



**Final
Report**



Washington Workforce and COVID-19 Impact Survey of Licensed Childcare Providers Final Report

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Introduction

The Washington State Department of Children, Youth, and Families (DCYF) contracted Cultivate Learning at the University of Washington (UW) to survey licensed childcare providers and other early care and education (ECE) and out-of-school time providers to understand the current status, working conditions, and perceptions of these educators and caregivers. The Washington Workforce Survey of Licensed Childcare Providers replicated and expanded on the Nebraska Early Childhood Workforce Survey (2017) undertaken by the Buffett Early Childhood Institute at the University of Nebraska. The purpose of our survey was to better understand the current status, working conditions, and perceptions of licensed childcare and out-of-school time providers working with children from birth through age 12. We expect our survey to provide important insight into the challenges of the professionals who care for and educate children in nonparental care.

As noted in the Nebraska's report (Roberts et al., 2017),

"Research has long made clear the important role adults play in young children's lives. Children who form strong relationships with adults feel safe to explore their environments, which is essential to learning and development. The day-to-day interactions that occur between adults and young children advance children's language, critical thinking, social-emotional development, and children's success in school and life...it is necessary to have a skilled, informed, and diverse workforce, across settings, to support children's development" (p. 4).

Cultivate Learning worked closely with partners to develop the workforce development survey questions and plan for survey distribution. For survey content, we engaged Child Care Aware (CCA), DCYF divisions representing pre-k, mental health consultation, and Early Achievers, as well as School's Out Washington and Perigee Foundation to read through the draft survey and provide feedback on the questions with a Washington State lens. We iterated the survey to incorporate feedback and held a webinar with stakeholders to provide information on the purpose of the survey, how other states had used results to support the ECE workforce, and how providers would be engaged to respond. Stakeholders and partners expressed particular interest in learning how to reduce expulsion rates and understand providers' health and wellbeing to better support the workforce.

Goals

The goal of the survey was to characterize important features of the state's workforce serving children birth through age 12 at the individual and within setting levels. More specifically, the project was guided by the following four aims:

- Determine the status and distribution of the current Washington early childhood and out-of-school time workforce across settings, geography, and preparation
- Determine the educational and demographic characteristics of the early childhood and out-of-school time workforce across settings
- Determine working conditions and perceptions of the early childhood and out-of-school time workforce across settings
- Establish a baseline for measuring Washington State's impact and effectiveness over time in ensuring a skilled, informed, and diverse early childhood and out-of-school time workforce

To accomplish these goals, early care and education and out-of-school time professionals from a variety of settings across Washington (including licensed home-based programs, licensed center-based programs, public preschool programs, and programs serving school-age children ages 6-12) were surveyed. This survey provided an important first step toward ensuring a skilled, informed, and diverse early childhood and out-of-school time workforce in Washington by documenting the current status of professionals across the state.

Additionally, due to the COVID-19 pandemic, an opportunity existed to distribute a supplemental follow-up survey to responding workforce participants to better understand the pandemic's impact on the field. The results of the COVID-19 survey have been incorporated into this report.

How to Read the Visual Tabulations

The charts presented in this report show where providers stand on various issues. Questions are presented in the order they appeared in the survey, and the responses of providers are tabulated. These visual tabulations represent the positions and opinions of *all providers* in the state of Washington.

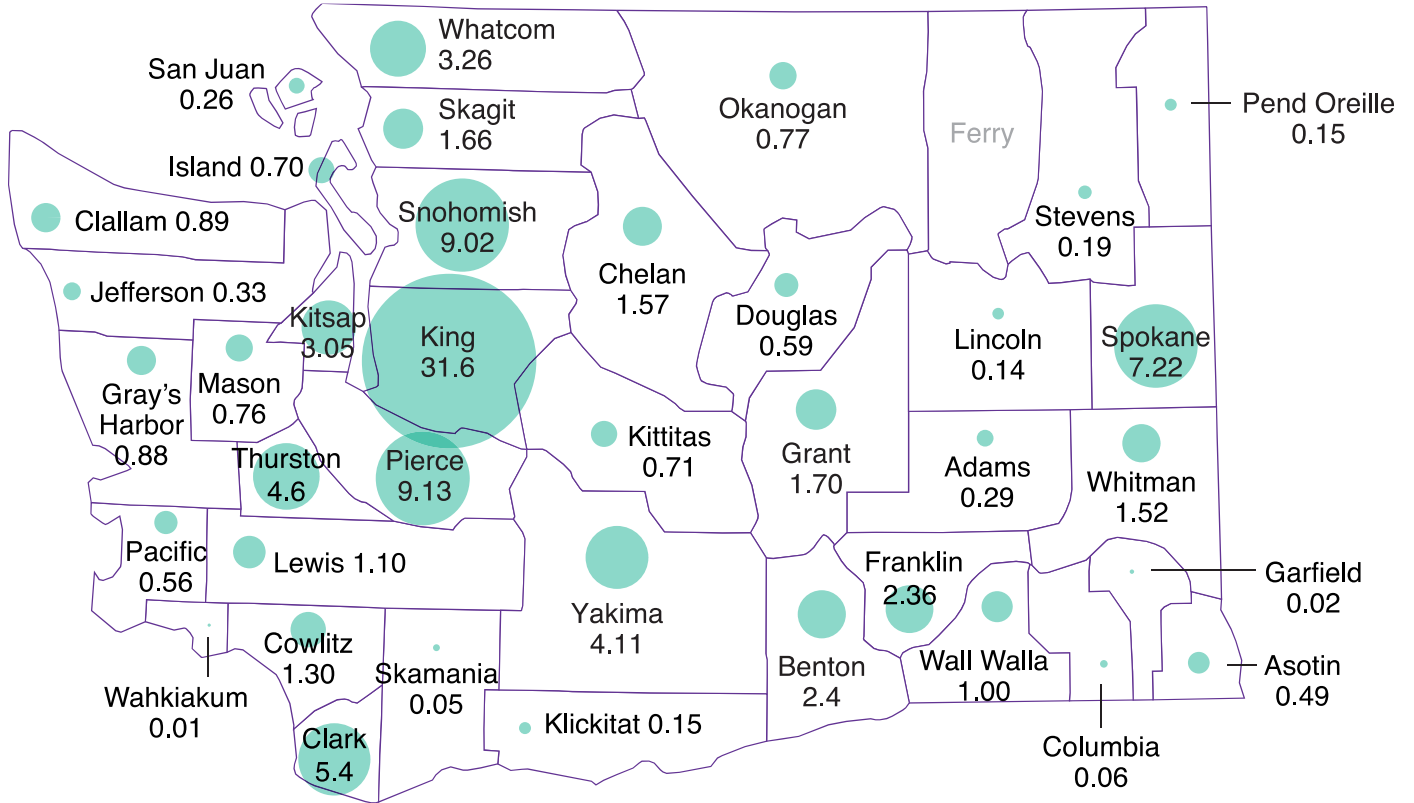
How is this possible if we received responses only from some of the providers in the state? We have sampled a portion of all providers in Washington State, asked them the questions that follow, and received their responses. Using their demographic information and considering the state's remaining providers' profiles, we extrapolated what the responses would look like if all providers in the state responded to the survey. We provide details regarding the sampling procedure in the Appendix.

For readers not interested in the statistical formulas and technical details, it suffices to say that the survey responses generated are obtained in such a way as to represent all providers in the state. These proportions are labeled *estimate of the population proportion* because they are the estimated proportion of providers that would answer the question in a certain way if all providers in the state were surveyed. Securing a *representative sample* in this manner is a common approach in statistics because it is rarely economically and logistically feasible to reach out to all members of a certain group one wants to learn about through a survey.

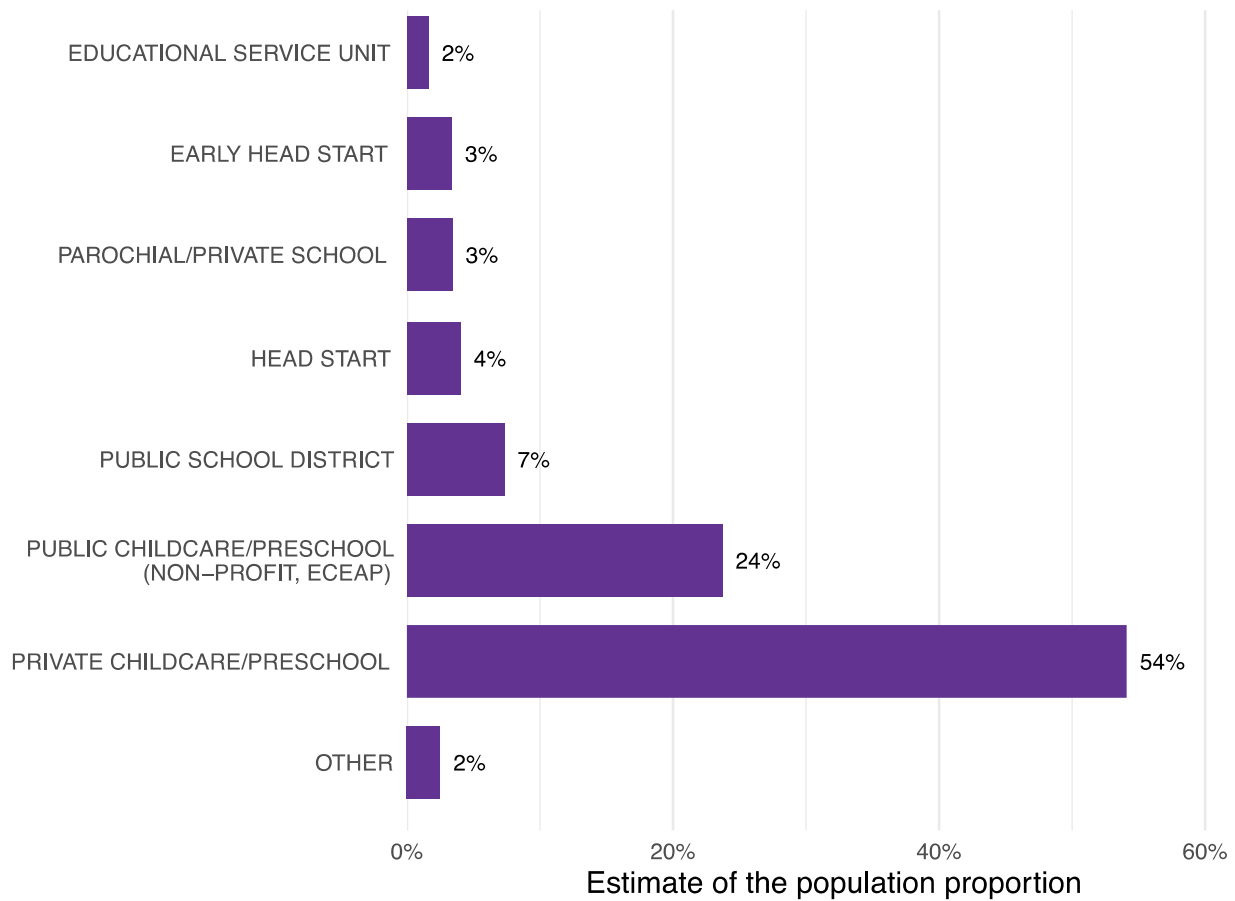
For reader's convenience, we have rounded the response proportions to whole numbers or to as few digits as possible while still allowing for ranking of options to be seen (21.1% and 21.2% would be rounded to one decimal, while 21.6% and 21.1% would be rounded to 22% and 21% respectively). This caused some of the totals to deviate from 100%. While there are other methods of dealing with this issue (Balinski & Rachev, 1997), we opted for the approach above for the sake of simplicity.

Visual Tabulations of Survey Responses

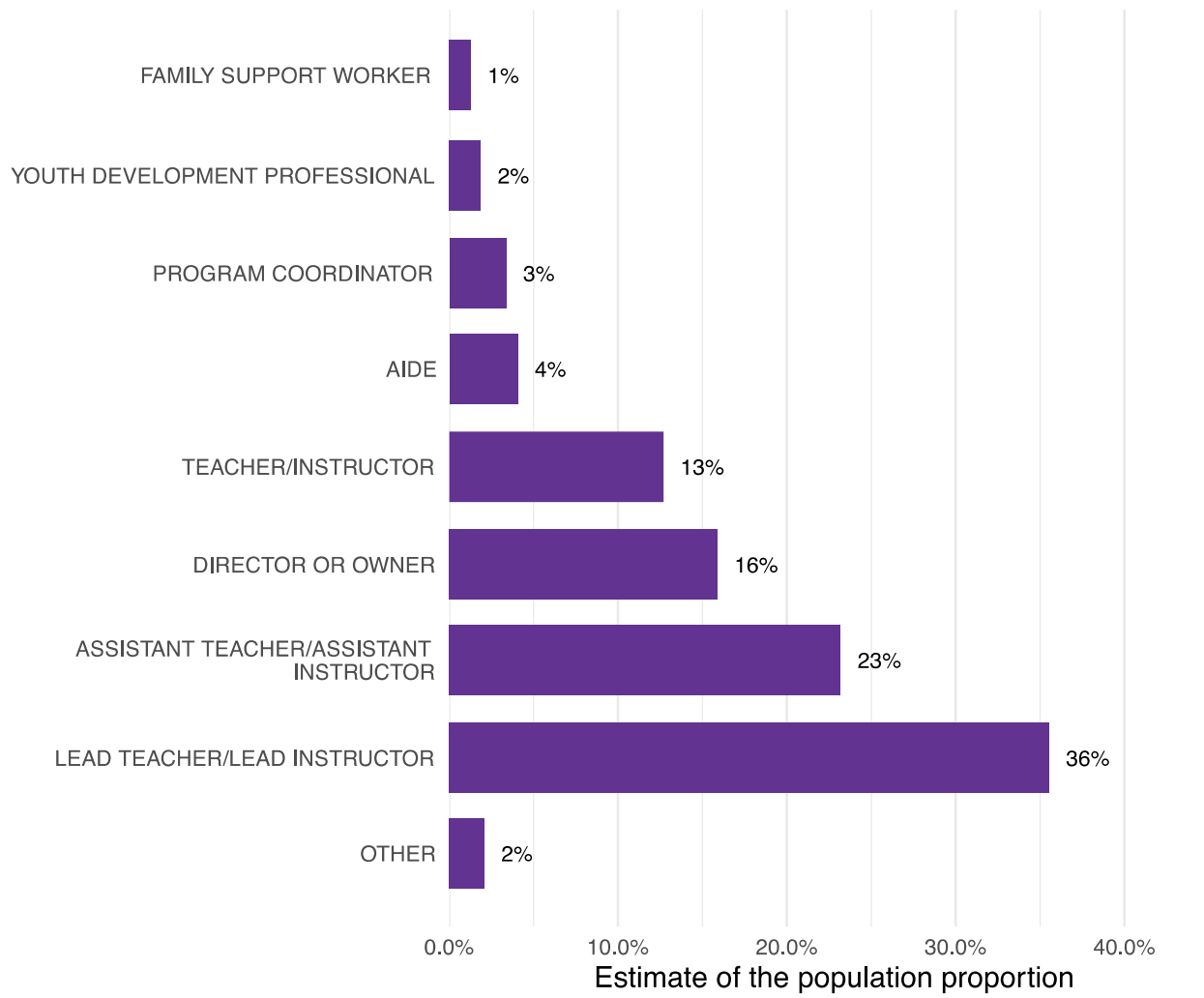
Question 1: Geographical County Designation (Percent)



Question 2: Who is your employer?

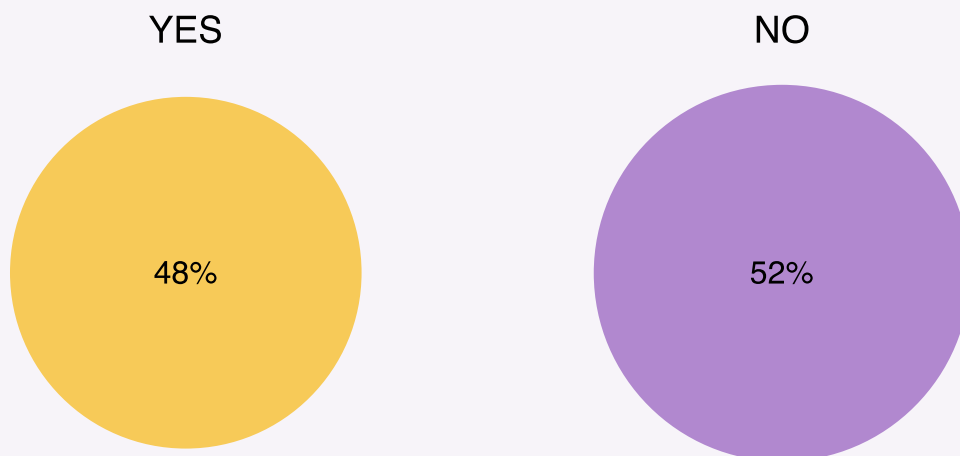


Question 3: Which of the following best describes your job title?



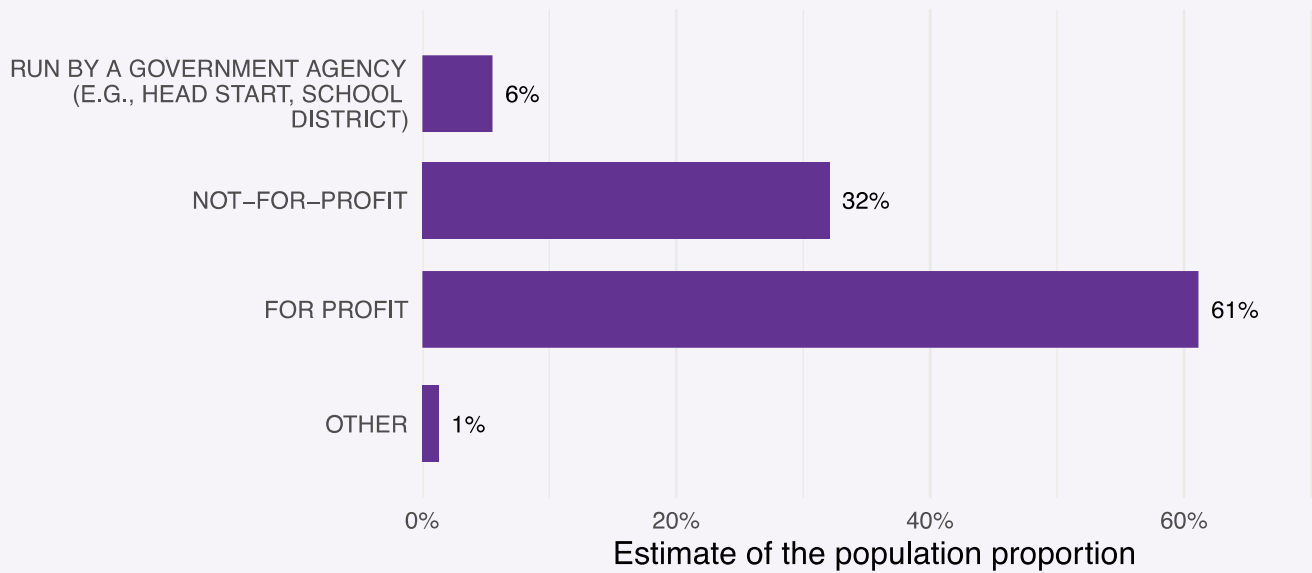
This question was asked of the respondents who indicated "director or owner" as their job description in Question #3.

Question 4: Are you the owner of a family childcare program?



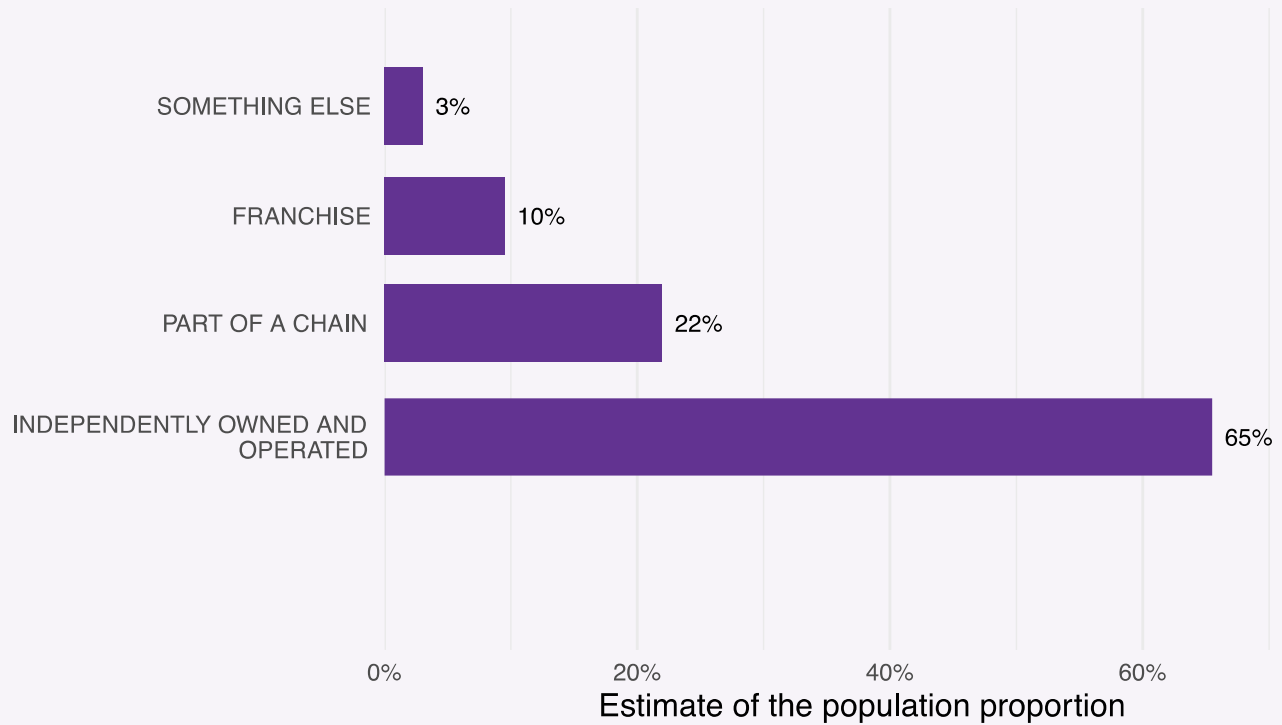
This question was asked of the respondents who indicated "director or owner" as their job description in Question #3.

