1.6%
Having the program where you worked re-open	0.7%

*n is fewer than 10 respondents

Appendix C. Provider Well-being

Appx. Table 19. Providers Who Scored High on Anxiety, Depression, or Feeling Overwhelmed

Respondents	Screened for high anxiety—yes	Screened for high depression—yes	Sometimes or more often feel overwhelmed
Statewide	23.7%	13.4%	58.4%

Role	Screened for high anxiety—yes	Screened for high depression—yes	Sometimes or more often feel overwhelmed
Lead teacher (n = 974)	27.8%	15.9%	63.9%
Assistant teacher (n = 392)	23.0%	14.0%	66.3%
Director (n = 267)	25.1%	12.0%	55.8%
Owner (n = 453)	15.7%	7.9%	37.3%
Aide (n = 242)	17.4%	12.0%	61.2%
EI/ECSE specialist (n = 53)	37.7%	15.1%	67.9%
Other (-nanny) (n = 10)	20.0%	20.0%	70.0%
Manager/coordinator/coach (n = 75)	29.3%	18.7%	60.0%
Family advocate/home visitor (n = 41)	19.5%	12.2%	65.9%

Facility Type	Screened for high anxiety—yes	Screened for high depression—yes	Sometimes or more often feel overwhelmed
Head Start Program (n = 499)	28.3%	16.8%	72.3%
Other community-based child care center (not HS) (n = 995)	24.7%	14.2%	60.7%
Child care co-located in K-12 school (n = 264)	28.0%	14.4%	65.2%
Family/home-based child care (n = 587)	14.7%	8.5%	39.2%
EI/ECSE (n = 87)	31.0%	14.9%	58.6%
Relief Nursery (n = 61)	23.0%	11.5%	62.3%

Race/ethnicity	Screened for high anxiety—yes	Screened for high depression—yes	Sometimes or more often feel overwhelmed
African American or Black (n = 62)	19.4%	14.5%	54.8%
Asian (n = 76)	17.1%	9.2%	64.5%
Hispanic or Latina/o/x (n = 413)	16.0%	12.6%	57.1%
Middle Eastern or North African (n = 13)	15.4%	7.7%	61.5%
Native American or Native Alaskan (n = 28)	46.4%	17.9%	64.3%
Native Hawaiian or Pacific Islander	*	*	*
White (n = 1615)	25.9%	14.7%	60.2%
Another identity (n = 16)	31.3%	12.5%	68.8%
Multiracial (n = 107)	29.9%	11.2%	60.7%

*n is fewer than 10 respondents

Appx. Table 19. **Providers Who Scored High on Anxiety, Depression, or Feeling Overwhelmed** (continued)

Region	Screened for high anxiety—yes	Screened for high depression—yes	Sometimes or more often feel overwhelmed
Frontier (n = 47)	25.5%	17.0%	63.8%
Rural (n = 632)	20.7%	11.1%	55.7%
Urban (n = 1826)	24.6%	14.1%	59.2%

Funding	Screened for high anxiety—yes	Screened for high depression—yes	Sometimes or more often feel overwhelmed
Public funding	27.7%	14.7%	68.3%
No public funding	22.1%	12.9%	54.7%

*n is fewer than 10 respondents

Appendix D. Access to Help Working with Children with Perceived Challenging Behaviors

Appx. Table 20. **Providers Indicating that the Following Were Barriers when Addressing the Needs of Children with Challenging Behavior**

a. Not enough mental health/behavioral specialists or long wait time to see a specialist

Respondents	Percent
Statewide	59.0%

Role	Percent
Lead teacher	65.8%
Assistant teacher	52.9%
Director	65.4%
Owner	45.0%
Aide	43.5%
EI/ECSE specialist	56.8%
Other (-nanny)	*
Manager/coordinator/coach	78.0%
Family advocate/home visitor	65.0%

Facility Type	Percent
Head Start Program	70.4%
Other community-based child care center (not HS)	57.6%
Child care co-located in K-12 school	66.9%
Family/home-based child care	42.2%
EI/ECSE	63.8%
Relief Nursery	70.3%

Race/ethnicity	Percent
African American or Black	29.7%
Asian	45.5%
Hispanic or Latina/o/x	51.0%
Middle Eastern or North African	*
Native American or Native Alaskan	78.6%
Native Hawaiian or Pacific Islander	*
White	61.2%
Another identity	80.0%
Multiracial	65.5%

Region	Percent
Frontier	45.8%
Rural	63.3%
Urban	57.7%

Funding	Percent
Public funding	71.2%
No public funding	53.6%

*n is fewer than 10 respondents

b. Lengthy process to get early intervention or preschool special education evaluation/support

Respondents	Percent
Statewide	57.5%

Role	Percent
Lead teacher	62.9%
Assistant teacher	52.9%
Director	66.7%
Owner	48.3%
Aide	41.7%
EI/ECSE specialist	51.4%
Other (-nanny)	*
Manager/coordinator/coach	63.4%
Family advocate/home visitor	60.9%

Facility Type	Percent
Head Start Program	69.7%
Other community-based child care center (not HS)	56.3%
Child care co-located in K-12 school	62.1%
Family/home-based child care	43.6%
EI/ECSE	51.1%
Relief Nursery	64.9%

Race/ethnicity	Percent
African American or Black	32.4%
Asian	33.3%
Hispanic or Latina/o/x	46.5%
Middle Eastern or North African	*
Native American or Native Alaskan	71.4%
Native Hawaiian or Pacific Islander	*
White	60.0%
Another identity	80.0%
Multiracial	67.2%

Region	Percent
Frontier	29.2%
Rural	63.6%
Urban	56.0%

Funding	Percent
Public funding	69.8%
No public funding	52.2%

c. Families had difficulty acknowledging child's challenging behavior

Respondents	Percent
Statewide	72.4%

Role	Percent
Lead teacher	76.5%
Assistant teacher	72.8%
Director	82.1%
Owner	56.5%
Aide	60.0%
EI/ECSE specialist	64.9%
Other (-nanny)	*
Manager/coordinator/coach	95.1%
Family advocate/home visitor	78.3%