Question 5: Is your program for-profit, not-for-profit, or run by a government agency?



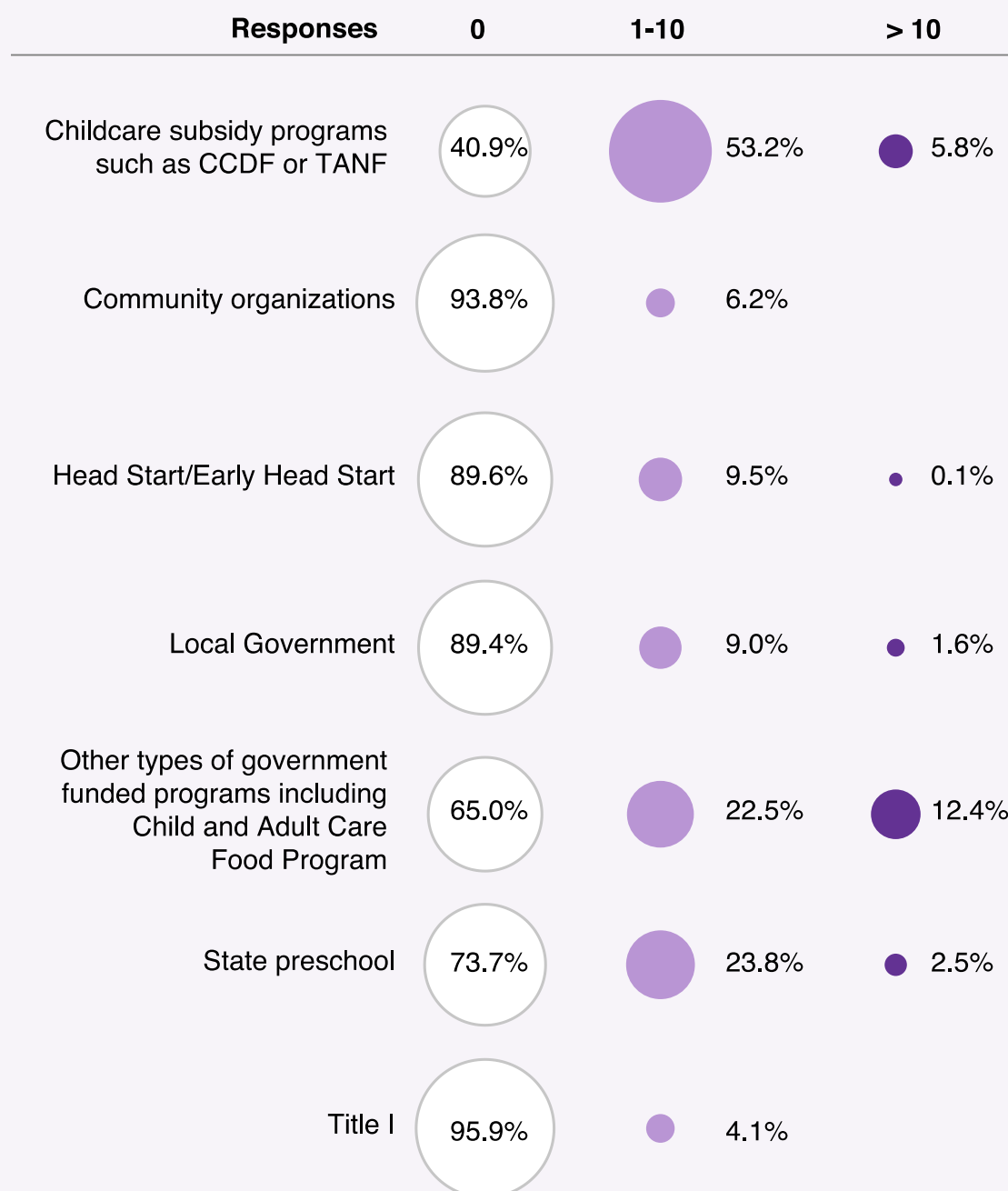
This question was asked of the respondents who indicated "director or owner" as their job description in Question #3.

Question 6: Is your program independently owned and operated, a franchise, or part of a chain?



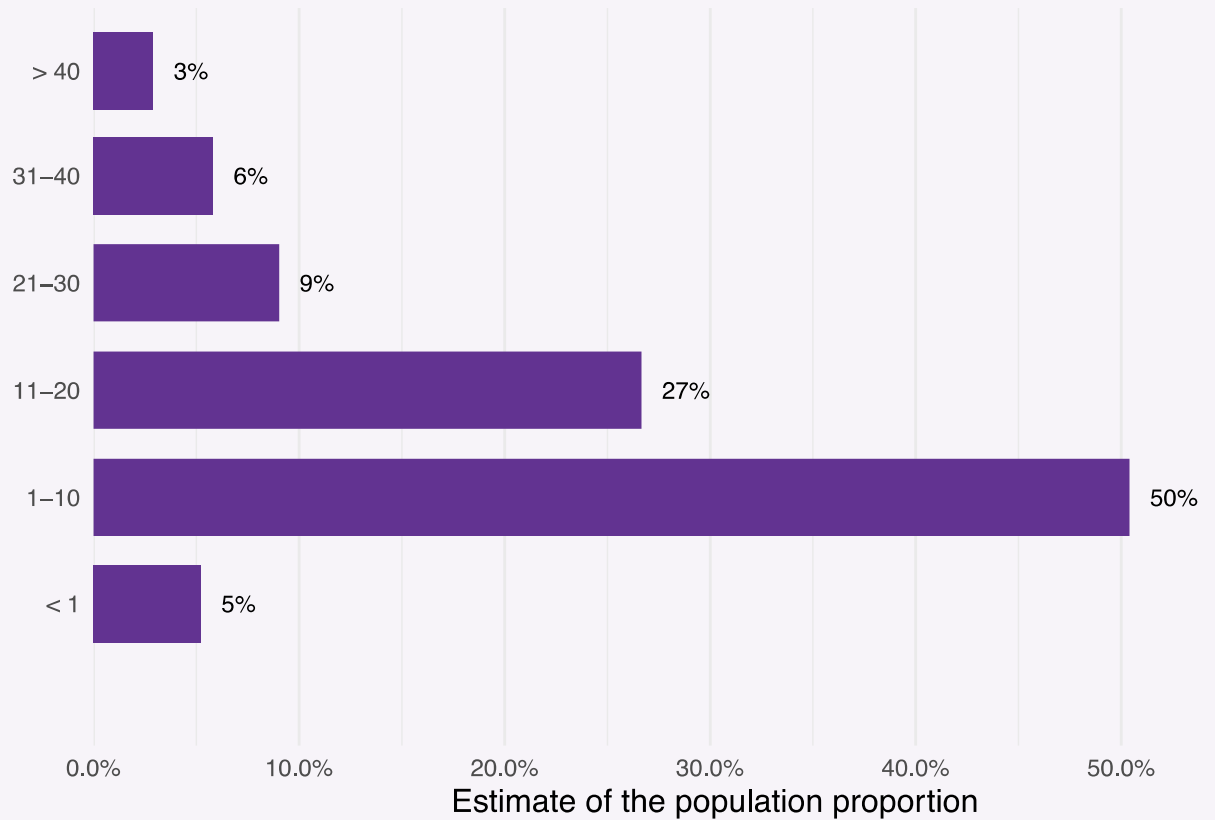
This question was asked of the respondents who indicated "director or owner" as their job description in Question #3.

Question 7: How many children in your program are funded by dollars from the following sources?



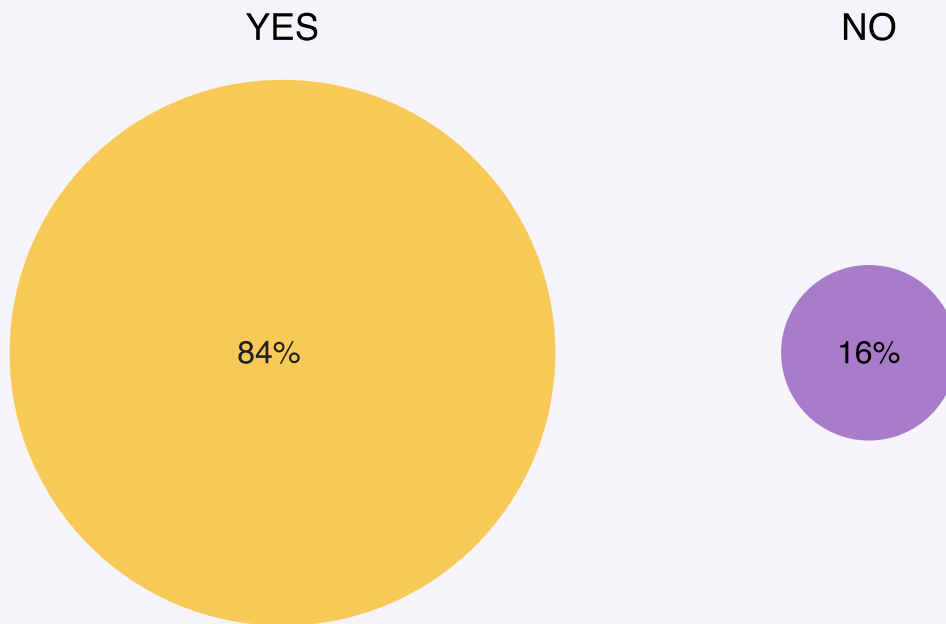
This question was asked of the respondents who indicated "director or owner" as their job description in Question #3.

Question 8: How many years has your program been operating at its current location?



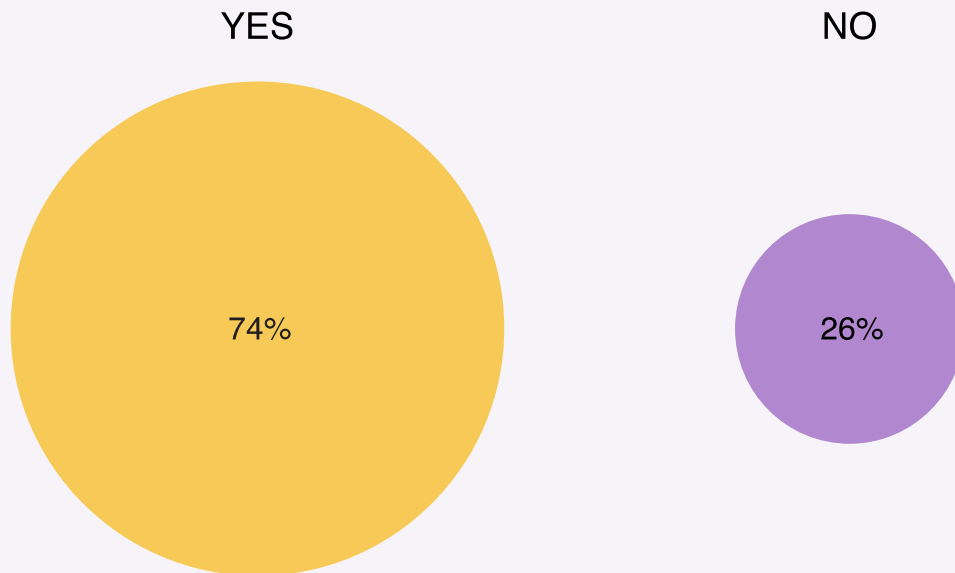
This question was asked of the respondents who indicated "director or owner" as their job description in Question #3.

Question 9: Does your program operate all year?

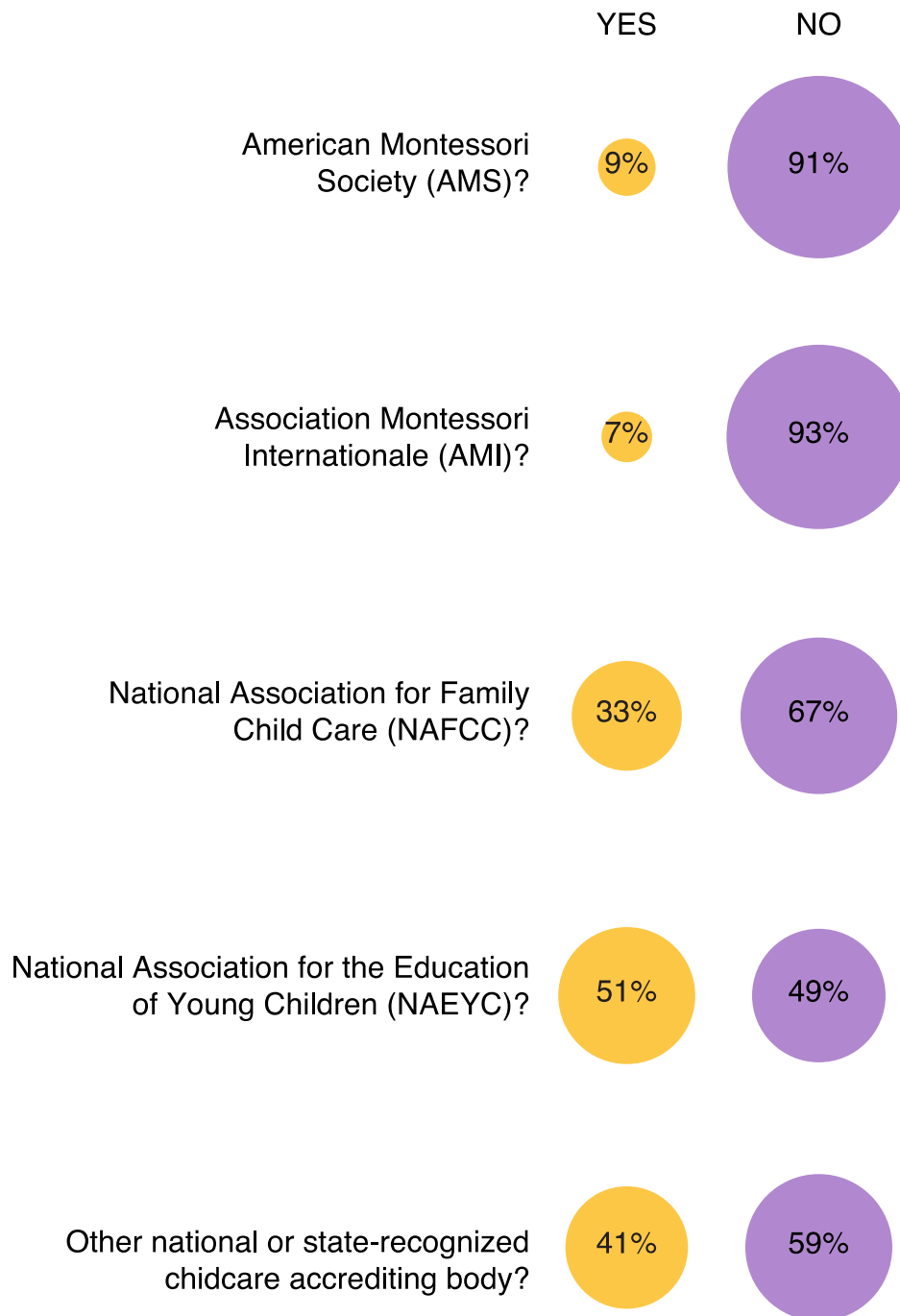


This question was asked of the respondents who indicated "director or owner" as their job description in Question #3.

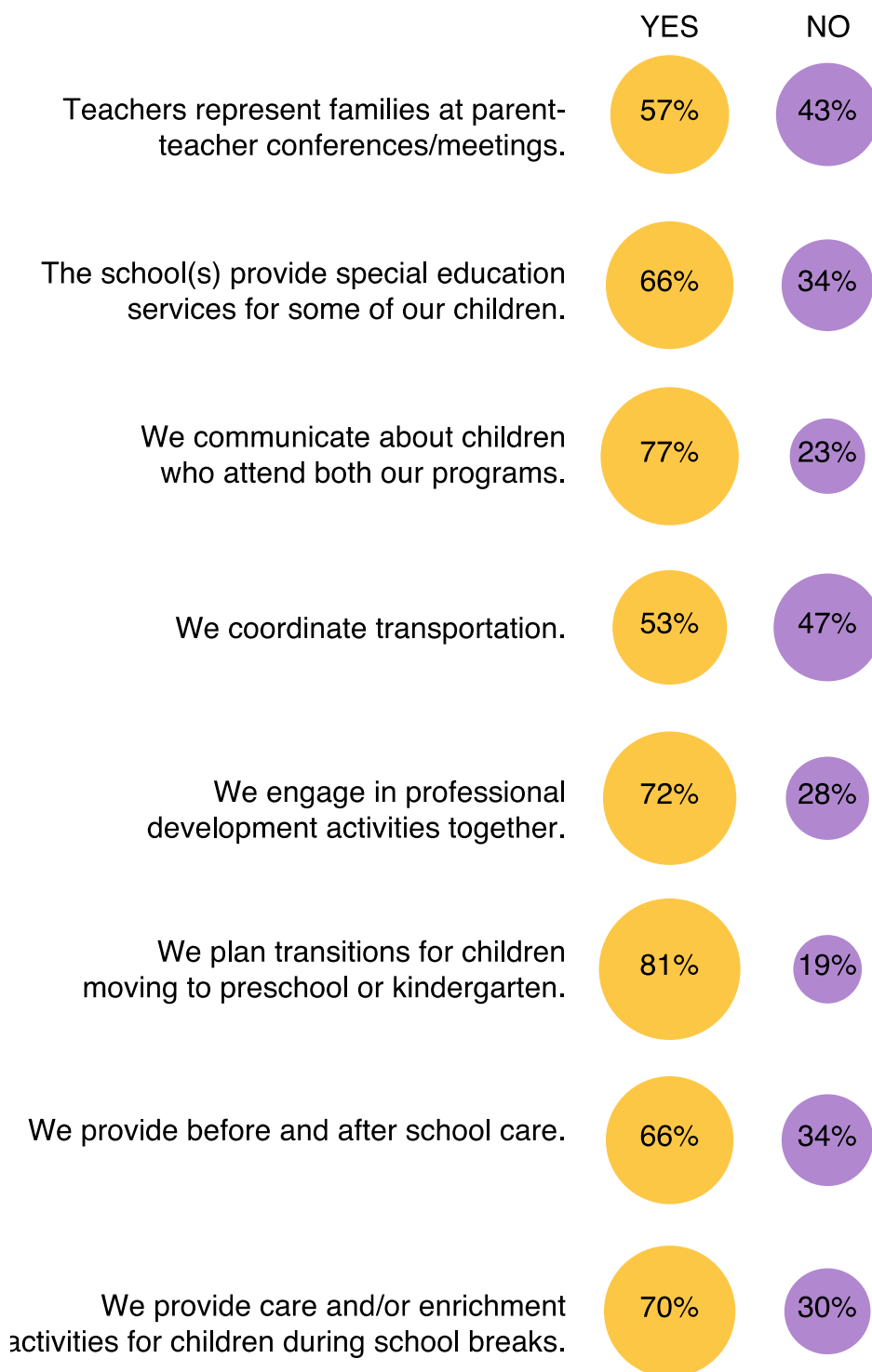
Question 10: In the past year, have you turned away children who wanted to enroll because you did not have an available slot?



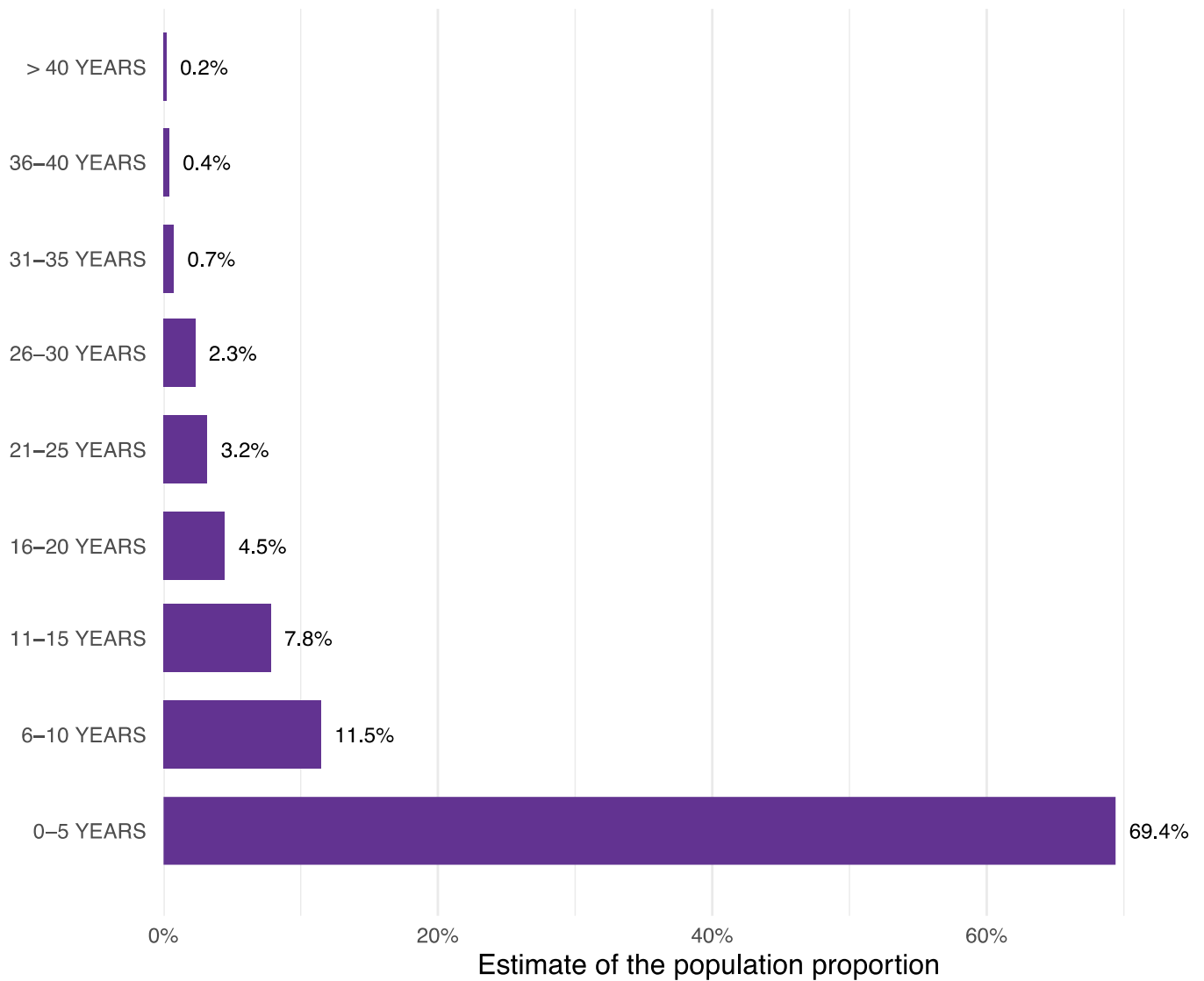
Question 11: Is your program currently accredited by:



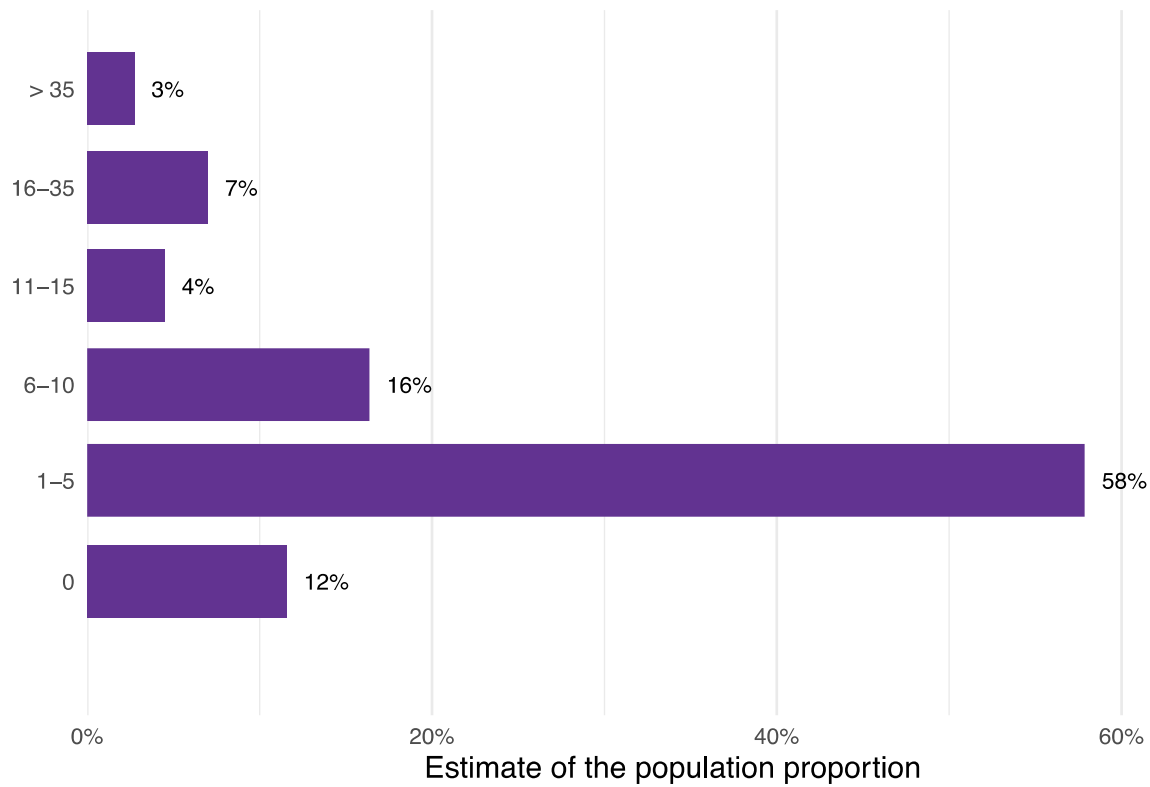
Question 12: Please indicate which of the following characterize your relationship with the local school system?



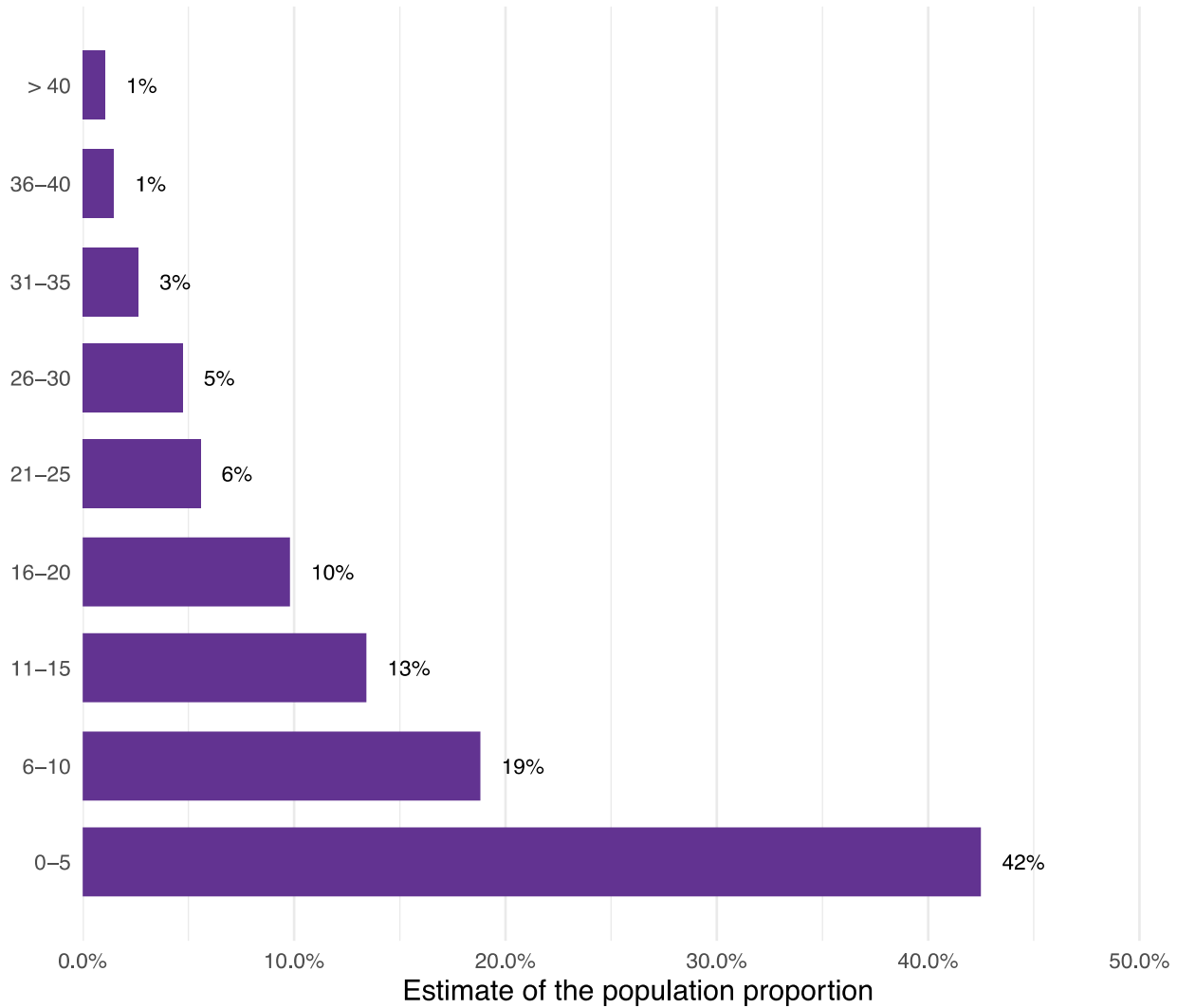
Question 13: How long have you worked at this program?



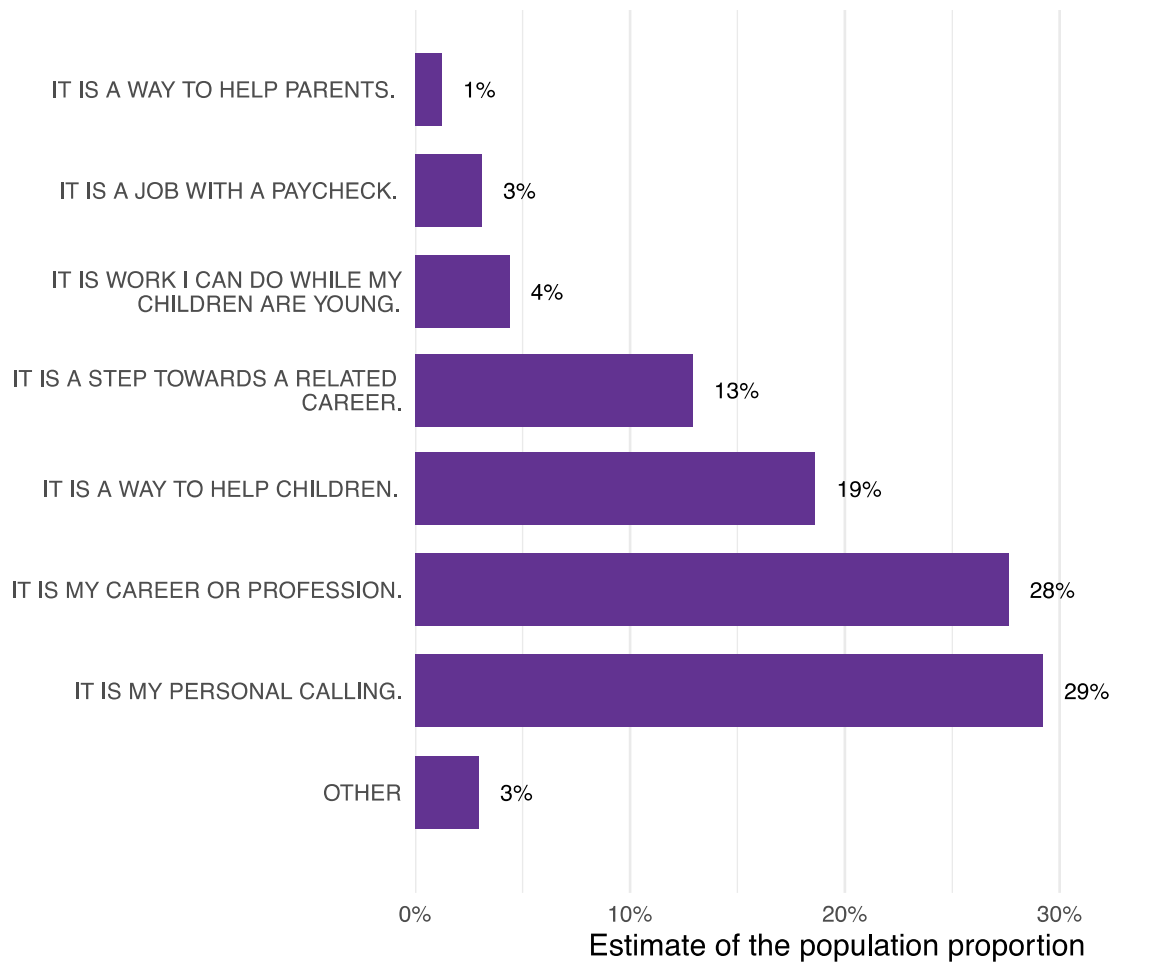
Question 14: How many MORE years do you plan to continue in this position?



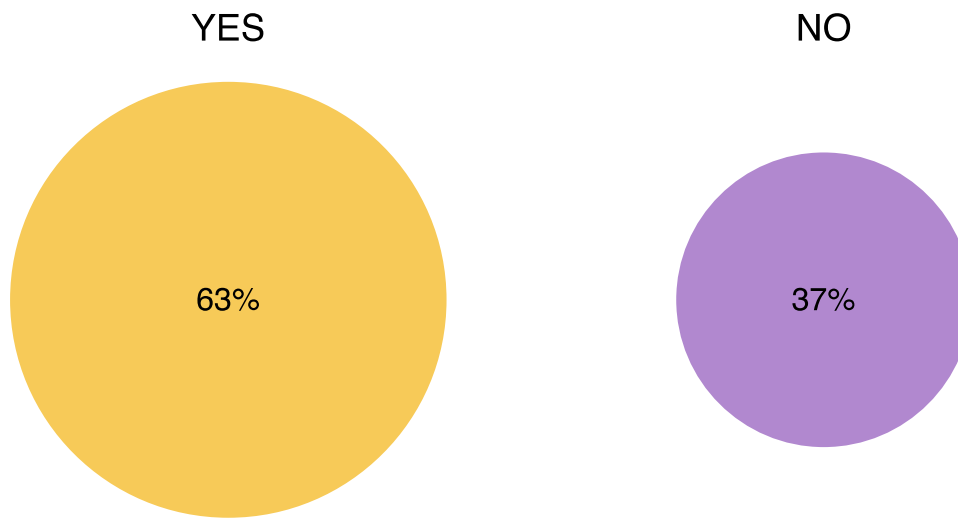
Question 15: How many years of paid experience (not babysitting) do you have working with children who are under age 8? *This includes any paid experiences in a home, school, or center-based setting.*



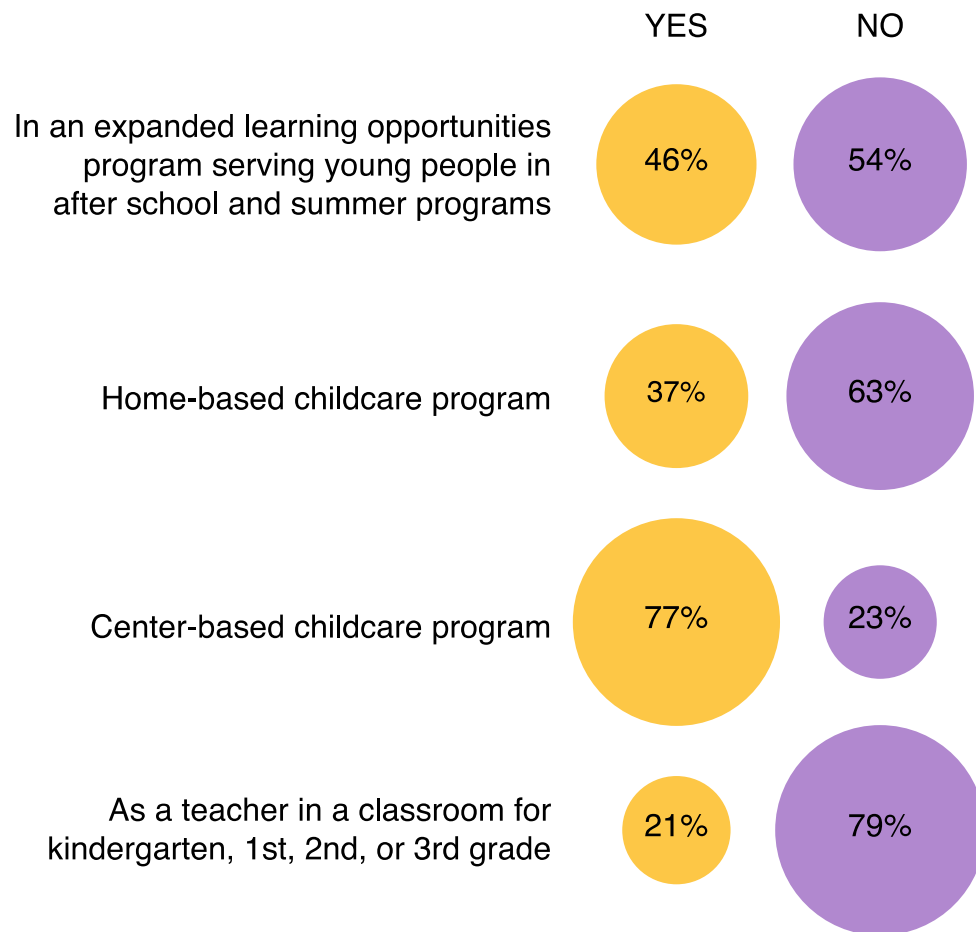
Question 16: Which one of the following best describes the main reason that you work with children?



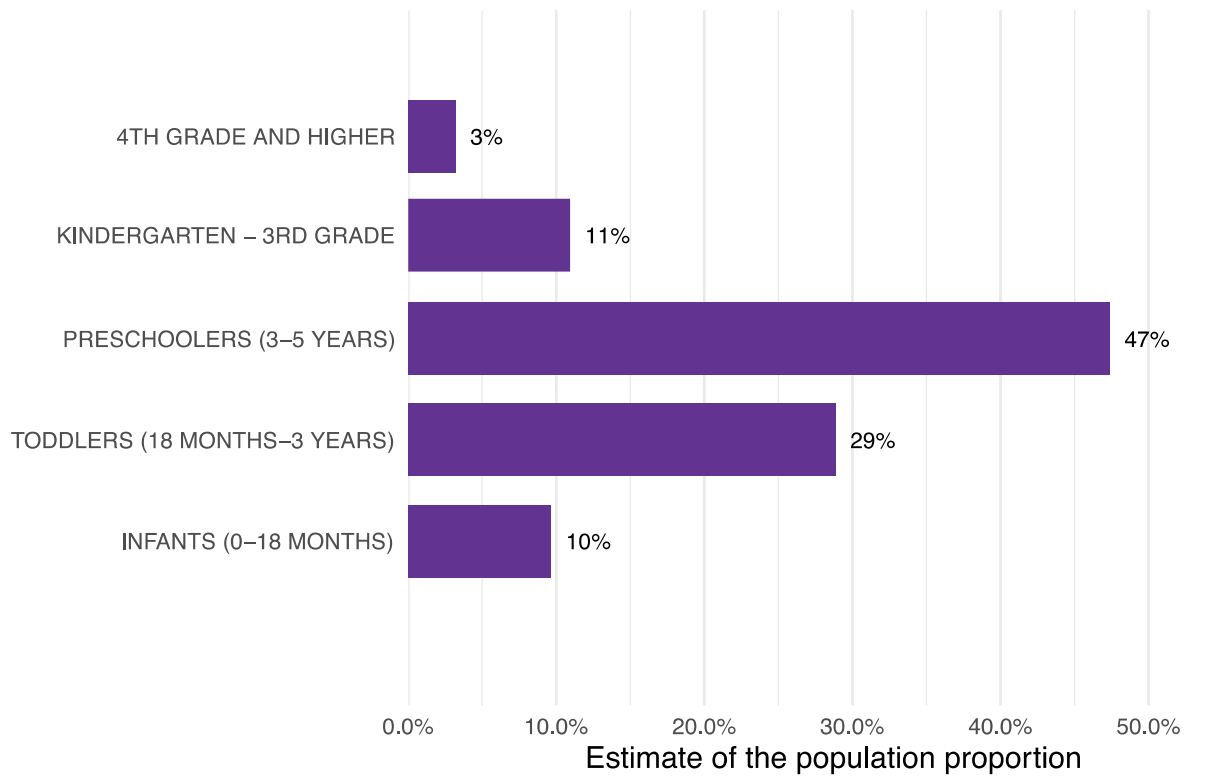
Question 17: Do you feel that your current job gives you opportunities to advance your career?