Facility Type	Percent
Head Start Program	80.1%
Other community-based child care center (not HS)	74.9%
Child care co-located in K-12 school	73.1%
Family/home-based child care	58.9%
EI/ECSE	68.1%
Relief Nursery	73.0%

Race/ethnicity	Percent
African American or Black	56.8%
Asian	75.8%
Hispanic or Latina/o/x	63.5%
Middle Eastern or North African	*
Native American or Native Alaskan	71.4%
Native Hawaiian or Pacific Islander	*
White	74.1%
Another identity	100.0%
Multiracial	81.0%

Region	Percent
Frontier	70.8%
Rural	73.9%
Urban	71.8%

Funding	Percent
Public funding	77.2%
No public funding	70.3%

*n is fewer than 10 respondents

d. Families had difficulty addressing problems at home (e.g., parent mental health, substance abuse, severe financial problems)

Respondents	Percent
Statewide	60.3%

Role	Percent
Lead teacher	59.9%
Assistant teacher	58.3%
Director	73.7%
Owner	50.2%
Aide	47.0%
EI/ECSE specialist	78.4%
Other (-nanny)	*
Manager/coordinator/coach	87.8%
Family advocate/home visitor	78.3%

Facility Type	Percent
Head Start Program	79.2%
Other community-based child care center (not HS)	54.4%
Child care co-located in K-12 school	58.6%
Family/home-based child care	46.9%
EI/ECSE	68.1%
Relief Nursery	94.6%

Race/ethnicity	Percent
African American or Black	51.4%
Asian	51.5%
Hispanic or Latina/o/x	41.5%
Middle Eastern or North African	*
Native American or Native Alaskan	78.6%
Native Hawaiian or Pacific Islander	*
White	63.9%
Another identity	100.0%
Multiracial	63.8%

Region	Percent
Frontier	66.7%
Rural	68.8%
Urban	57.2%

Funding	Percent
Public funding	77.9%
No public funding	52.7%

e. Other

Respondents	Percent
Statewide	4.9%

Role	Percent
Lead teacher	5.3%
Assistant teacher	2.9%
Director	5.1%
Owner	5.7%
Aide	4.3%
EI/ECSE specialist	5.4%
Other (-nanny)	*
Manager/coordinator/coach	2.4%
Family advocate/home visitor	4.3%

Facility Type	Percent
Head Start Program	4.2%
Other community-based child care center (not HS)	5.0%
Child care co-located in K-12 school	5.5%
Family/home-based child care	5.1%
EI/ECSE	8.5%
Relief Nursery	2.7%

Race/ethnicity	Percent
African American or Black	5.4%
Asian	0.0%
Hispanic or Latina/o/x	2.5%
Middle Eastern or North African	*
Native American or Native Alaskan	7.1%
Native Hawaiian or Pacific Islander	*
White	5.1%
Another identity	10.0%
Multiracial	10.3%

Region	Percent
Frontier	4.2%
Rural	5.2%
Urban	4.9%

Funding	Percent
Public funding	6.0%
No public funding	4.5%

*n is fewer than 10 respondents

Appx. Table 21. **Providers Who Had Access to an Early Childhood Mental Health Consultant (MHC)**

Respondents	Yes, access to MHC	Yes, worked with/been supported by MHC
Statewide	22.5%	17.0%

Role	Yes, access to MHC	Yes, worked with/been supported by MHC
Lead teacher	25.7%	19.9%
Assistant teacher	16.8%	14.0%
Director	23.2%	15.7%
Owner	11.7%	8.6%
Aide	18.6%	12.8%
EI/ECSE specialist	47.2%	34.0%
Other (nanny, etc.)	30.0%	10.0%
Manager/coordinator/coach	44.0%	34.7%
Family advocate/home visitor	65.9%	51.2%

Facility Type	Yes, access to MHC	Yes, worked with/been supported by MHC
Head Start Program	57.9%	45.3%
Other community-based child care center (not HS)	13.0%	9.5%
Child care co-located in K-12 school	13.6%	9.5%
Family/home-based child care	11.1%	7.3%
EI/ECSE	24.1%	20.7%
Relief Nursery	37.7%	32.8%

Race/ethnicity	Yes, access to MHC	Yes, worked with/been supported by MHC
African American or Black	30.6%	19.4%
Asian	13.2%	10.5%
Hispanic or Latina/o/x	23.0%	18.6%
Middle Eastern or North African	30.8%	30.8%
Native American or Native Alaskan	53.6%	28.6%
Native Hawaiian or Pacific Islander	*	*
White	22.0%	16.9%
Another identity	31.3%	18.8%

Region	Yes, access to MHC	Yes, worked with/been supported by MHC
Frontier	25.5%	23.4%
Rural	30.5%	22.3%
Urban	19.7%	15.1%

Funding	Yes, access to MHC	Yes, worked with/been supported by MHC
Public funding	47.8%	38.1%
No public funding	13.1%	9.2%

*n is fewer than 10 respondents

Appendix E. Suspension and Expulsion

Appx. Table 22. **Providers Who Had Asked Children to Leave Care in the Past Year**

Respondents	Percent	Number		
		M	SD	Range
Statewide (n = 720)	15.7%	1.82	1.04	1-8

Facility Type	Percent	Number		
		M	SD	Range
Head Start Program (n = 37)	8.1%	1.00	0	1.00
Other community-based child care center (not HS) (n = 194)	31.4%	1.87	1.13	1-8
Child care co-located in K-12 school (n = 54)	18.5%	1.90	1.29	1-5
Family/home-based child care (n = 418)	9.1%	1.77	0.84	1-4
EI/ECSE (n = 3)	*	*	*	*
Relief Nursery (n = 12)	0.0%	0	0	

Region	Percent	Number		
		M	SD	Range
Frontier (n = 15)	6.7%	^a	^a	^a
Rural (n = 221)	11.3%	2.14	1.58	1-8
Urban (n = 484)	18.0%	1.74	0.82	1-5

Funding	Percent	Number		
		M	SD	Range
Public funding (n = 102)	11.8%	1.56	0.73	1-3
No public funding (n = 618)	16.3%	1.85	1.06	1-8

*n is fewer than 10 respondents

^aData were not provided by respondents.