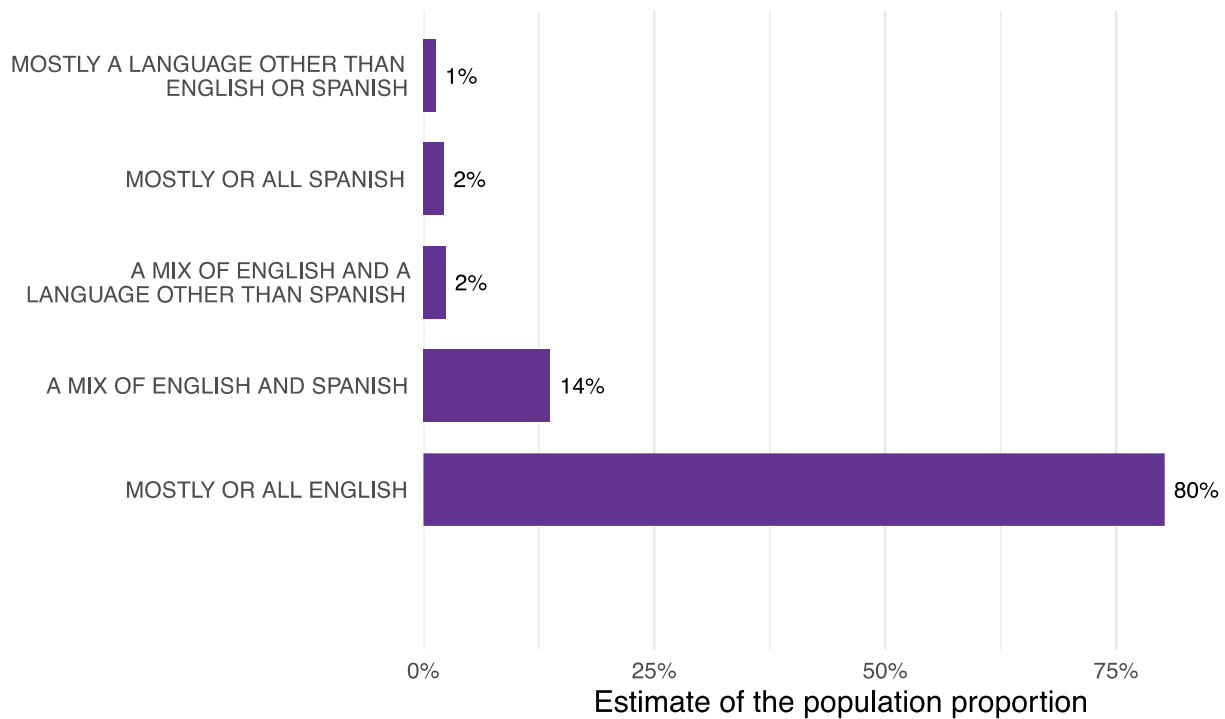
Question 18: Have you ever worked in any of the following settings?



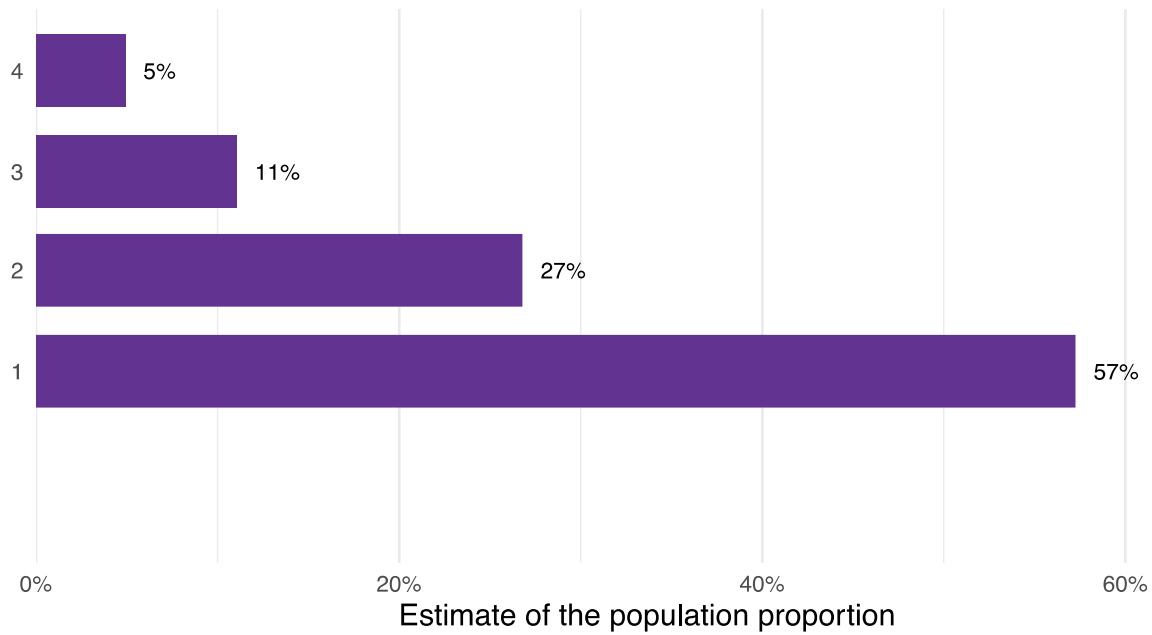
Question 19: With which age group do you work most often?



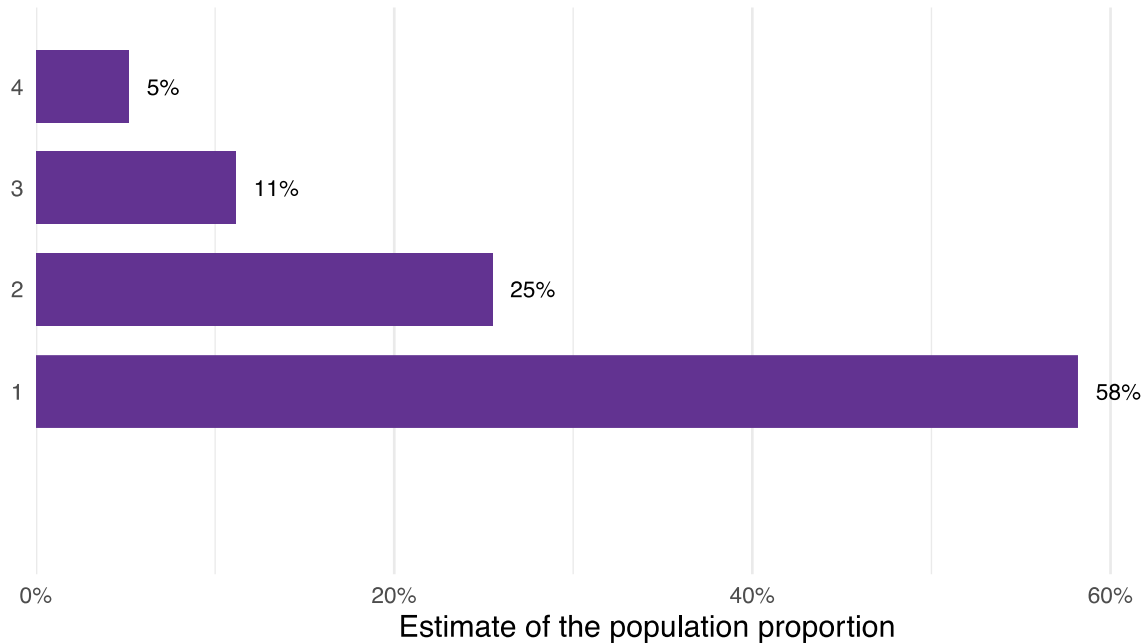
Question 20: What language do you speak with the children/youth in your program space?



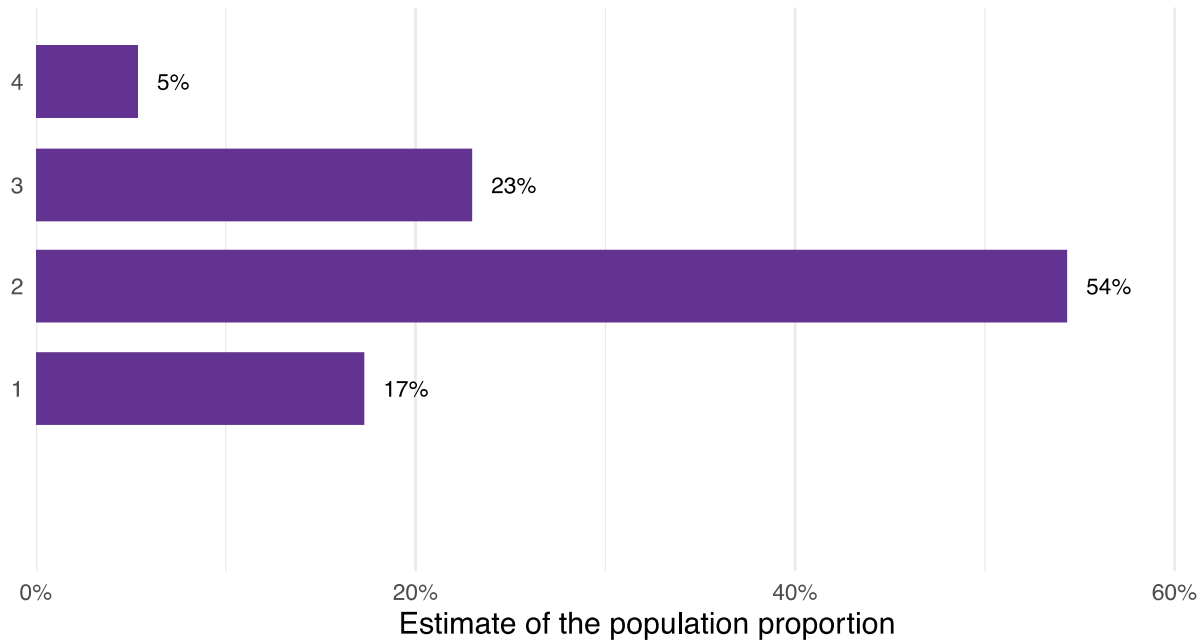
Question 21: In the past 12 months, how many different main classrooms/ program spaces (that you spend most of your day in) have you been assigned to?



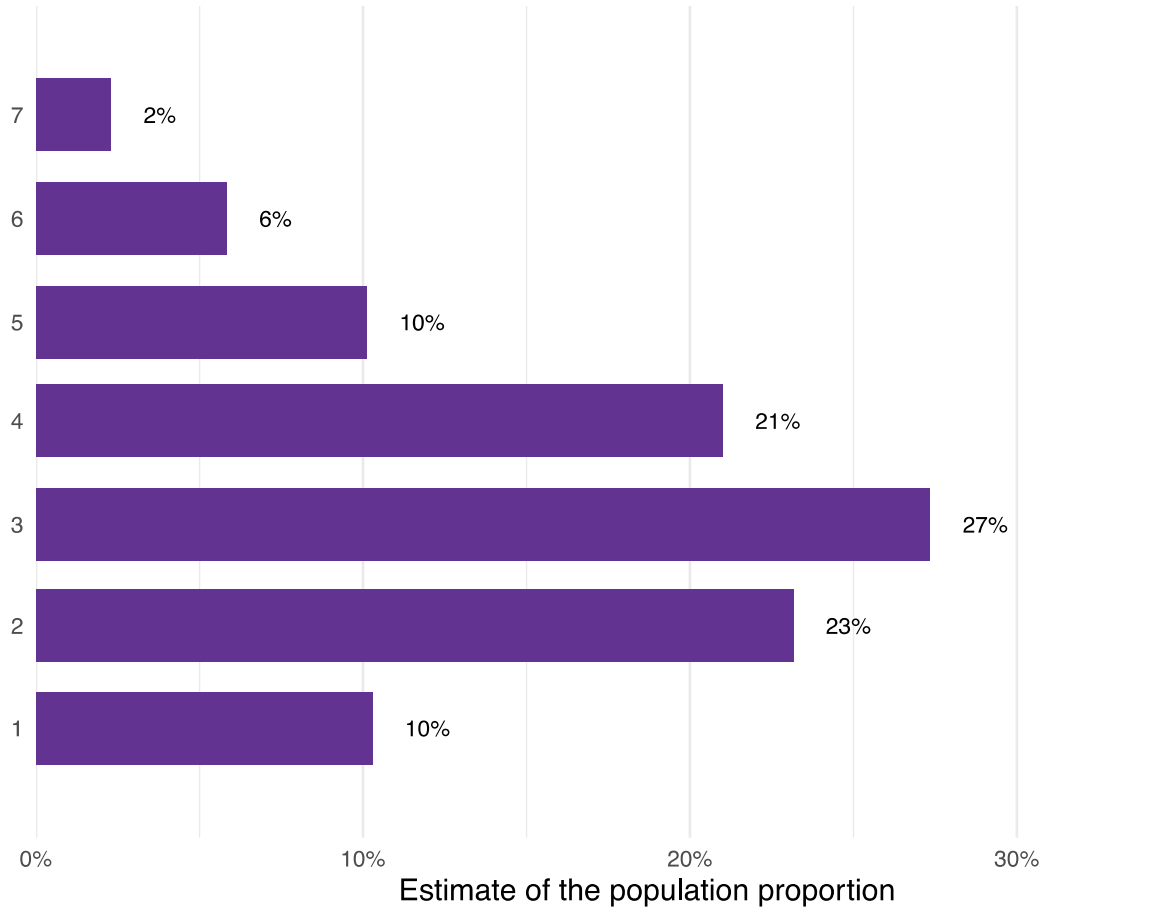
Question 22: Some providers move between program spaces throughout the day. In the past 12 months, on a typical day, how many classrooms/program spaces do you work in as a provider? Please do not include kitchen/office duty in this count. Please select all that apply.



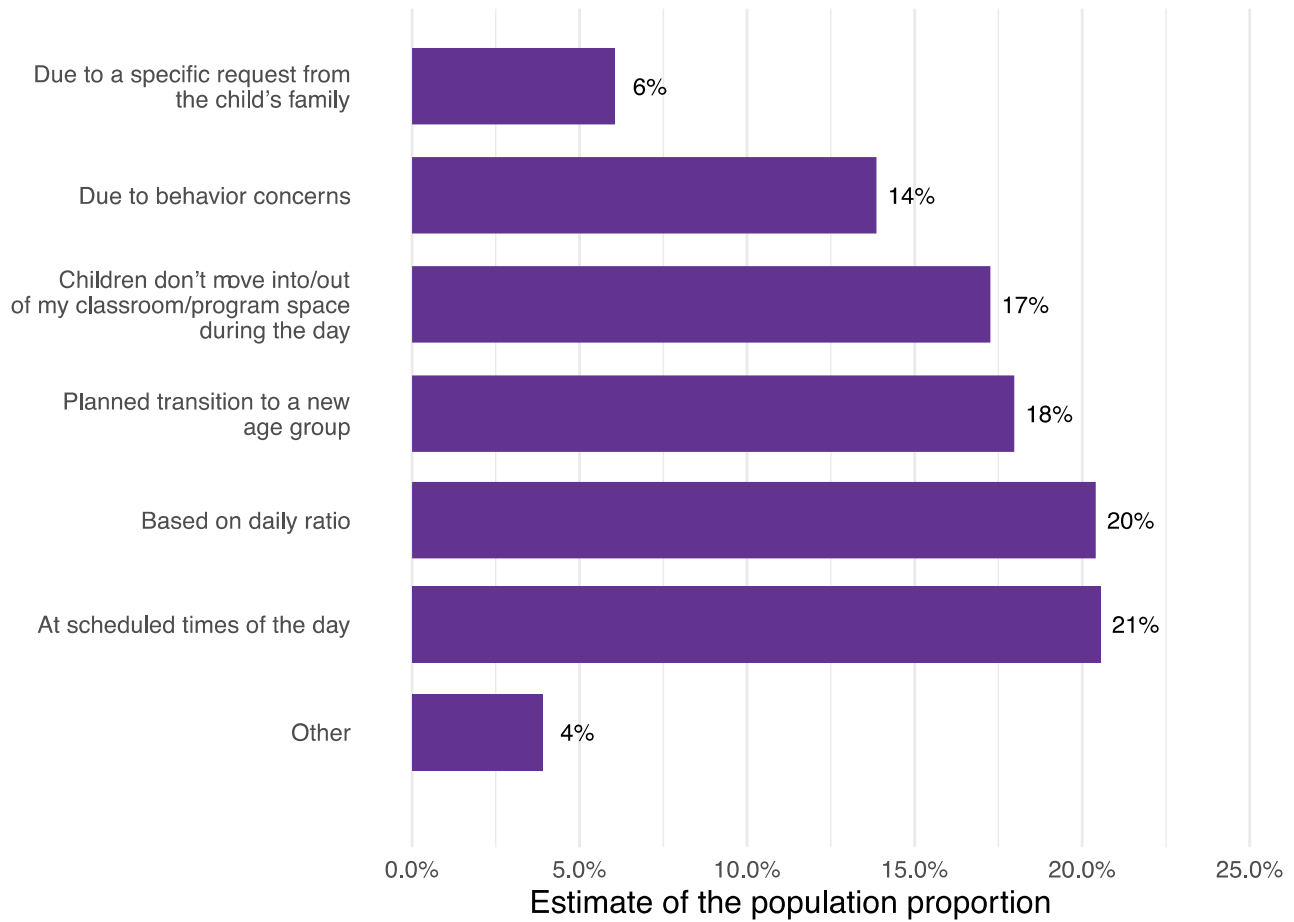
Question 23: When all the children are present, how many providers work in your current main classroom/program space together at the same time? Please only include providers assigned to that room and do not include parents or other volunteers.



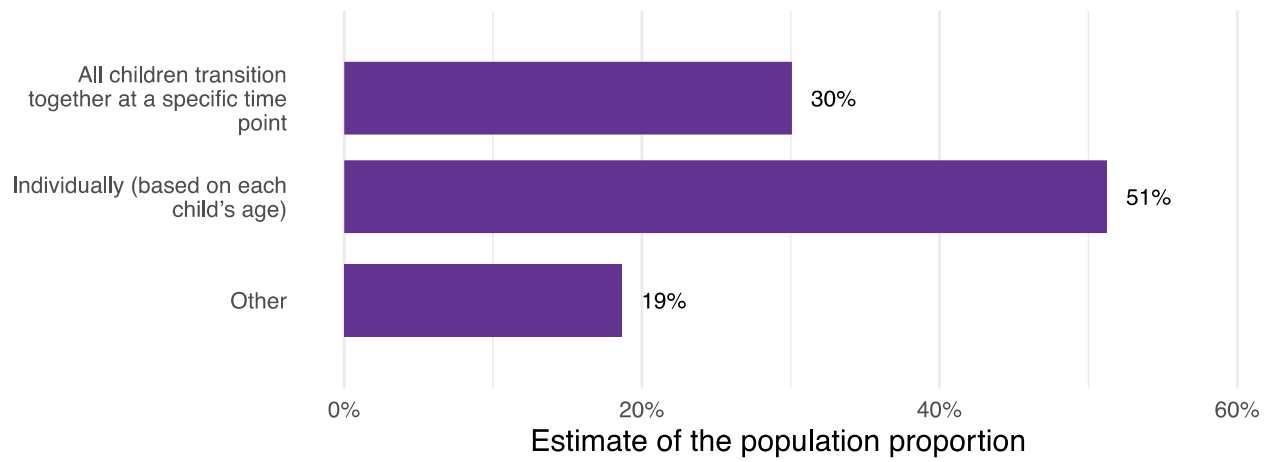
Question 24: On a typical day, how many total different adults (including yourself) work in your current main program space? This includes coverage for breaks and shift changes.