Appx. Table 23. Providers Who Had Asked a Student to Leave Care or Take a Break for the Following Reasons in the Past Year

a. Not able to meet the child’s need for behavioral support

Respondents	Percent
Statewide	91.2%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	93.4%
Child care co-located in K-12 school	100.0%
Family/home-based child care	86.8%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	92.0%
Urban	92.0%

Funding	Percent
Public funding	83.3%
No public funding	92.1%

b. Child’s behavior was potentially dangerous to other children

Respondents	Percent
Statewide	88.5%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	91.8%
Child care co-located in K-12 school	90.0%
Family/home-based child care	84.2%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	92.0%
Urban	88.5%

Funding	Percent
Public funding	83.3%
No public funding	89.1%

c. Child could not adjust to classroom environment

Respondents	Percent
Statewide	61.1%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	68.9%
Child care co-located in K-12 school	80.0%
Family/home-based child care	47.4%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	44.0%
Urban	66.7%

Funding	Percent
Public funding	50.0%
No public funding	62.4%

*n is fewer than 10 respondents

d. Program hours did not match family's needs

Respondents	Percent
Statewide	33.6%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	37.7%
Child care co-located in K-12 school	20.0%
Family/home-based child care	28.9%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	40.0%
Urban	31.0%

Funding	Percent
Public funding	50.0%
No public funding	31.7%

e. Family was no longer able to pay for care

Respondents	Percent
Statewide	42.5%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	50.8%
Child care co-located in K-12 school	20.0%
Family/home-based child care	36.8%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	52.0%
Urban	39.1%

Funding	Percent
Public funding	50.0%
No public funding	41.6%

f. Child was placed in a special education classroom

Respondents	Percent
Statewide	17.7%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	21.3%
Child care co-located in K-12 school	20.0%
Family/home-based child care	7.9%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	24.0%
Urban	16.1%

Funding	Percent
Public funding	33.3%
No public funding	15.8%

g. Not able to meet child's physical needs

Respondents	Percent
Statewide	17.7%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	24.6%
Child care co-located in K-12 school	10.0%
Family/home-based child care	10.5%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	12.0%
Urban	19.5%

Funding	Percent
Public funding	16.7%
No public funding	17.8%

*n is fewer than 10 respondents

h. Not able to meet child's medical needs

Respondents	Percent
Statewide	4.4%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	1.6%
Child care co-located in K-12 school	0.0%
Family/home-based child care	10.5%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	16.0%
Urban	1.1%

Funding	Percent
Public funding	8.3%
No public funding	4.0%

i. Other

Respondents	Percent
Statewide	4.4%

Facility Type	Percent
Head Start Program	*
Other community-based child care center (not HS)	3.3%
Child care co-located in K-12 school	20.0%
Family/home-based child care	2.6%
EI/ECSE	*
Relief Nursery	*

Region	Percent
Frontier	*
Rural	0.0%
Urban	5.7%

Funding	Percent
Publicly funded	0.0%
Not publicly funded	5.0%

*n is fewer than 10 respondents

Appendix F. Professional Development and Coaching

Appx. Table 24. **Providers Who Received Professional Development Training by Topic**

a. Managing children with challenging behaviors in a classroom

Respondents	Percent
Statewide	70.3%

Role	Percent
Lead teacher (n = 974)	73.9%
Assistant teacher (n = 392)	69.4%
Director (n = 267)	73.4%
Owner (n = 453)	58.5%
Aide (n = 242)	71.9%
EI/ECSE specialist (n = 53)	88.7%
Other (n = 10)	70.0%
Management/Coach (n = 75)	72.0%
Family advocate (n = 41)	65.9%

Facility Type	Percent
Head Start Program (n = 499)	80.2%
Other community-based child care center (not HS) (n = 995)	68.4%
Child care co-located in K-12 school (n = 264)	68.6%
Family/home-based child care (n = 587)	63.4%
EI/ECSE (n = 87)	75.9%
Relief Nursery (n = 61)	88.5%

Race/ethnicity	Percent
African American or Black (n = 62)	74.2%
Asian (n = 76)	75.0%
Hispanic or Latina/o/x (n = 413)	75.5%
Middle Eastern or North African (n = 13)	69.2%
Native American or Native Alaskan (n = 28)	82.1%
Native Hawaiian or Pacific Islander (n = 3)	*
White (n = 1615)	70.3%
Another identity (n = 16)	81.3%
Multiracial (n = 107)	72.9%
Did not identify a primary race (n = 174)	50.0%

Region	Percent
Frontier (n = 47)	72.3%
Rural (n = 632)	72.9%
Urban (n = 1826)	69.3%

Funding	Percent
Public funding (n = 678)	81.4%
No public funding (n = 1829)	66.2%

*n is fewer than 10 respondents

b. Training in better supporting children's diverse cultural and linguistic needs

Respondents	Percent
Statewide	63.9%

Role	Percent
Lead teacher	65.3%
Assistant teacher	67.6%
Director	58.1%
Owner	54.3%
Aide	66.9%
EI/ECSE specialist	86.8%
Other	50.0%
Management/Coach	73.3%
Family advocate	68.0%

Facility Type	Percent
Head Start Program	78.8%
Other community-based child care center (not HS)	58.7%
Child care co-located in K-12 school	61.7%
Family/home-based child care	57.8%
EI/ECSE	73.6%
Relief Nursery	82.0%

Race/ethnicity	Percent
African American or Black	79.0%
Asian	68.4%
Hispanic or Latina/o/x	76.0%
Middle Eastern or North African	69.2%
Native American or Native Alaskan	82.1%
Native Hawaiian or Pacific Islander	*
White	60.7%
Another identity	87.5%
Multiracial	70.1%
Did not identify a primary race	47.7%

Region	Percent
Frontier	70.2%
Rural	68.4%
Urban	62.2%

Funding	Percent
Public funding	79.8%
No public funding	58.0%

c. Training in understanding how my implicit bias might influence my practice

Respondents	Percent
Statewide	62.3%

Role	Percent
Lead teacher	65.2%
Assistant teacher	64.5%
Director	58.4%
Owner	45.5%
Aide	67.8%
EI/ECSE specialist	94.3%
Other	40.0%
Management/Coach	73.3%
Family advocate	92.7%

Facility Type	Percent
Head Start Program	82.8%
Other community-based child care center (not HS)	57.3%
Child care co-located in K-12 school	56.8%
Family/home-based child care	50.9%
EI/ECSE	73.6%
Relief Nursery	90.2%

Race/ethnicity	Percent
African American or Black	67.7%
Asian	64.5%
Hispanic or Latina/o/x	69.2%
Middle Eastern or North African	69.2%
Native American or Native Alaskan	78.6%
Native Hawaiian or Pacific Islander	*
White	60.8%
Another identity	81.3%
Multiracial	68.2%
Did not identify a primary race	47.7%

Region	Percent
Frontier	76.6%
Rural	63.4%
Urban	61.5%

Funding	Percent
Public funding	82.3%
No public funding	54.8%

*n is fewer than 10 respondents

d. Skills and activities for teaching early literacy and numeracy

Respondents	Percent
Statewide	57.8%

Role	Percent
Lead teacher	61.9%
Assistant teacher	61.7%
Director	50.6%
Owner	48.1%
Aide	62.0%
EI/ECSE specialist	62.3%
Other	50.0%
Management/Coach	54.7%
Family advocate	51.2%

Facility Type	Percent
Head Start Program	65.3%
Other community-based child care center (not HS)	56.8%
Child care co-located in K-12 school	56.4%
Family/home-based child care	51.8%
EI/ECSE	63.2%
Relief Nursery	65.6%

Race/ethnicity	Percent
African American or Black	72.6%
Asian	56.6%
Hispanic or Latina/o/x	67.1%
Middle Eastern or North African	61.5%
Native American or Native Alaskan	71.4%
Native Hawaiian or Pacific Islander	*
White	55.1%
Another identity	68.8%
Multiracial	68.2%
Did not identify a primary race	44.8%

Region	Percent
Frontier	70.2%
Rural	60.9%
Urban	56.4%

Funding	Percent
Public funding	65.6%
No public funding	54.8%

e. Using or understanding CLASS observation assessment scores

Respondents	Percent
Statewide	47.1%

Role	Percent
Lead teacher	51.3%
Assistant teacher	54.3%
Director	40.8%
Owner	33.3%
Aide	50.4%
EI/ECSE specialist	49.1%
Other	30.0%
Management/Coach	50.7%
Family advocate	48.8%

Facility Type	Percent
Head Start Program	67.9%
Other community-based child care center (not HS)	42.2%
Child care co-located in K-12 school	42.0%
Family/home-based child care	38.7%
EI/ECSE	48.3%
Relief Nursery	59.0%

Race/ethnicity	Percent
African American or Black	66.1%
Asian	50.0%
Hispanic or Latina/o/x	64.9%
Middle Eastern or North African	53.8%
Native American or Native Alaskan	71.4%
Native Hawaiian or Pacific Islander	*
White	42.7%
Another identity	50.0%
Multiracial	43.0%
Did not identify a primary race	36.2%

Region	Percent
Frontier	59.6%
Rural	53.5%
Urban	44.7%

Funding	Percent
Public funding	63.6%
No public funding	41.1%

*n is fewer than 10 respondents

f. Practice-based coaching

Respondents	Percent
Statewide	45.1%

Role	Percent
Lead teacher	47.1%
Assistant teacher	50.5%
Director	37.1%
Owner	29.6%
Aide	54.1%
EI/ECSE specialist	71.7%
Other	50.0%
Management/Coach	56.0%
Family advocate	61.0%

Facility Type	Percent
Head Start Program	63.3%
Other community-based child care center (not HS)	39.9%
Child care co-located in K-12 school	41.3%
Family/home-based child care	35.1%
EI/ECSE	64.4%
Relief Nursery	59.0%

Race/ethnicity	Percent
African American or Black	59.7%
Asian	46.1%
Hispanic or Latina/o/x	61.7%
Middle Eastern or North African	53.8%
Native American or Native Alaskan	71.4%
Native Hawaiian or Pacific Islander	*
White	40.1%
Another identity	62.5%
Multiracial	51.4%
Did not identify a primary race	36.2%

Region	Percent
Frontier	55.3%
Rural	50.0%
Urban	43.2%

Funding	Percent
Public funding	63.7%
No public funding	38.2%

g. Trauma-informed practices

Respondents	Percent
Statewide	62.1%

Role	Percent
Lead teacher	64.7%
Assistant teacher	62.5%
Director	59.9%
Owner	47.9%
Aide	69.0%
EI/ECSE specialist	84.9%
Other	80.0%
Management/Coach	62.7%
Family advocate	95.1%

Facility Type	Percent
Head Start Program	81.8%
Other community-based child care center (not HS)	54.9%
Child care co-located in K-12 school	59.5%
Family/home-based child care	54.3%
EI/ECSE	74.7%
Relief Nursery	90.2%

Race/ethnicity	Percent
African American or Black	69.4%
Asian	68.4%
Hispanic or Latina/o/x	75.1%
Middle Eastern or North African	61.5%
Native American or Native Alaskan	89.3%
Native Hawaiian or Pacific Islander	*
White	59.1%
Another identity	93.8%
Multiracial	64.5%
Did not identify a primary race	45.4%