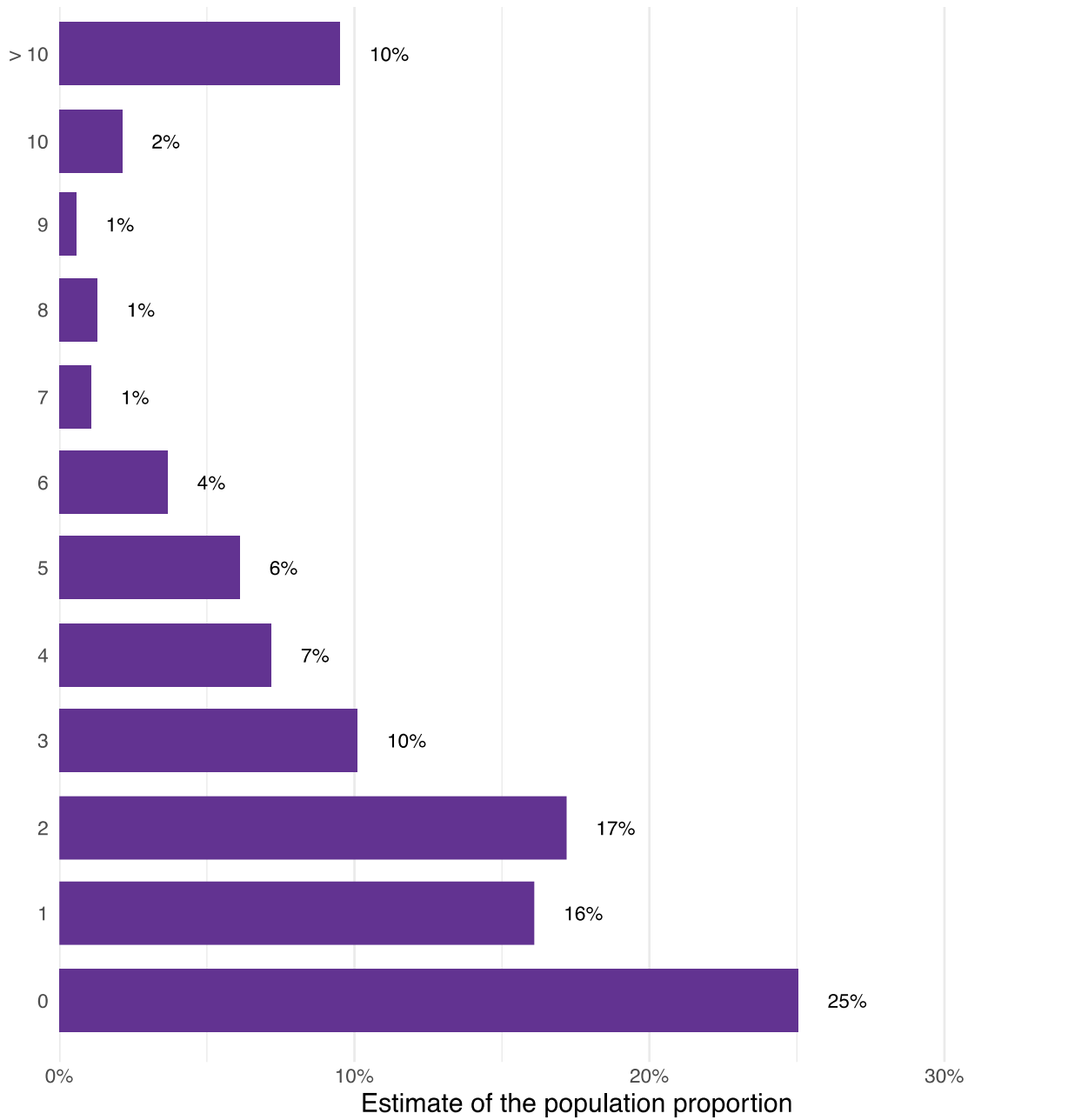
Question 25: For what reasons might a child be moved from your classroom/program space to another during the day?



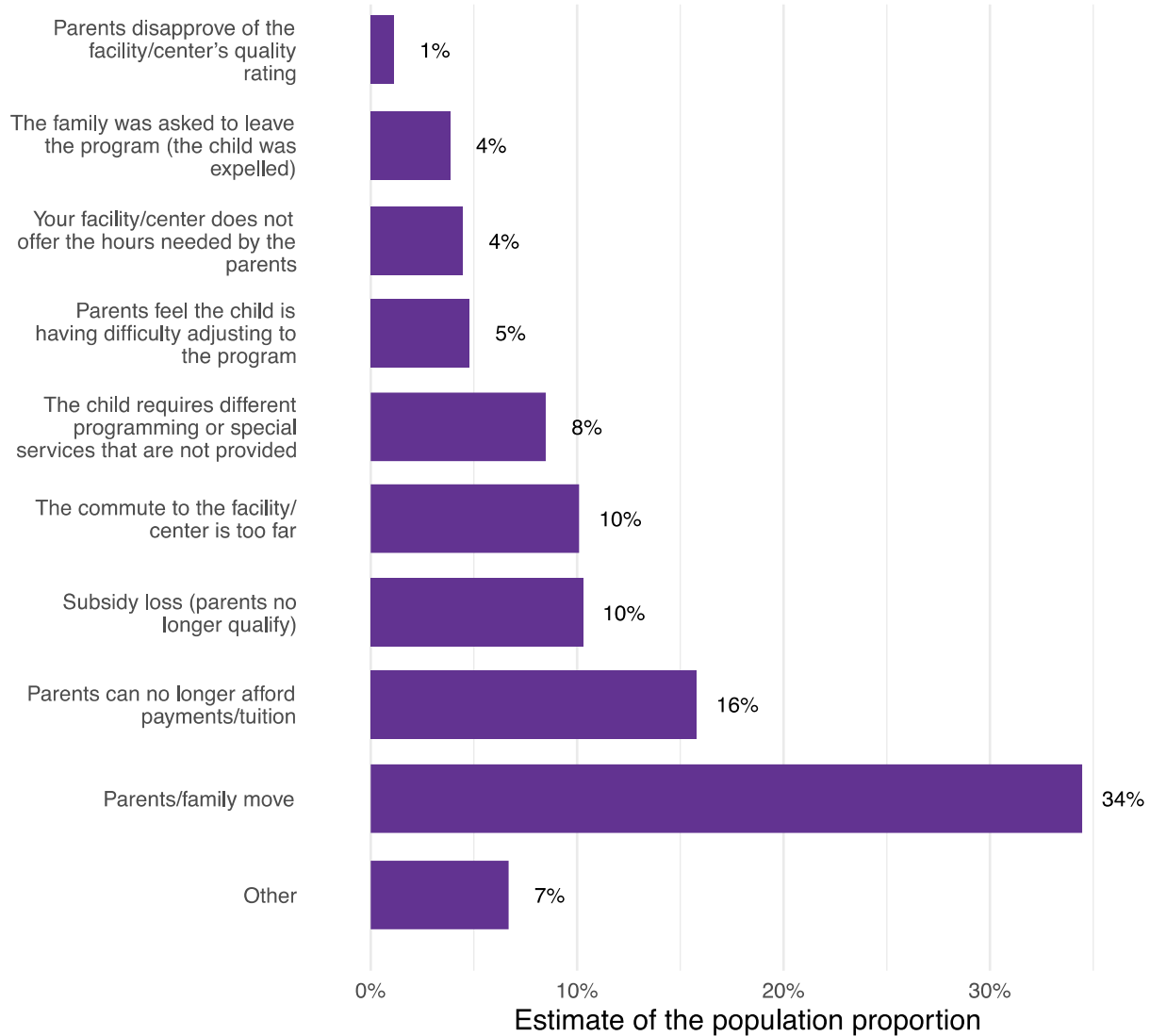
Question 26: When do children officially transition into another classroom/program space?



Question 27: Over the past 12 months, approximately how many children in your classroom/program space have unenrolled (for any reason) from the facility?



Question 28: Other than children aging out of the program, what are the top three reasons children in your classroom/program space unenrolled from the facility in the last 12 months? Please choose the top 3.

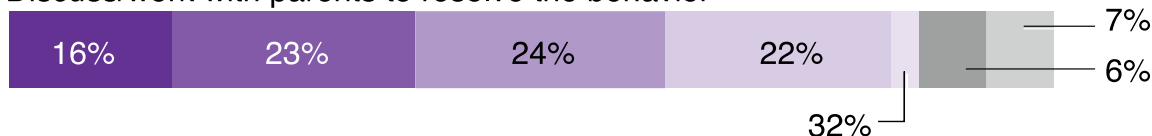


Question 29-A: In educational settings, it is common for providers to be faced with challenging behaviors from children/youth. In the past 12 months, when faced with a challenging behavior, how often have you needed to take the following actions:

Ask parents to talk to their child about their behavior



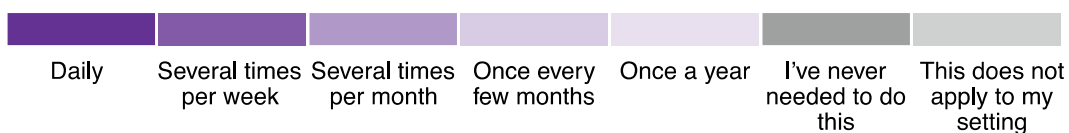
Discuss/work with parents to resolve the behavior



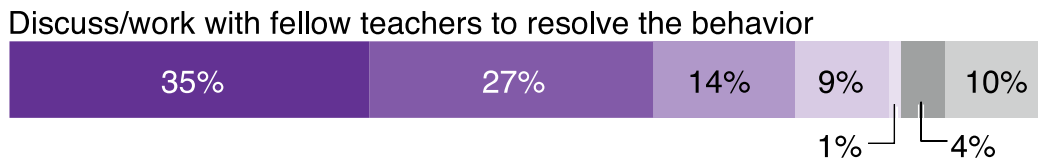
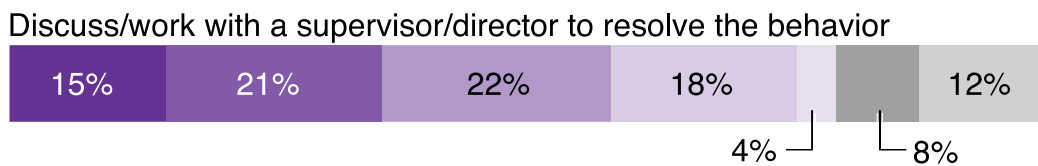
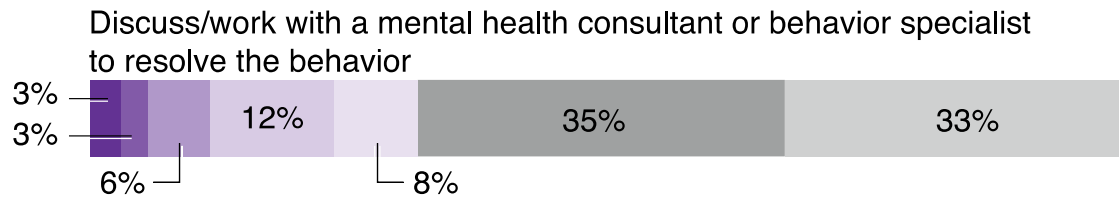
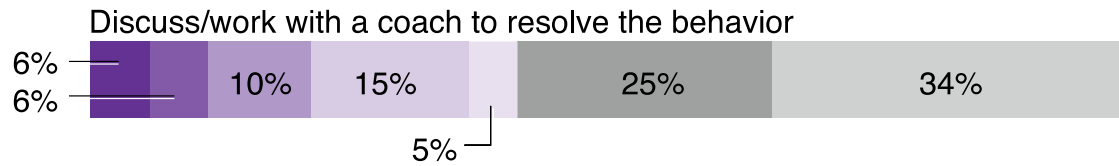
Work directly with the child on their behavior



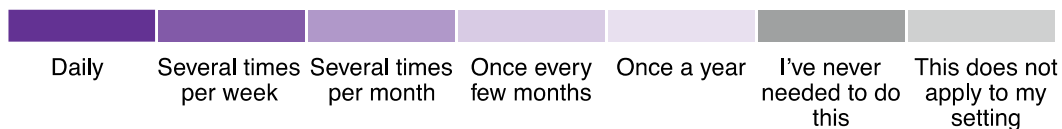
RATING SCALE



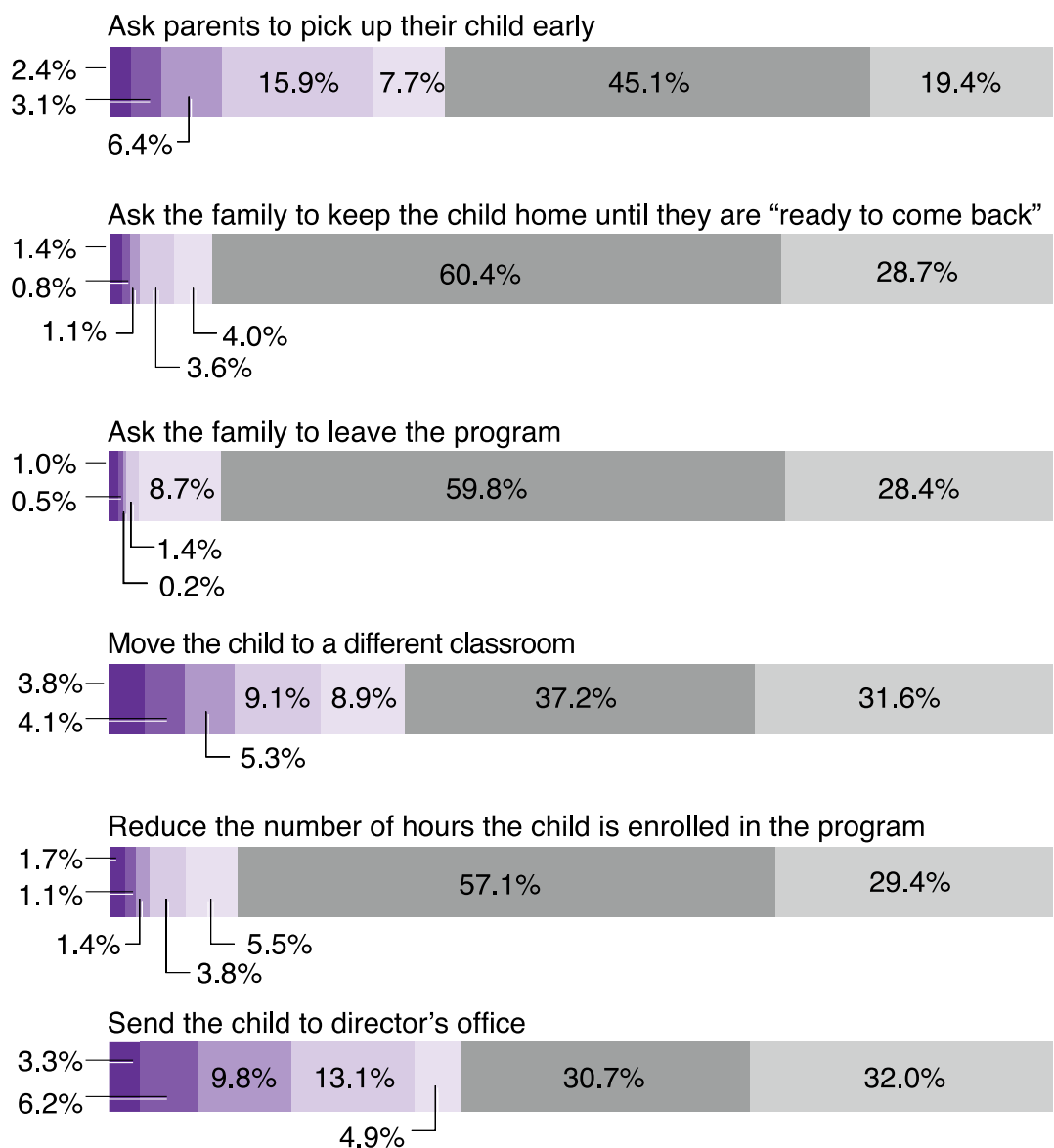
Question 29-B: In educational settings, it is common for providers to be faced with challenging behaviors from children/youth. In the past 12 months, when faced with a challenging behavior, how often have you needed to take the following actions:



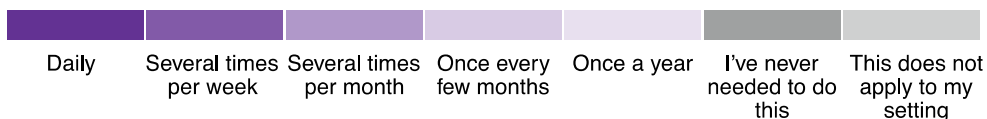
RATING SCALE



Question 29-C: In educational settings, it is common for providers to be faced with challenging behaviors from children/youth. In the past 12 months, when faced with a challenging behavior, how often have you needed to take the following actions:



RATING SCALE

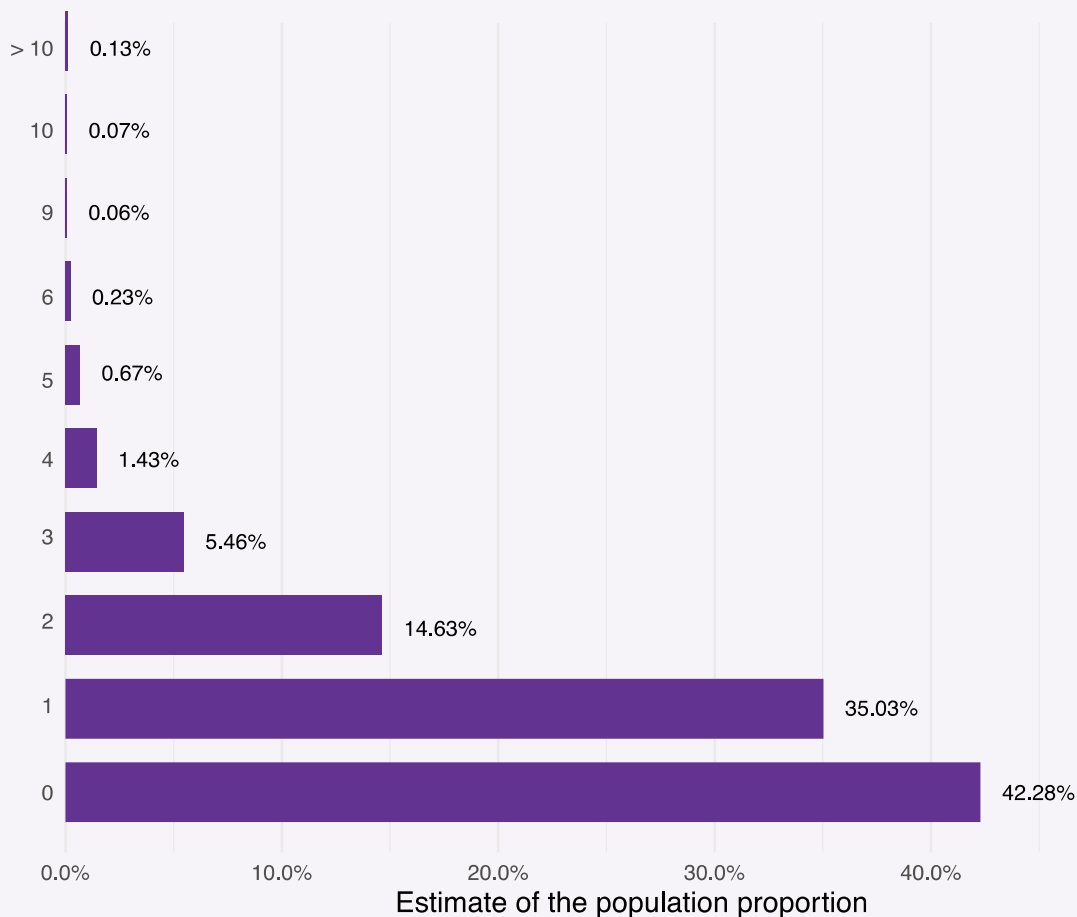


Question 30: Has your program ever asked a family to unenroll a child due to behavior issues?