Region	Percent
Frontier	76.6%
Rural	68.4%
Urban	59.7%

Funding	Percent
Public funding	79.9%
No public funding	55.5%

*n is fewer than 10 respondents

h. Using data to set goals

Respondents	Percent
Statewide (n = 720)	9.7%

Role	Percent
Director	36.0%
Owner	32.0%

Facility Type	Percent
Head Start Program	2.8%
Other community-based child care center (not HS)	6.4%
Child care co-located in K-12 school	8.3%
Family/home-based child care	23.0%
EI/ECSE	1.1%
Relief Nursery	6.6%

Race/ethnicity	Percent
African American or Black	12.9%
Asian	6.6%
Hispanic or Latina/o/x	11.1%
Middle Eastern or North African	23.1%
Native American or Native Alaskan	10.7%
Native Hawaiian or Pacific Islander	*
White	9.0%
Another identity	31.3%
Multiracial	8.4%
Did not identify a primary race	10.3%

Region	Percent
Frontier	14.9%
Rural	11.9%
Urban	8.8%

Funding	Percent
Public funding	7.8%
No public funding	10.3%

i. Managing finances

Respondents	Percent
Statewide (n = 720)	11.2%

Role	Percent
Director	31.8%
Owner	43.0%

Facility Type	Percent
Head Start Program	1.0%
Other community-based child care center (not HS)	6.3%
Child care co-located in K-12 school	7.6%
Family/home-based child care	31.0%
EI/ECSE	4.6%
Relief Nursery	8.2%

Race/ethnicity	Percent
African American or Black	11.3%
Asian	6.6%
Hispanic or Latina/o/x	16.0%
Middle Eastern or North African	23.1%
Native American or Native Alaskan	0.0%
Native Hawaiian or Pacific Islander	*
White	10.4%
Another identity	25.0%
Multiracial	6.5%
Did not identify a primary race	12.1%

Region	Percent
Frontier	12.8%
Rural	13.6%
Urban	10.4%

Funding	Percent
Public funding	7.2%
No public funding	12.7%

*n is fewer than 10 respondents

Appx. Table 25. Providers Who Found Professional Development Training in a Topic Moderately or Extremely Useful

a. Managing children with challenging behaviors in a classroom

Respondents	Percent
Statewide	41.3%

Role	Percent
Lead teacher (n = 974)	41.1%
Assistant teacher (n = 392)	38.0%
Director (n = 267)	43.8%
Owner (n = 453)	37.1%
Aide (n = 242)	45.0%
EI/ECSE specialist (n = 53)	60.4%
Other (n = 10)	50.0%
Management/Coach (n = 75)	50.7%
Family advocate (n = 41)	41.5%

Facility Type	Percent
Head Start Program (n = 499)	46.1%
Other community-based child care center (not HS) (n = 995)	39.4%
Child care co-located in K-12 school (n = 264)	35.6%
Family/home-based child care (n = 587)	40.7%
EI/ECSE (n = 87)	47.1%
Relief Nursery (n = 61)	59.0%

Race/ethnicity	Percent
African American or Black (n = 62)	51.6%
Asian (n = 76)	50.0%
Hispanic or Latina/o/x (n = 413)	50.1%
Middle Eastern or North African (n = 13)	38.5%
Native American or Native Alaskan (n = 28)	39.3%
Native Hawaiian or Pacific Islander (n = 3)	*
White (n = 1615)	39.4%
Another identity (n = 16)	68.8%
Multiracial (n = 107)	46.7%
Did not identify a primary race (n = 174)	25.9%

Region	Percent
Frontier (n = 47)	42.6%
Rural (n = 632)	46.4%
Urban (n = 1826)	39.5%

Funding	Percent
Public funding (n = 678)	48.2%
No public funding (n = 1829)	38.7%

*n is fewer than 10 respondents

b. Training in better supporting children’s diverse cultural and linguistic needs

Respondents	Percent
Statewide	35.9%

Role	Percent
Lead teacher	35.0%
Assistant teacher	37.5%
Director	31.5%
Owner	32.5%
Aide	40.5%
EI/ECSE specialist	54.7%
Other	20.0%
Management/Coach	50.7%
Family advocate	31.7%

Facility Type	Percent
Head Start Program	43.1%
Other community-based child care center (not HS)	33.2%
Child care co-located in K-12 school	27.3%
Family/home-based child care	34.9%
EI/ECSE	44.8%
Relief Nursery	50.8%

Race/ethnicity	Percent
African American or Black	61.3%
Asian	42.1%
Hispanic or Latina/o/x	52.3%
Middle Eastern or North African	30.8%
Native American or Native Alaskan	35.7%
Native Hawaiian or Pacific Islander	*
White	31.0%
Another identity	75.0%
Multiracial	36.4%
Did not identify a primary race	27.0%

Region	Percent
Frontier	38.3%
Rural	38.3%
Urban	34.9%

Funding	Percent
Public funding	44.8%
No public funding	32.5%

c. Training in understanding how my implicit bias might influence my practice

Respondents	Percent
Statewide	37.4%

Role	Percent
Lead teacher	37.7%
Assistant teacher	37.8%
Director	36.3%
Owner	29.1%
Aide	40.5%
EI/ECSE specialist	69.8%
Other	30.0%
Management/Coach	50.7%
Family advocate	43.9%

Facility Type	Percent
Head Start Program	46.9%
Other community-based child care center (not HS)	34.2%
Child care co-located in K-12 school	30.7%
Family/home-based child care	32.2%
EI/ECSE	49.4%
Relief Nursery	72.1%

Race/ethnicity	Percent
African American or Black	51.6%
Asian	46.1%
Hispanic or Latina/o/x	46.5%
Middle Eastern or North African	30.8%
Native American or Native Alaskan	35.7%
Native Hawaiian or Pacific Islander	*
White	34.7%
Another identity	75.0%
Multiracial	47.7%
Did not identify a primary race	24.1%

Region	Percent
Frontier	42.6%
Rural	36.7%
Urban	37.5%

Funding	Percent
Public funding	49.0%
No public funding	33.1%

*n is fewer than 10 respondents

d. Skills and activities for teaching early literacy and numeracy

Respondents	Percent
Statewide	35.3%

Role	Percent
Lead teacher	35.5%
Assistant teacher	39.5%
Director	28.8%
Owner	32.7%
Aide	41.3%
EI/ECSE specialist	39.6%
Other	30.0%
Management/Coach	32.0%
Family advocate	29.3%

Facility Type	Percent
Head Start Program	38.1%
Other community-based child care center (not HS)	36.2%
Child care co-located in K-12 school	28.4%
Family/home-based child care	35.3%
EI/ECSE	31.0%
Relief Nursery	34.4%

Race/ethnicity	Percent
African American or Black	54.8%
Asian	35.5%
Hispanic or Latina/o/x	46.7%
Middle Eastern or North African	23.1%
Native American or Native Alaskan	32.1%
Native Hawaiian or Pacific Islander	*
White	32.5%
Another identity	37.5%
Multiracial	42.1%
Did not identify a primary race	25.3%

Region	Percent
Frontier	40.4%
Rural	40.2%
Urban	33.6%

Funding	Percent
Public funding	39.1%
No public funding	34.0%

e. Using or understanding CLASS observation assessment scores

Respondents	Percent
Statewide	26.5%

Role	Percent
Lead teacher	26.5%
Assistant teacher	32.7%
Director	23.6%
Owner	19.9%
Aide	29.3%
EI/ECSE specialist	30.2%
Other	10.0%
Management/Coach	38.7%
Family advocate	22.0%

Facility Type	Percent
Head Start Program	37.9%
Other community-based child care center (not HS)	22.6%
Child care co-located in K-12 school	20.5%
Family/home-based child care	24.5%
EI/ECSE	27.6%
Relief Nursery	37.7%

Race/ethnicity	Percent
African American or Black	48.4%
Asian	25.0%
Hispanic or Latina/o/x	42.6%
Middle Eastern or North African	23.1%
Native American or Native Alaskan	35.7%
Native Hawaiian or Pacific Islander	*
White	22.3%
Another identity	25.0%
Multiracial	23.4%
Did not identify a primary race	21.8%

Region	Percent
Frontier	29.8%
Rural	31.5%
Urban	24.8%

Funding	Percent
Public funding	36.3%
No public funding	22.9%

*n is fewer than 10 respondents

f. Practice-based coaching

Respondents	Percent
Statewide	25.7%

Role	Percent
Lead teacher	24.9%
Assistant teacher	27.6%
Director	20.2%
Owner	18.1%
Aide	33.5%
EI/ECSE specialist	49.1%
Other	30.0%
Management/Coach	45.3%
Family advocate	34.1%

Facility Type	Percent
Head Start Program	34.1%
Other community-based child care center (not HS)	22.1%
Child care co-located in K-12 school	21.6%
Family/home-based child care	22.7%
EI/ECSE	35.6%
Relief Nursery	39.3%

Race/ethnicity	Percent
African American or Black	41.9%
Asian	30.3%
Hispanic or Latina/o/x	41.2%
Middle Eastern or North African	15.4%
Native American or Native Alaskan	39.3%
Native Hawaiian or Pacific Islander	*
White	21.4%
Another identity	43.8%
Multiracial	24.3%
Did not identify a primary race	19.5%

Region	Percent
Frontier	25.5%
Rural	29.4%
Urban	24.4%

Funding	Percent
Public funding	37.0%
No public funding	21.5%

g. Trauma-informed practices

Respondents	Percent
Statewide	39.9%

Role	Percent
Lead teacher	40.0%
Assistant teacher	37.8%
Director	40.8%
Owner	31.6%
Aide	45.9%
EI/ECSE specialist	69.8%
Other	40.0%
Management/Coach	45.3%
Family advocate	61.0%

Facility Type	Percent
Head Start Program	51.5%
Other community-based child care center (not HS)	35.3%
Child care co-located in K-12 school	32.2%
Family/home-based child care	35.6%
EI/ECSE	52.9%
Relief Nursery	77.0%

Race/ethnicity	Percent
African American or Black	48.4%
Asian	42.1%
Hispanic or Latina/o/x	53.0%
Middle Eastern or North African	23.1%
Native American or Native Alaskan	46.4%
Native Hawaiian or Pacific Islander	*
White	36.9%
Another identity	75.0%
Multiracial	45.8%
Did not identify a primary race	27.0%

Region	Percent
Frontier	46.8%
Rural	45.3%
Urban	38.0%

Funding	Percent
Public funding	51.8%
No public funding	35.5%

*n is fewer than 10 respondents

h. Using data to set goals

Respondents	Percent
Statewide (n = 720)	5.6%

Role	Percent
Lead teacher	0.0%
Assistant teacher	0.0%
Director	20.6%
Owner	18.8%
Aide	0.0%
EI/ECSE specialist	0.0%
Other	0.0%
Management/Coach	0.0%
Family advocate	0.0%

Facility Type	Percent
Head Start Program	1.4%
Other community-based child care center (not HS)	3.2%
Child care co-located in K-12 school	4.5%
Family/home-based child care	14.1%
EI/ECSE	0.0%
Relief Nursery	6.6%

Race/ethnicity	Percent
African American or Black	9.7%
Asian	2.6%
Hispanic or Latina/o/x	9.0%
Middle Eastern or North African	7.7%
Native American or Native Alaskan	7.1%
Native Hawaiian or Pacific Islander	*
White	4.8%
Another identity	12.5%
Multiracial	4.7%
Did not identify a primary race	4.6%