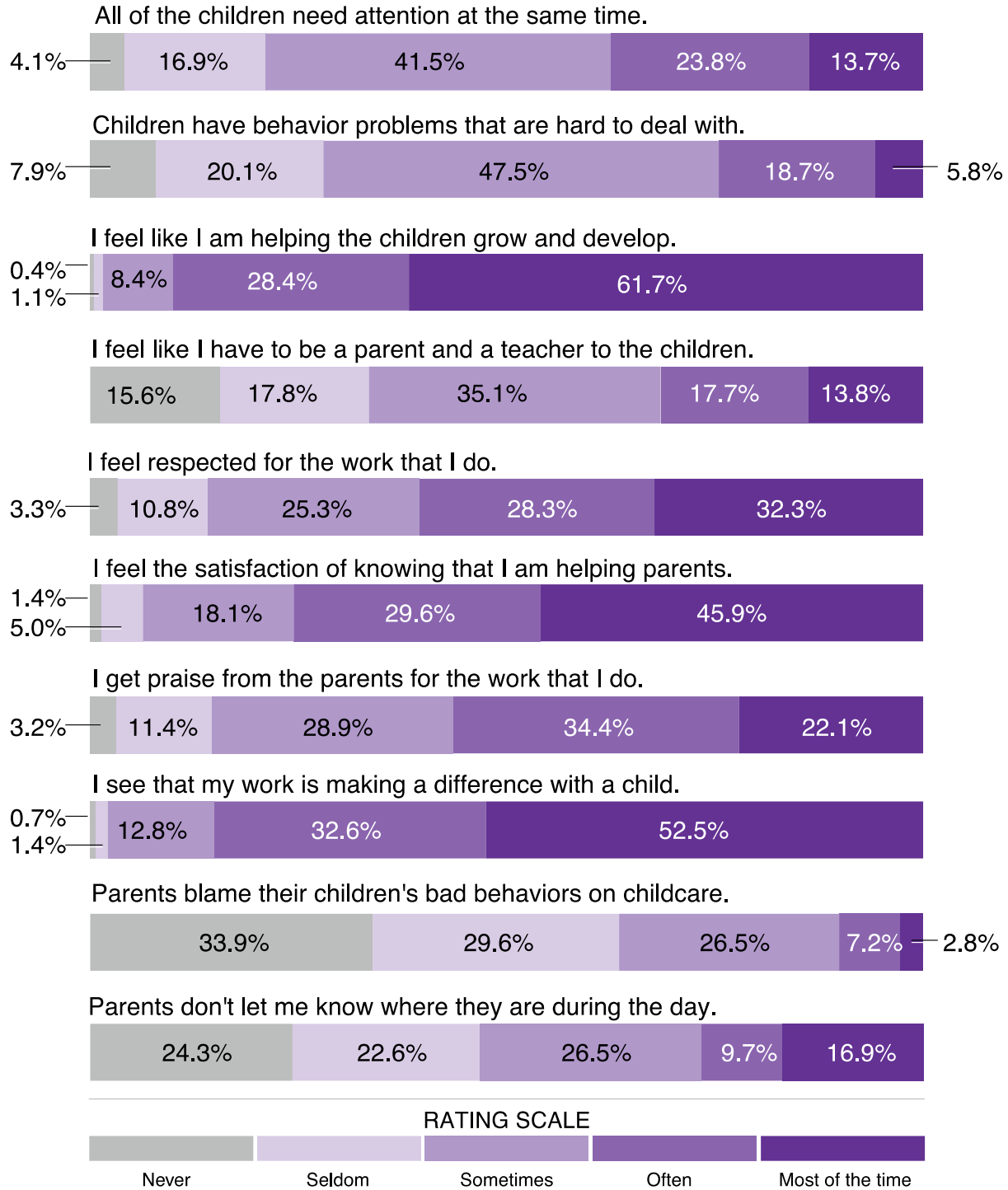


If a respondent answered YES to Q30, they were then asked Q31.

Question 31: In the last 12 months, how many children have been asked to leave your program due to behavior issues?

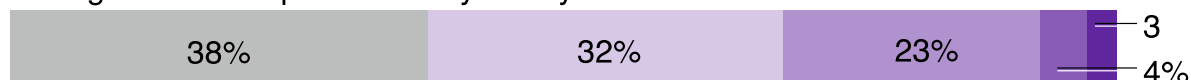


Question 32: For the following statements, please think about the parents, children, and youth who are enrolled in your program. How often do the following things happen to you at work?



Question 33: For the following statements, please think about the structure and support of your program. How often do the following things happen to you at work?

I disagree with the policies at my facility/center.



I disagree with the way other providers/teachers work with the children.



I feel that my director is never around when I need help.



I have problems doing my work because of staffing.



My thoughts and opinions about the day-to-day operations within my program space are valued by those in supervisory roles.



Other providers/teachers cause extra work for me because they are not doing their jobs.

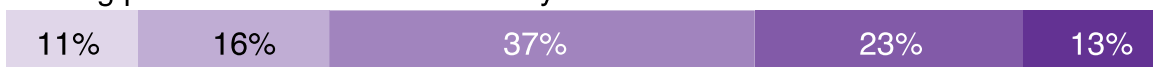


RATING SCALE



Question 34: How much control do you have over the following things at work?

Getting parents to be consistent with you on how to deal with a child



Getting parents to work with you on a behavior problem



The availability of supplies that you need



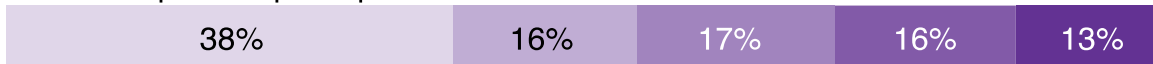
The curriculum



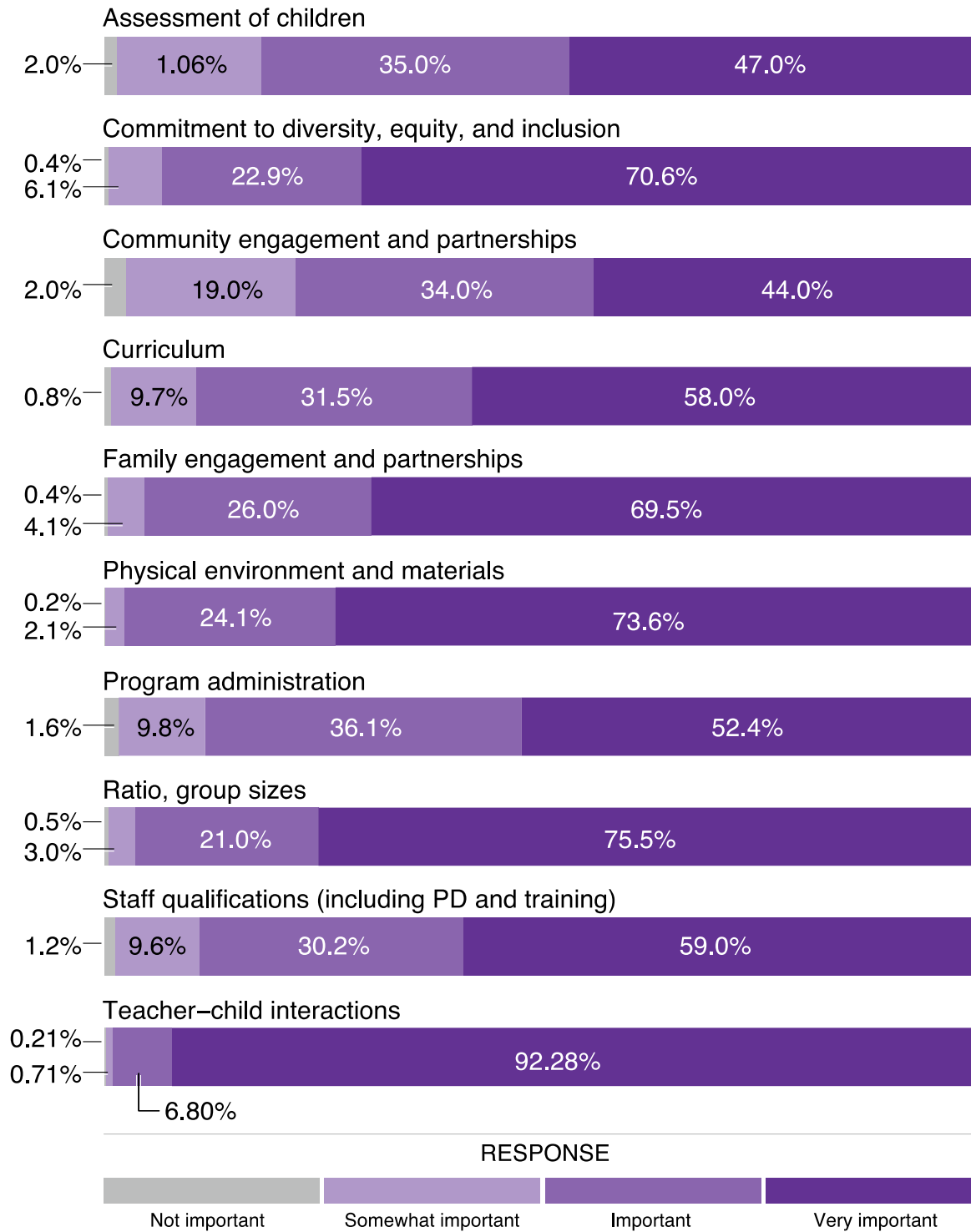
The number of children you have to care for



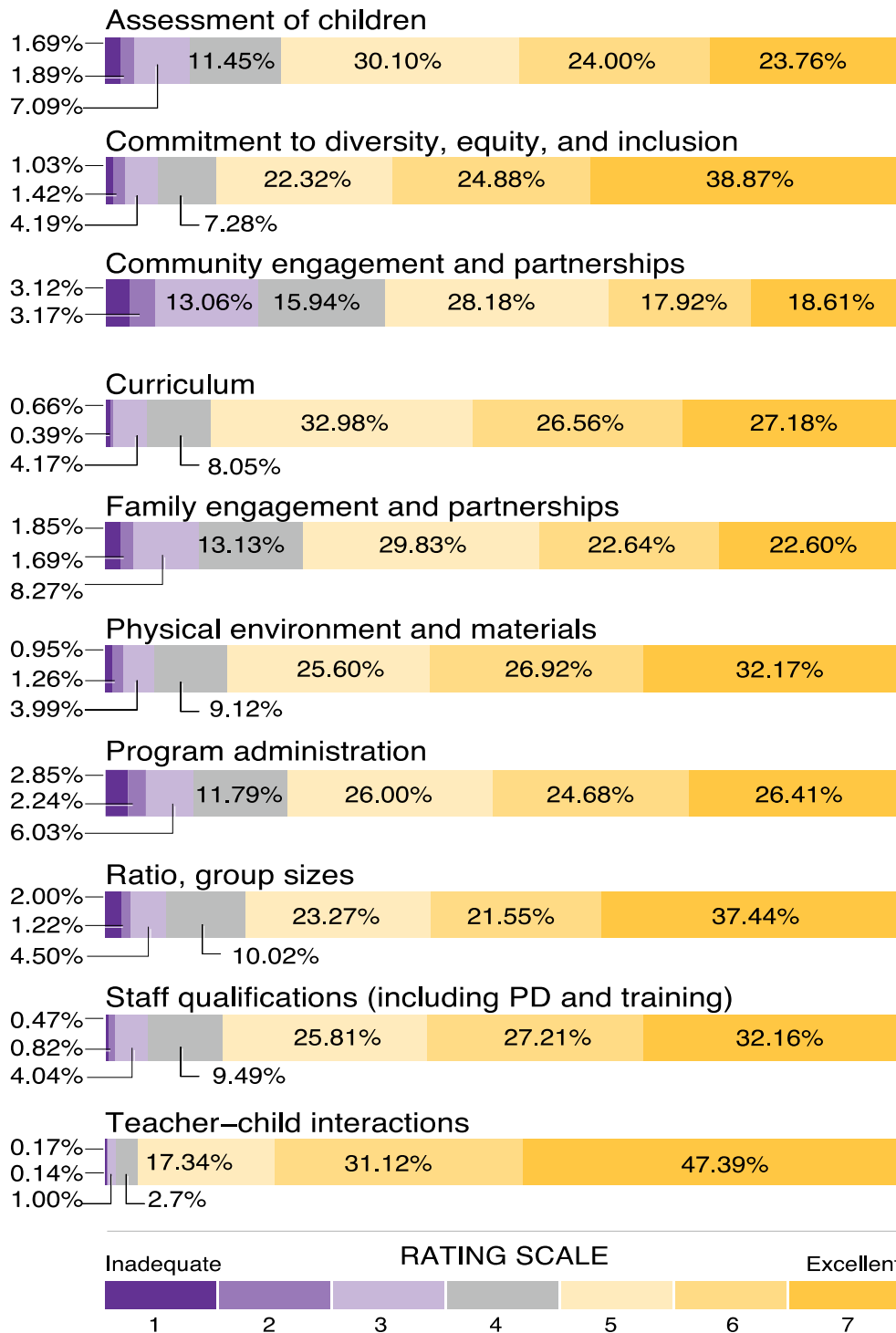
When the parents pick up the children

**RESPONSE**

Question 35: How important do you think the following are to the overall quality of ECE and youth development settings?



Question 36: On a scale of 1 (inadequate) to 7 (excellent), how would you rate your classroom/program space on the following items?

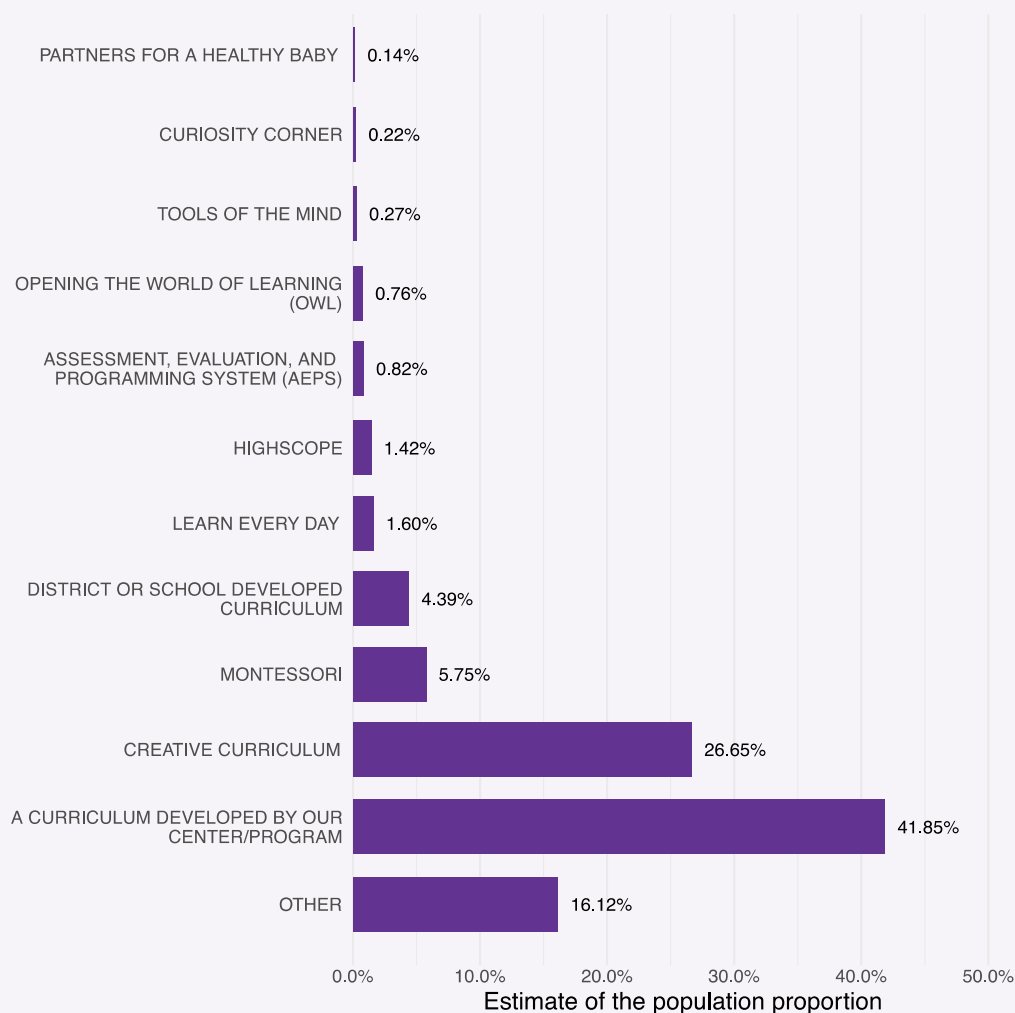


Question 37: Do you use a curriculum or prepared set of learning and play activities in your classroom/program space?

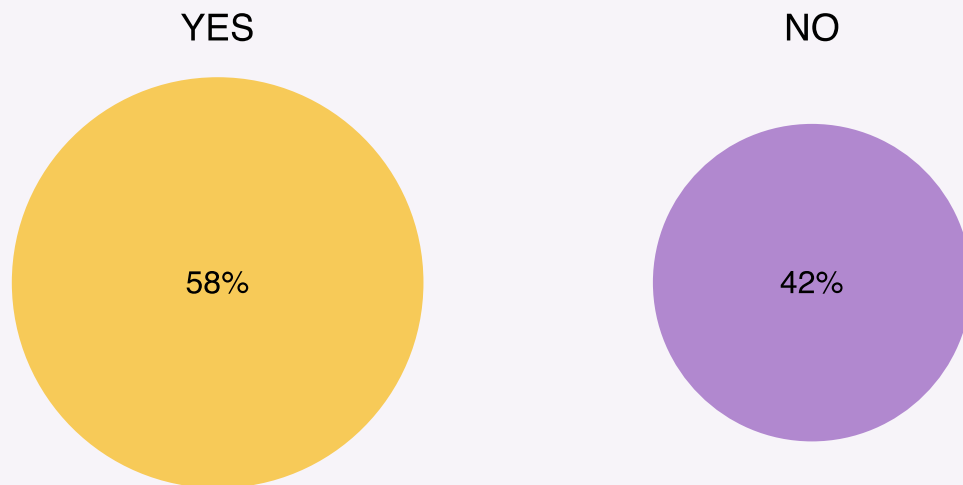


If a respondent answered YES to Q37, they were then asked Q38.

Question 38: What is the name of the curriculum or approach used?

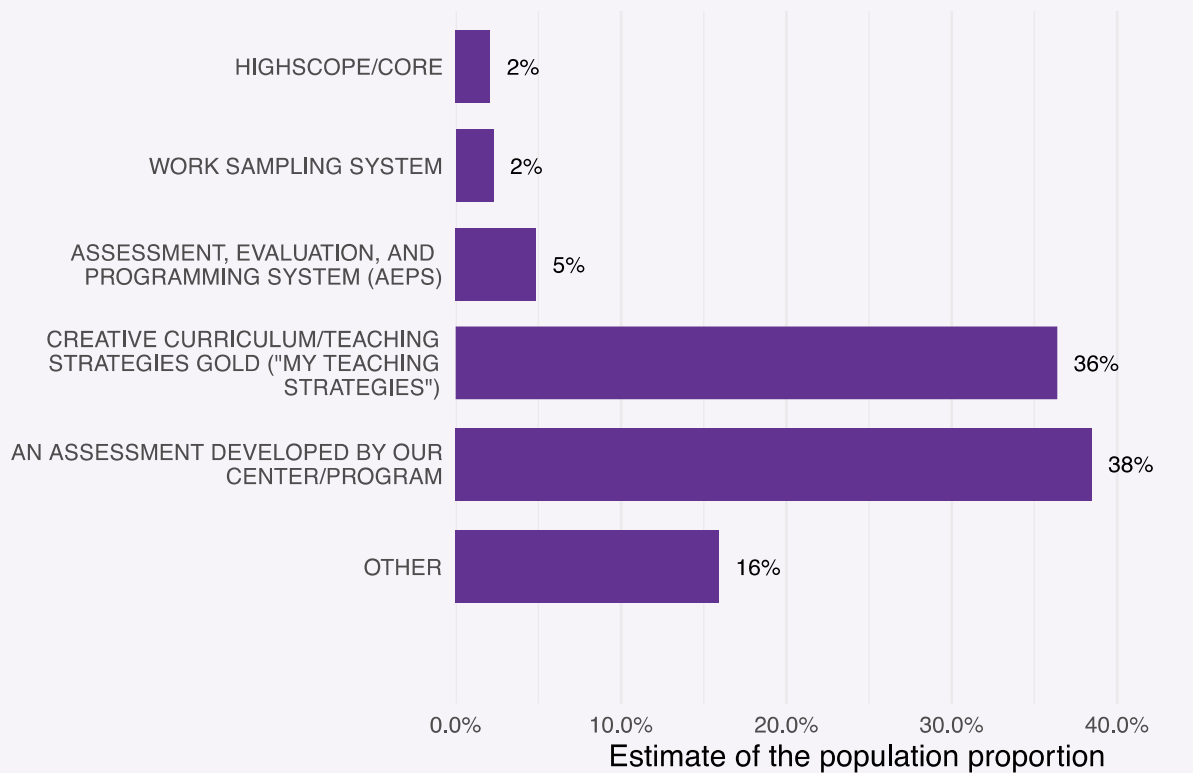


Question 39: Do you use a formal assessment in your classroom/program space?