Region	Percent
Frontier	8.5%
Rural	7.0%
Urban	5.0%

Funding	Percent
Public funding	4.1%
No public funding	6.1%

i. Managing finances

Respondents	Percent
Statewide (n = 720)	6.9%

Role	Percent
Lead teacher	0.0%
Assistant teacher	0.0%
Director	17.6%
Owner	27.6%
Aide	0.0%
EI/ECSE specialist	0.0%
Other	0.0%
Management/Coach	0.0%
Family advocate	0.0%

Facility Type	Percent
Head Start Program	0.2%
Other community-based child care center (not HS)	4.0%
Child care co-located in K-12 school	3.0%
Family/home-based child care	19.9%
EI/ECSE	2.3%
Relief Nursery	3.3%

Race/ethnicity	Percent
African American or Black	6.5%
Asian	2.6%
Hispanic or Latina/o/x	12.3%
Middle Eastern or North African	7.7%
Native American or Native Alaskan	0.0%
Native Hawaiian or Pacific Islander	*
White	6.0%
Another identity	18.8%
Multiracial	4.7%
Did not identify a primary race	5.2%

Region	Percent
Frontier	8.5%
Rural	8.5%
Urban	6.2%

Funding	Percent
Public funding	3.4%
No public funding	8.1%

*n is fewer than 10 respondents

Appx. Table 26. Accessibility of Professional Development Opportunities Overall

Factor	Never	Rarely	Sometimes	Often	Almost always
Are affordable for me	4.5%	11.6%	35.6%	23.0%	19.7%
Are accessible for me	1.8%	7.0%	28.3%	31.0%	26.1%
Are offered in my primary language	1.5%	2.0%	7.2%	16.8%	66.8%
Are relevant to my job	1.4%	5.2%	28.0%	32.7%	26.0%
Are responsive/relevant to the needs of families from multiple cultural backgrounds	2.5%	9.3%	38.2%	26.1%	17.9%
Help to reduce stress on my job	10.8%	24.6%	35.0%	14.2%	9.6%
Help me to feel more successful at my job	5.6%	13.3%	36.5%	23.7%	14.7%
Covers information that will help me to get ahead/progress in my job	12.5%	18.5%	31.6%	18.7%	12.6%

Appx. Table 27. Accessibility of Professional Development Opportunities by Subgroup

a. Are affordable for me

Respondents	Percent
Statewide	42.7%

Role	Percent
Lead teacher (n = 974)	38.6%
Assistant teacher (n = 392)	43.6%
Director (n = 267)	45.7%
Owner (n = 453)	43.7%
Aide (n = 242)	45.9%
EI/ECSE specialist (n = 53)	45.3%
Other (n = 10)	30.0%
Management/Coach (n = 75)	61.3%
Family advocate (n = 41)	46.3%

Facility Type	Percent
Head Start Program (n = 499)	46.3%
Other community-based child care center (not HS) (n = 995)	40.6%
Child care co-located in K-12 school (n = 264)	40.9%
Family/home-based child care (n = 587)	42.6%
EI/ECSE (n = 87)	47.1%
Relief Nursery (n = 61)	44.3%

Race/ethnicity	Percent
African American or Black (n = 62)	38.7%
Asian (n = 76)	35.5%
Hispanic or Latina/o/x (n = 413)	41.4%
Middle Eastern or North African (n = 13)	46.2%
Native American or Native Alaskan (n = 28)	53.6%
Native Hawaiian or Pacific Islander (n = 3)	*
White (n = 1615)	44.8%
Another identity (n = 16)	37.5%
Multiracial (n = 107)	54.8%
Did not identify a primary race (n = 174)	27.0%

Region	Percent
Frontier (n = 47)	46.8%
Rural (n = 632)	46.7%
Urban (n = 1826)	41.2%

Funding	Percent
Public funding (n = 678)	50.9%
No public funding (n = 1829)	39.6%

*n is fewer than 10 respondents

b. Are accessible for me

Respondents	Percent
Statewide	57.1%

Role	Percent
Lead teacher	58.6%
Assistant teacher	56.1%
Director	48.7%
Owner	54.1%
Aide	58.7%
EI/ECSE specialist	64.2%
Other	60.0%
Management/Coach	76.0%
Family advocate	63.4%

Facility Type	Percent
Head Start Program	56.9%
Other community-based child care center (not HS)	57.7%
Child care co-located in K-12 school	53.0%
Family/home-based child care	56.7%
EI/ECSE	62.1%
Relief Nursery	57.4%

Race/ethnicity	Percent
African American or Black	71.0%
Asian	50.0%
Hispanic or Latina/o/x	56.9%
Middle Eastern or North African	53.8%
Native American or Native Alaskan	60.7%
Native Hawaiian or Pacific Islander	*
White	58.5%
Another identity	62.5%
Multiracial	69.2%
Did not identify a primary race	34.5%

Region	Percent
Frontier	55.3%
Rural	56.8%
Urban	57.2%

Funding	Percent
Public funding	61.2%
No public funding	55.5%

c. Are offered in my primary language

Respondents	Percent
Statewide	83.6%

Role	Percent
Lead teacher	87.9%
Assistant teacher	78.6%
Director	81.3%
Owner	77.7%
Aide	81.8%
EI/ECSE specialist	96.2%
Other	80.0%
Management/Coach	94.7%
Family advocate	82.9%

Facility Type	Percent
Head Start Program	80.8%
Other community-based child care center (not HS)	87.6%
Child care co-located in K-12 school	84.5%
Family/home-based child care	78.7%
EI/ECSE	82.8%
Relief Nursery	82.0%

Race/ethnicity	Percent
African American or Black	82.3%
Asian	60.5%
Hispanic or Latina/o/x	67.8%
Middle Eastern or North African	38.5%
Native American or Native Alaskan	92.9%
Native Hawaiian or Pacific Islander	*
White	90.3%
Another identity	93.8%
Multiracial	95.3%
Did not identify a primary race	62.1%

Region	Percent
Frontier	76.6%
Rural	84.0%
Urban	83.6%

Funding	Percent
Public funding	83.3%
No public funding	83.7%

*n is fewer than 10 respondents

d. Are relevant to my job

Respondents	Percent
Statewide	58.7%

Role	Percent
Lead teacher	61.5%
Assistant teacher	58.9%
Director	50.9%
Owner	55.6%
Aide	60.3%
EI/ECSE specialist	56.6%
Other	60.0%
Management/Coach	65.3%
Family advocate	56.1%

Facility Type	Percent
Head Start Program	61.7%
Other community-based child care center (not HS)	57.3%
Child care co-located in K-12 school	51.5%
Family/home-based child care	60.0%
EI/ECSE	59.8%
Relief Nursery	68.9%

Race/ethnicity	Percent
African American or Black	77.4%
Asian	57.9%
Hispanic or Latina/o/x	66.6%
Middle Eastern or North African	46.2%
Native American or Native Alaskan	75.0%
Native Hawaiian or Pacific Islander	*
White	57.4%
Another identity	56.3%
Multiracial	70.1%
Did not identify a primary race	37.4%

Region	Percent
Frontier	59.6%
Rural	60.9%
Urban	58.0%

Funding	Percent
Public funding	61.9%
No public funding	57.5%

e. Are responsive/relevant to the needs of families from multiple cultural backgrounds

Respondents	Percent
Statewide	44.1%

Role	Percent
Lead teacher	43.3%
Assistant teacher	44.9%
Director	36.0%
Owner	43.7%
Aide	50.8%
EI/ECSE specialist	43.4%
Other	40.0%
Management/Coach	50.7%
Family advocate	61.0%

Facility Type	Percent
Head Start Program	50.5%
Other community-based child care center (not HS)	38.9%
Child care co-located in K-12 school	35.2%
Family/home-based child care	49.7%
EI/ECSE	42.5%
Relief Nursery	54.1%

Race/ethnicity	Percent
African American or Black	58.1%
Asian	34.2%
Hispanic or Latina/o/x	54.0%
Middle Eastern or North African	30.8%
Native American or Native Alaskan	46.4%
Native Hawaiian or Pacific Islander	*
White	42.5%
Another identity	50.0%
Multiracial	48.6%
Did not identify a primary race	31.6%

Region	Percent
Frontier	59.6%
Rural	48.3%
Urban	42.3%

Funding	Percent
Public funding	50.6%
No public funding	41.7%

*n is fewer than 10 respondents

f. Help to reduce stress on my job

Respondents	Percent
Statewide	23.8%

Role	Percent
Lead teacher	21.5%
Assistant teacher	25.8%
Director	16.5%
Owner	24.3%
Aide	36.0%
EI/ECSE specialist	30.2%
Other	40.0%
Management/Coach	17.3%
Family advocate	31.7%

Facility Type	Percent
Head Start Program	25.1%
Other community-based child care center (not HS)	21.7%
Child care co-located in K-12 school	18.9%
Family/home-based child care	23.7%
EI/ECSE	27.6%
Relief Nursery	23.0%

Race/ethnicity	Percent
African American or Black	35.5%
Asian	25.0%
Hispanic or Latina/o/x	35.8%
Middle Eastern or North African	30.8%
Native American or Native Alaskan	21.4%
Native Hawaiian or Pacific Islander	*
White	20.6%
Another identity	43.8%
Multiracial	26.2%
Did not identify a primary race	17.8%

Region	Percent
Frontier	27.7%
Rural	26.7%
Urban	22.7%

Funding	Percent
Public funding	26.3%
No public funding	22.9%

g. Help me to feel more successful at my job

Respondents	Percent
Statewide	38.4%

Role	Percent
Lead teacher	36.0%
Assistant teacher	40.1%
Director	31.8%
Owner	38.2%
Aide	48.8%
EI/ECSE specialist	43.4%
Other	50.0%
Management/Coach	41.3%
Family advocate	48.8%

Facility Type	Percent
Head Start Program	38.9%
Other community-based child care center (not HS)	37.1%
Child care co-located in K-12 school	29.9%
Family/home-based child care	42.4%
EI/ECSE	39.1%
Relief Nursery	50.8%

Race/ethnicity	Percent
African American or Black	59.7%
Asian	38.2%
Hispanic or Latina/o/x	50.4%
Middle Eastern or North African	46.2%
Native American or Native Alaskan	39.3%
Native Hawaiian or Pacific Islander	*
White	34.6%
Another identity	62.5%
Multiracial	55.1%
Did not identify a primary race	25.3%

Region	Percent
Frontier	27.7%
Rural	42.6%
Urban	37.3%

Funding	Percent
Public funding	40.6%
No public funding	37.6%

*n is fewer than 10 respondents

h. Covers information that will help me to get ahead/progress in my job

Respondents	Percent
Statewide (n = 720)	31.4%

Role	Percent
Lead teacher	28.4%
Assistant teacher	36.7%
Director	24.7%
Owner	30.7%
Aide	41.7%
EI/ECSE specialist	30.2%
Other	30.0%
Management/Coach	32.0%
Family advocate	41.5%

Facility Type	Percent
Head Start Program	33.3%
Other community-based child care center (not HS)	29.4%
Child care co-located in K-12 school	23.9%
Family/home-based child care	34.9%
EI/ECSE	35.6%
Relief Nursery	37.7%

Race/ethnicity	Percent
African American or Black	56.5%
Asian	35.5%
Hispanic or Latina/o/x	45.3%
Middle Eastern or North African	53.8%
Native American or Native Alaskan	42.9%
Native Hawaiian or Pacific Islander	*
White	26.7%
Another identity	50.0%
Multiracial	43.9%
Did not identify a primary race	19.0%

Region	Percent
Frontier	29.8%
Rural	35.9%
Urban	29.9%

Funding	Percent
Public funding	35.1%
No public funding	30.0%

*n is fewer than 10 respondents