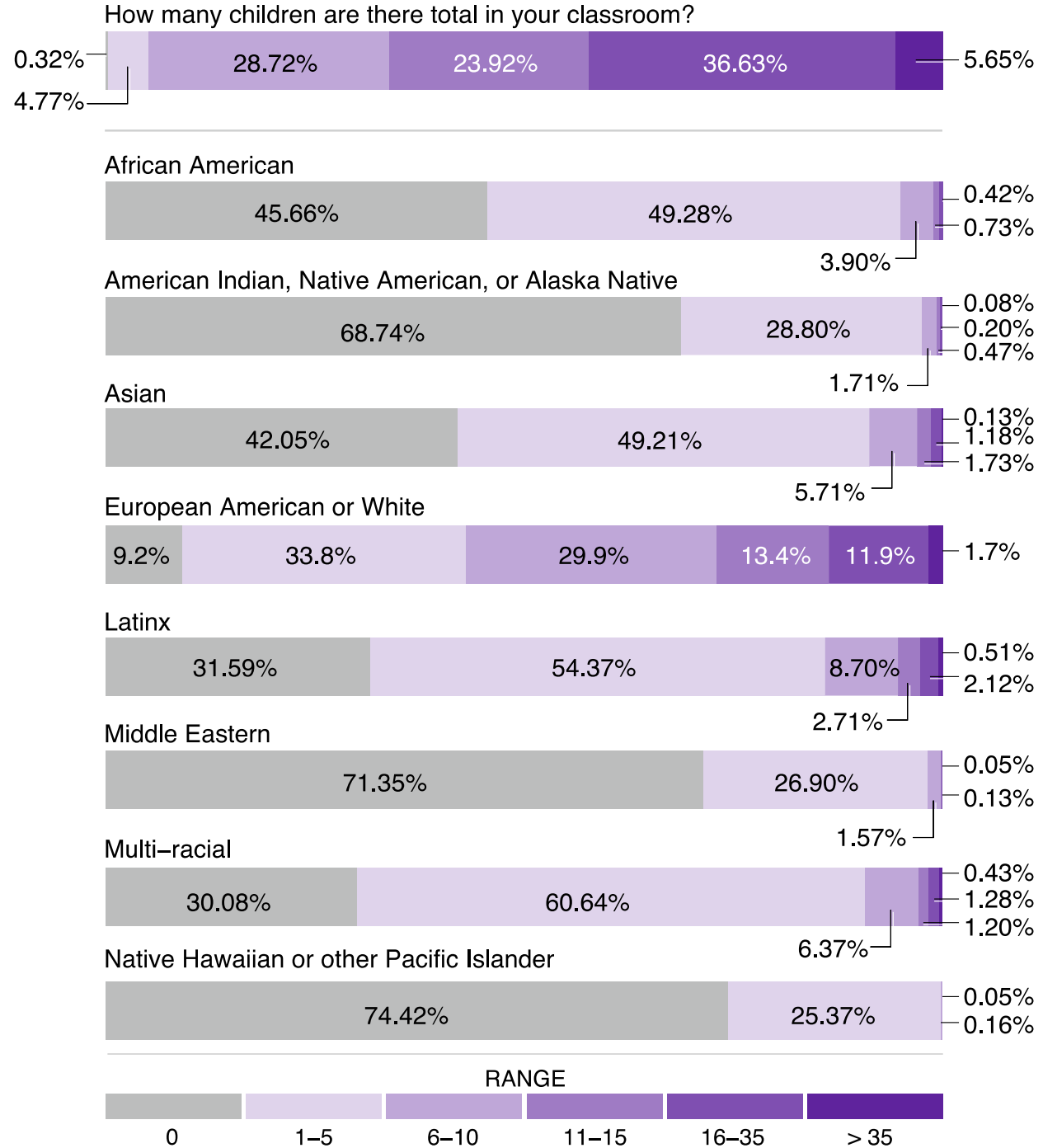


If a respondent answered YES to Q39, they were then asked Q40.

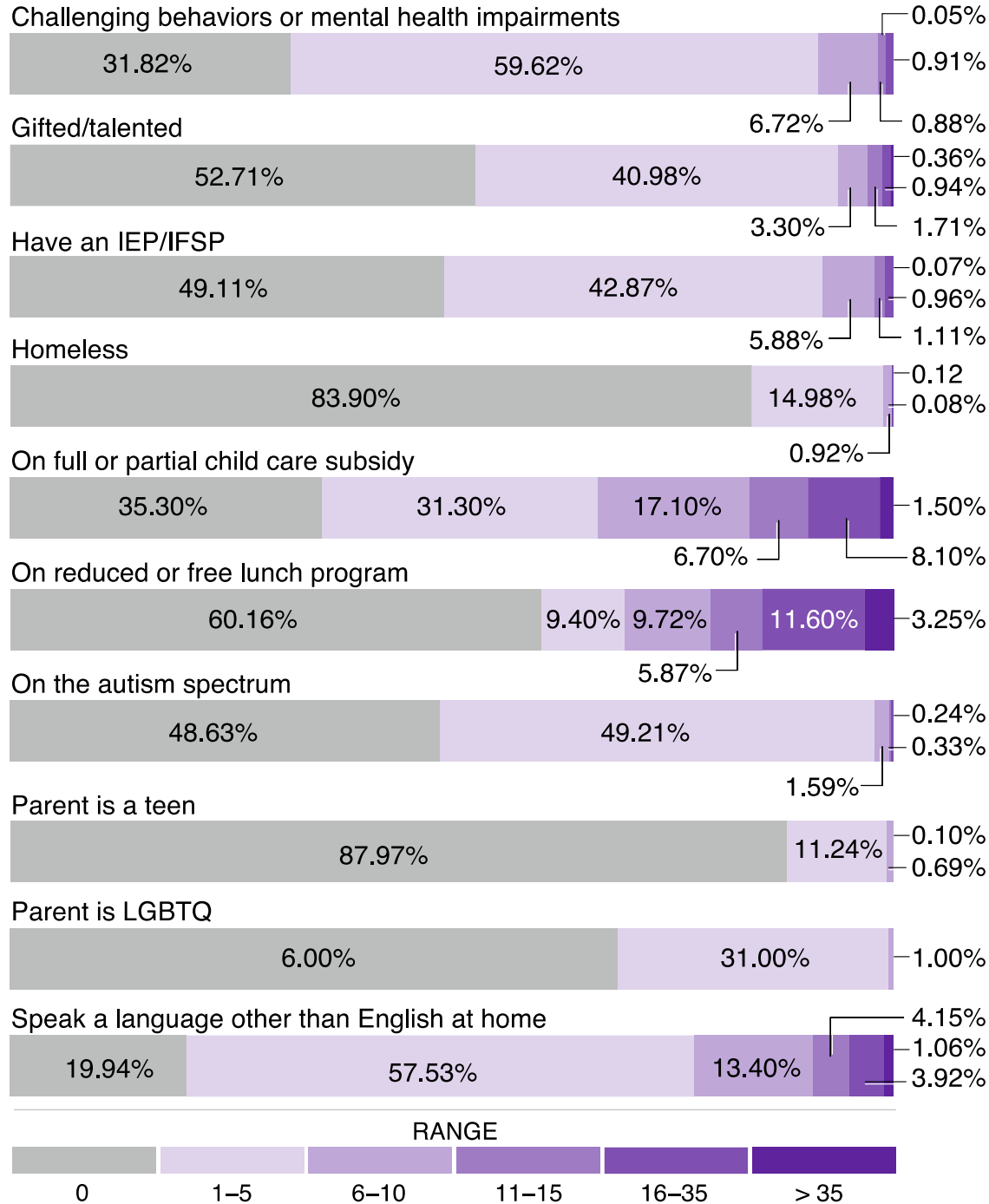
Question 40: Which assessment system do you use?



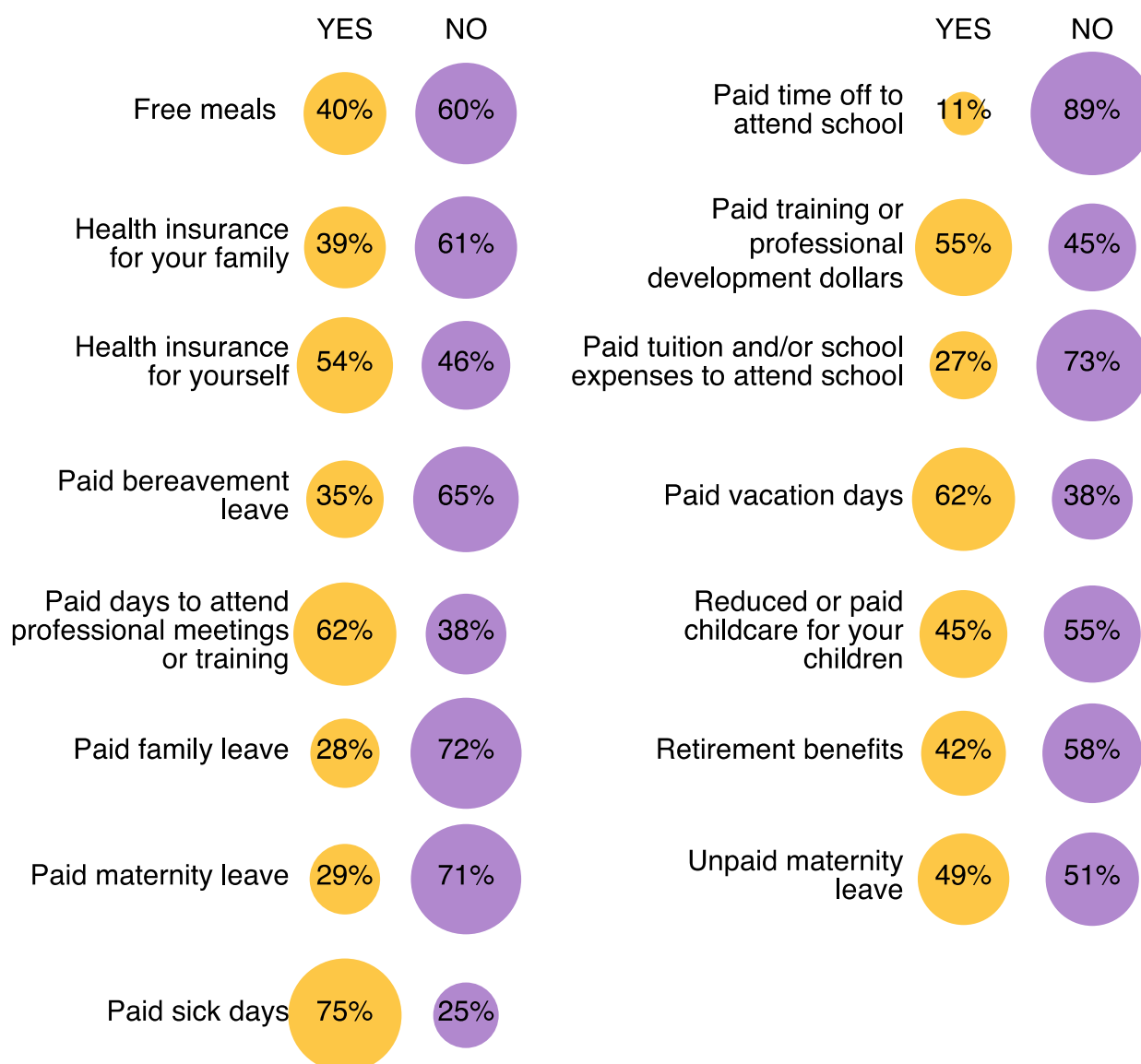
Question 41: We would like to have some more demographic information about the children/youth in your program space. For each item, please give the total number of children with the following characteristics in your classroom/program space.



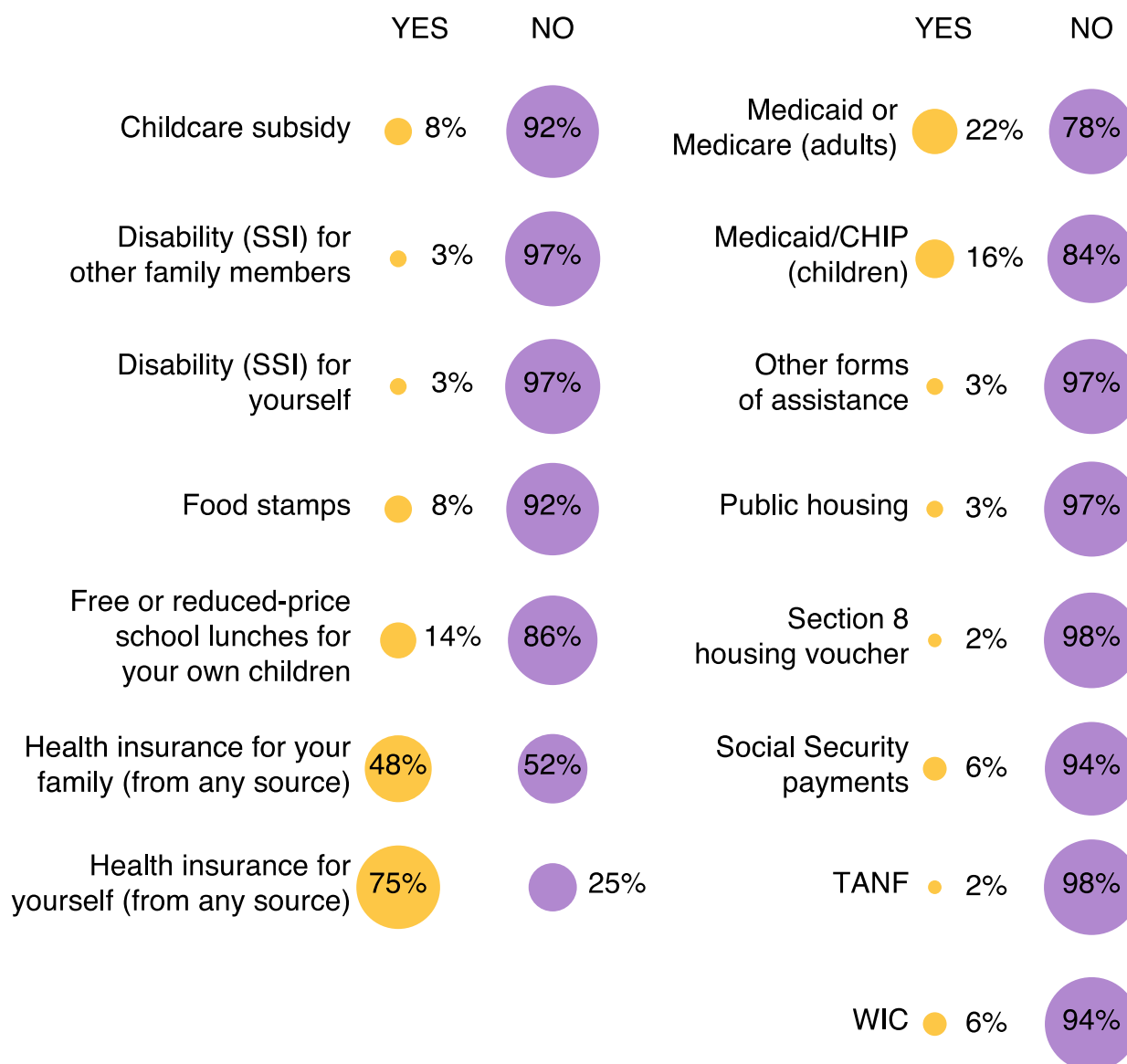
Question 42: We would like to have some more contextual information about the children/youth in your program space. For each item, please give the total number of children with the following characteristics in your classroom/program space.



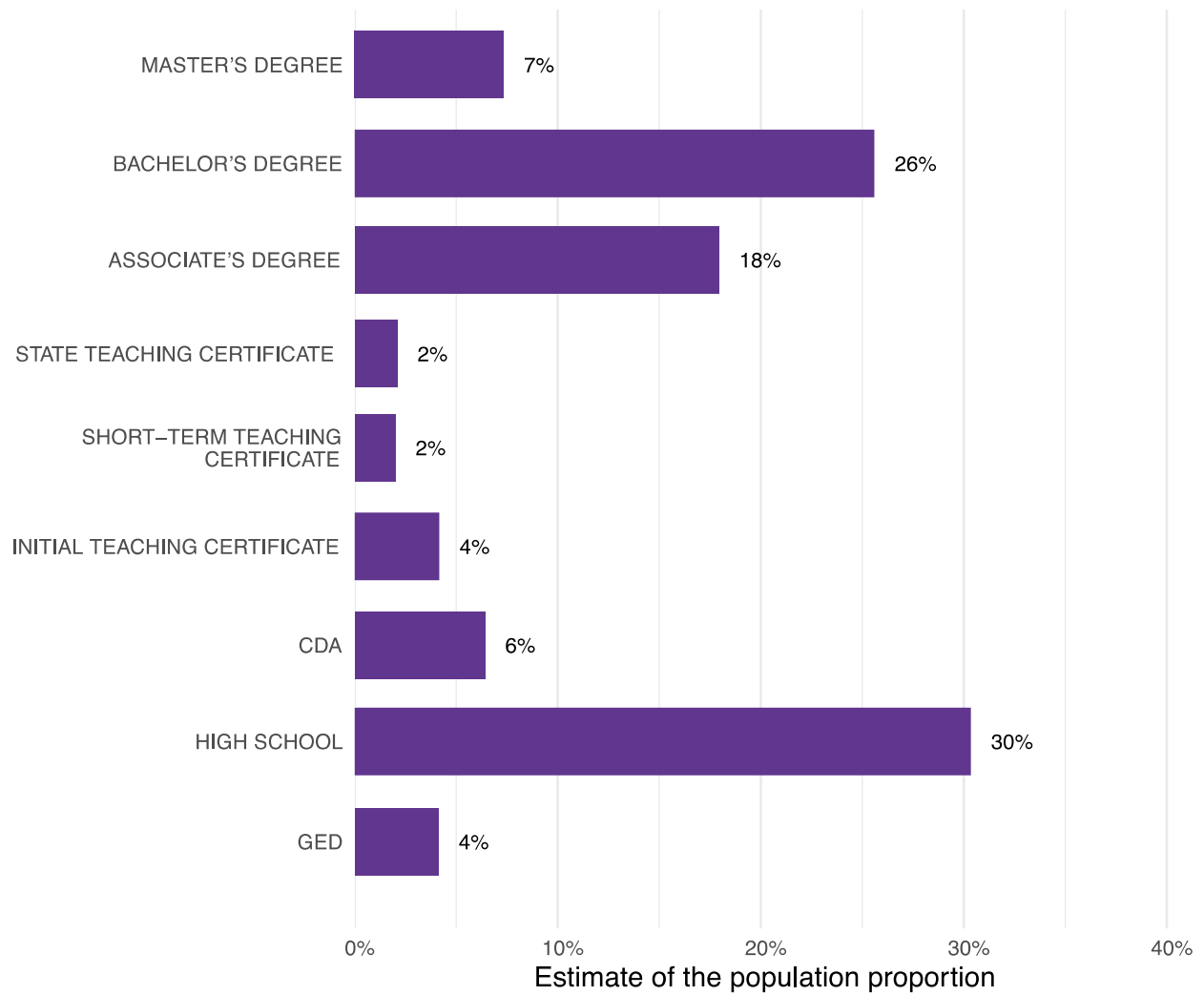
Question 43: Does your program setting provide any of the following benefits for you?



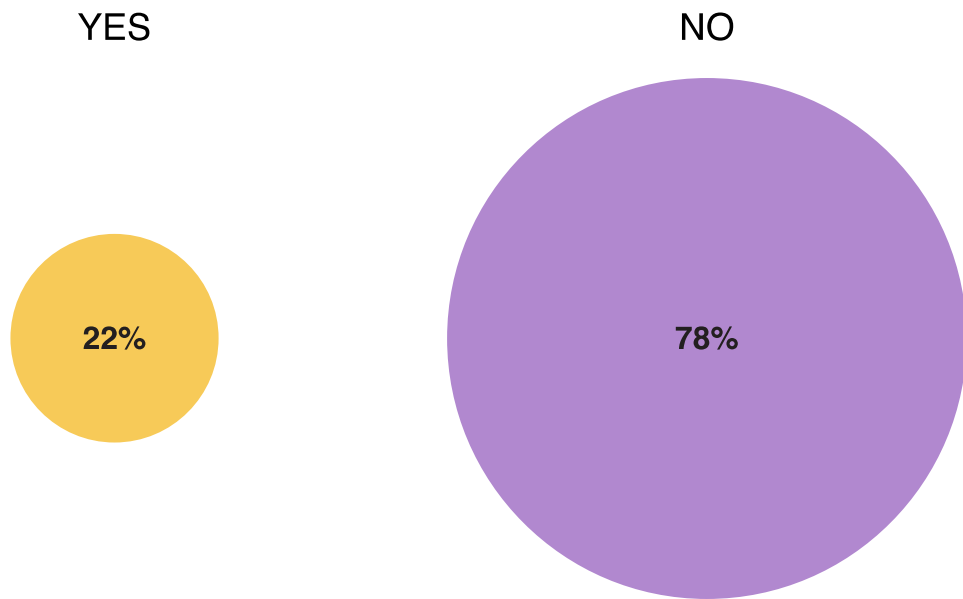
Question 44: Do you currently have or receive any of the following benefits (from any source)?



Question 45: Please select your highest education level achieved.



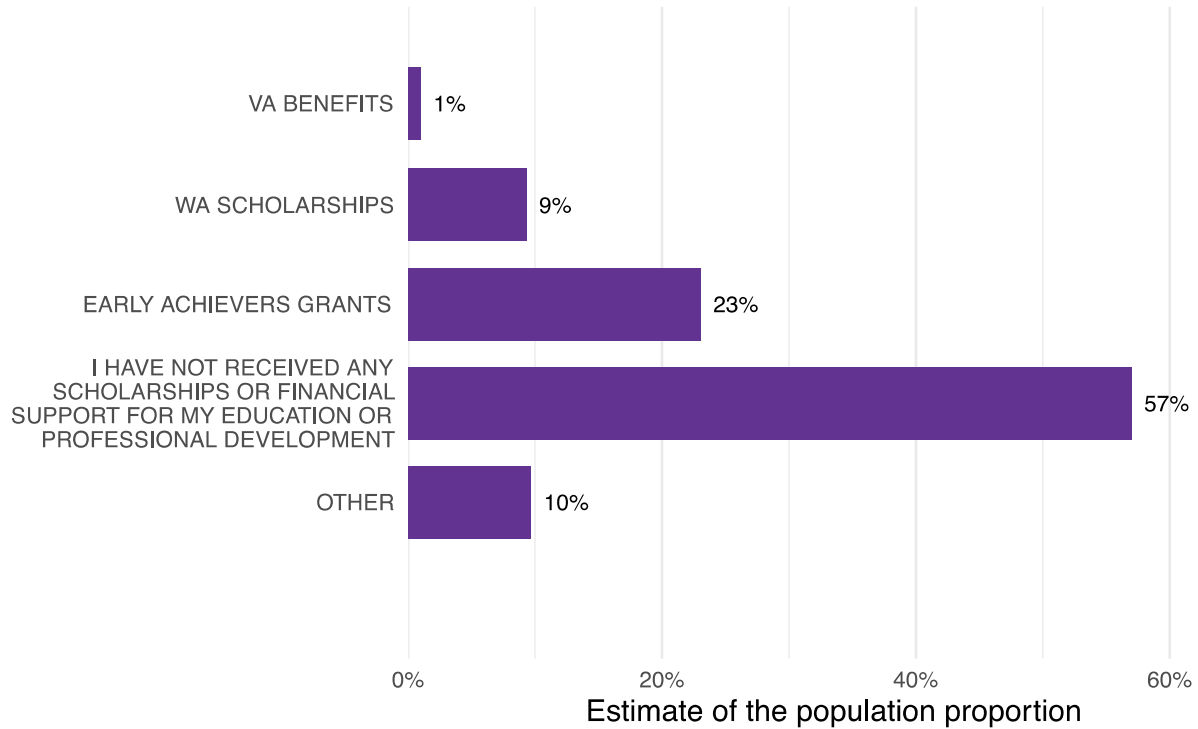
Question 46: Are you currently taking any education or child development courses at a community college or 4-year college/university?



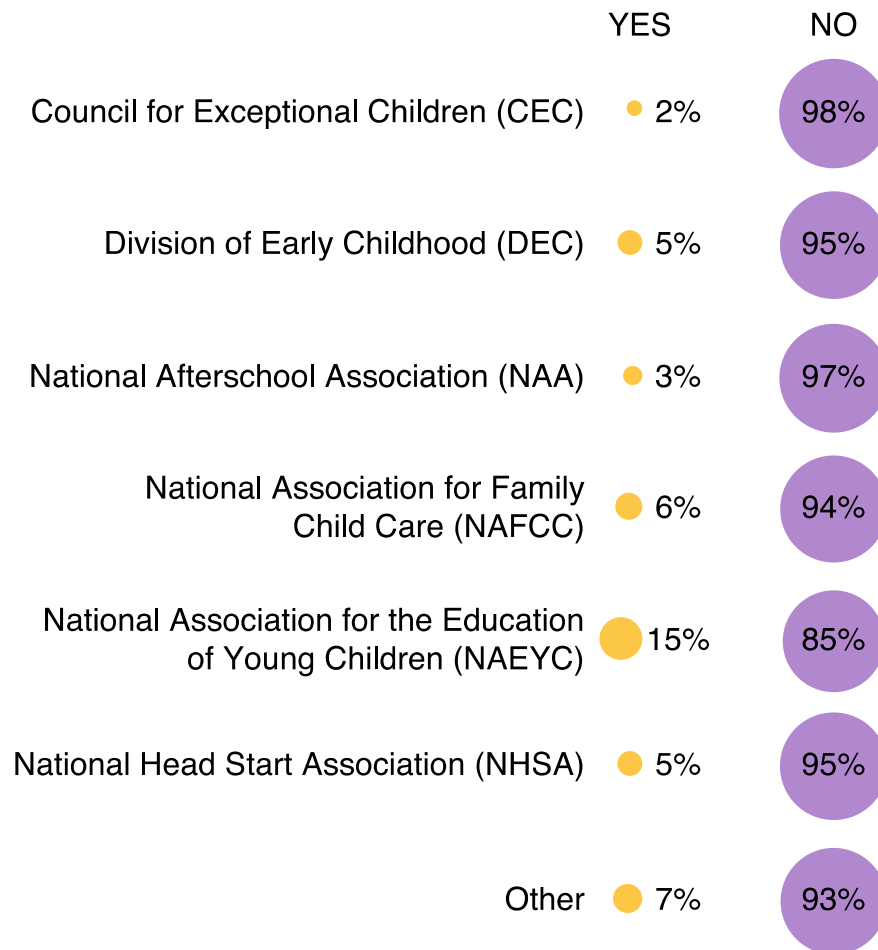
Question 47: Do you plan on taking any education or child development courses at a community college or 4-year college/university in the next year?



Question 48: Please indicate which, if any, of the following programs you have received scholarships or financial support for your education or professional development. *Please select all that apply.*



Question 49: Are you currently a member of any of the following organizations?

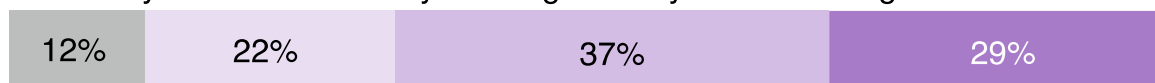


Question 50-A: How prepared were you to work with the following types of children ages birth to 3 years when you started this job?

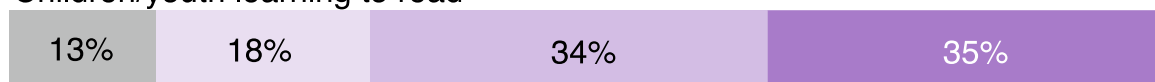
Children/youth developing typically



Children/youth from culturally and linguistically diverse backgrounds



Children/youth learning to read



Children/youth who are gifted/talented



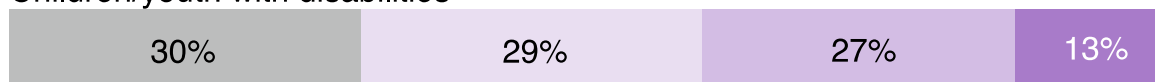
Children/youth with challenging behaviors



Children/youth with developmental delays



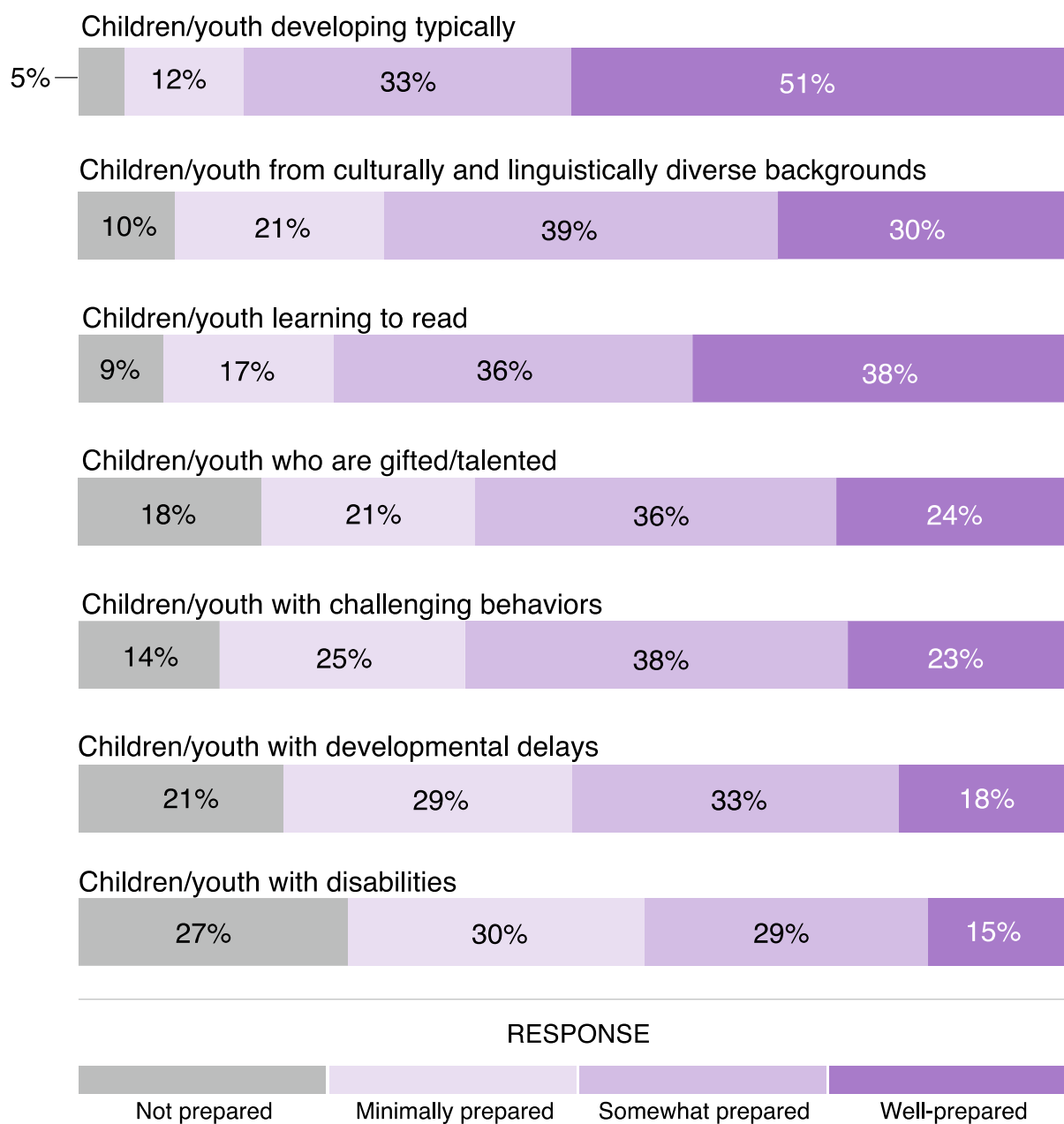
Children/youth with disabilities



RESPONSE



Question 50-B: How prepared were you to work with the following types of preschool (3–5 years) children when you started this job?



Question 50-C: How prepared were you to work with the following types of K–3rd grade (6–8 years) children when you started this job?

Children/youth developing typically



Children/youth from culturally and linguistically diverse backgrounds



Children/youth learning to read



Children/youth who are gifted/talented



Children/youth with challenging behaviors



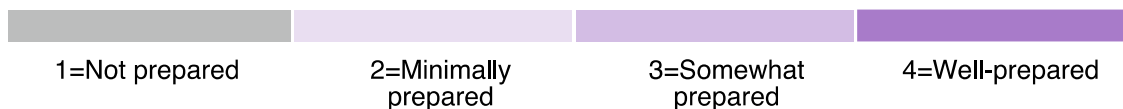
Children/youth with developmental delays



Children/youth with disabilities



RESPONSE



Question 50-D: How prepared were you to work with the following types of 4th grade and older children (9+ years) when you started this job?

Children/youth developing typically



Children/youth from culturally and linguistically diverse backgrounds



Children/youth learning to read



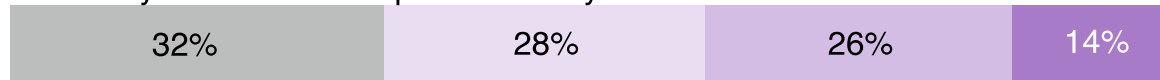
Children/youth who are gifted/talented



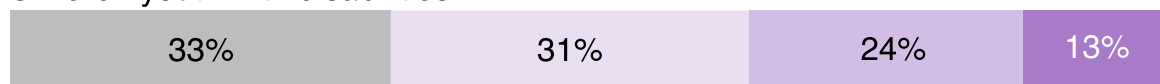
Children/youth with challenging behaviors



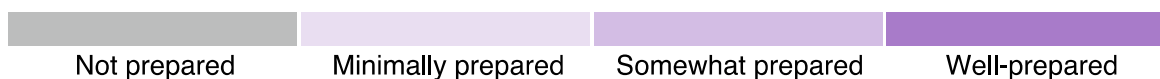
Children/youth with developmental delays



Children/youth with disabilities

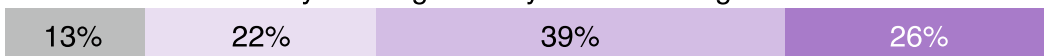


RESPONSE



Question 51-A: How prepared were you to work with the following types of families, staff, and curricula in the birth to age 3 setting when you started this job?

Families from culturally and linguistically diverse backgrounds



Families of children who are typically developing



Families of children with developmental delays



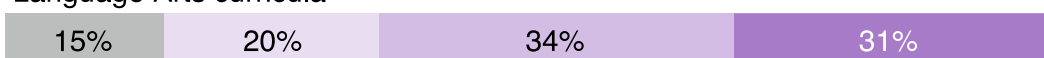
Families of children with disabilities



Family support workers/advocates



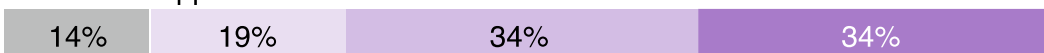
Language Arts curricula



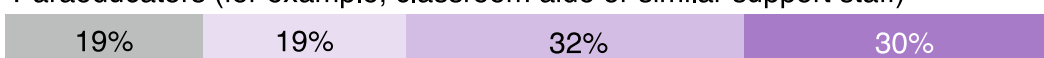
Math/Science curricula



Music/Arts opportunities



Paraeducators (for example, classroom aide or similar support staff)



Program observation assessments



Special education team members

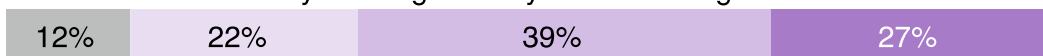


RESPONSE



Question 51-B: How prepared were you to work with the following types of families, staff, and curricula in the preschool (3-5 years) setting when you started this job?

Families from culturally and linguistically diverse backgrounds



Families of children who are typically developing



Families of children with developmental delays



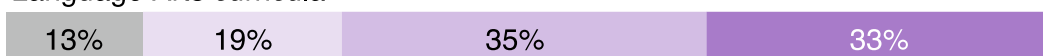
Families of children with disabilities



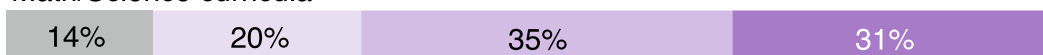
Family support workers/advocates



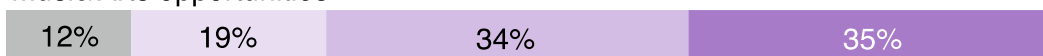
Language Arts curricula



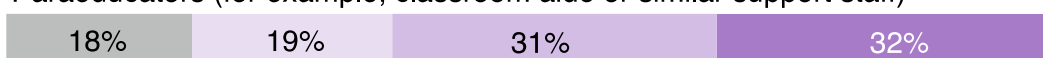
Math/Science curricula



Music/Arts opportunities



Paraeducators (for example, classroom aide or similar support staff)



Program observation assessments



Special education team members



RESPONSE



Question 51-C: How prepared were you to work with the following types of families, staff, and curricula in the K-3rd grade (6-8 years) setting when you started this job?

Families from culturally and linguistically diverse backgrounds



Families of children who are typically developing



Families of children with developmental delays



Families of children with disabilities



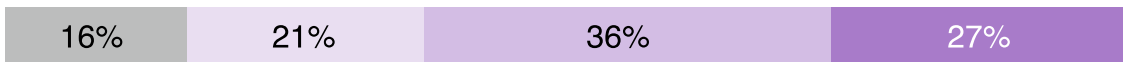
Family support workers/advocates



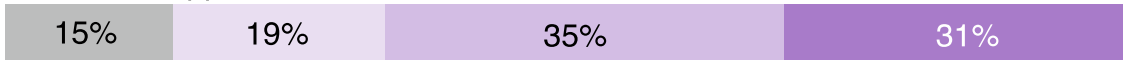
Language Arts curricula



Math/Science curricula



Music/Arts opportunities



Paraeducators (for example, classroom aide or similar support staff)



Program observation assessments



Special education team members



RESPONSE

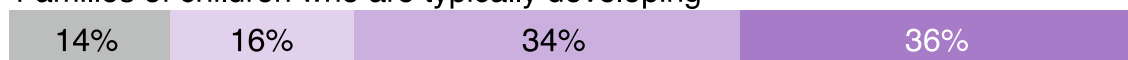


Question 51-D: How prepared were you to work with the following types of families, staff, and curricula in the 4th grade and older (9+ years) setting when you started this job?

Families from culturally and linguistically diverse backgrounds



Families of children who are typically developing



Families of children with developmental delays



Families of children with disabilities



Family support workers/advocates



Language Arts curricula



Math/Science curricula



Music/Arts opportunities



Paraeducators (for example, classroom aide or similar support staff)



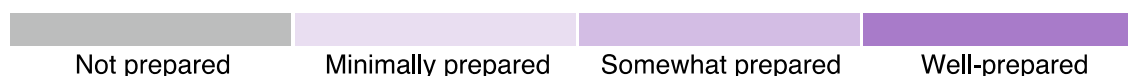
Program observation assessments



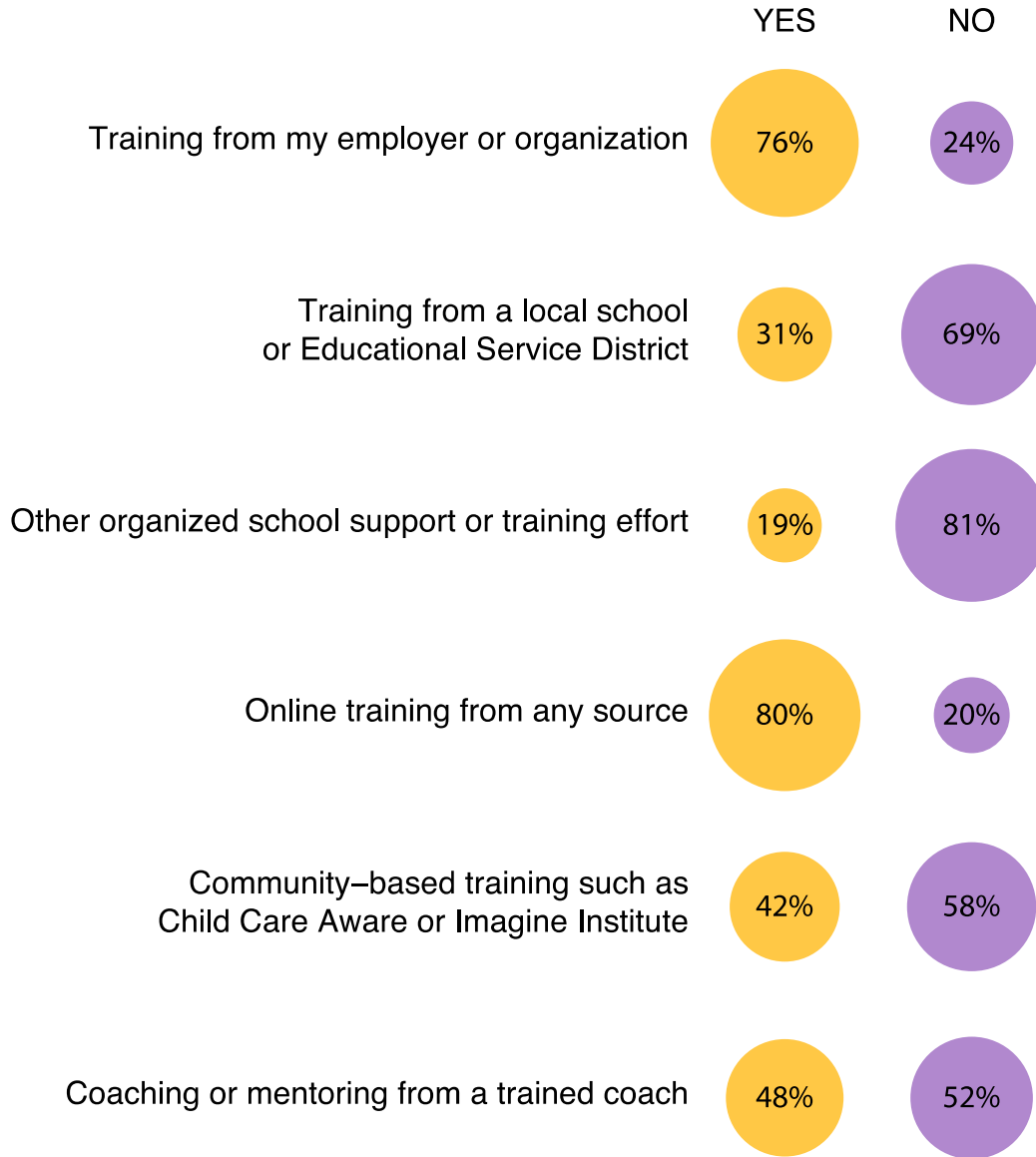
Special education team members

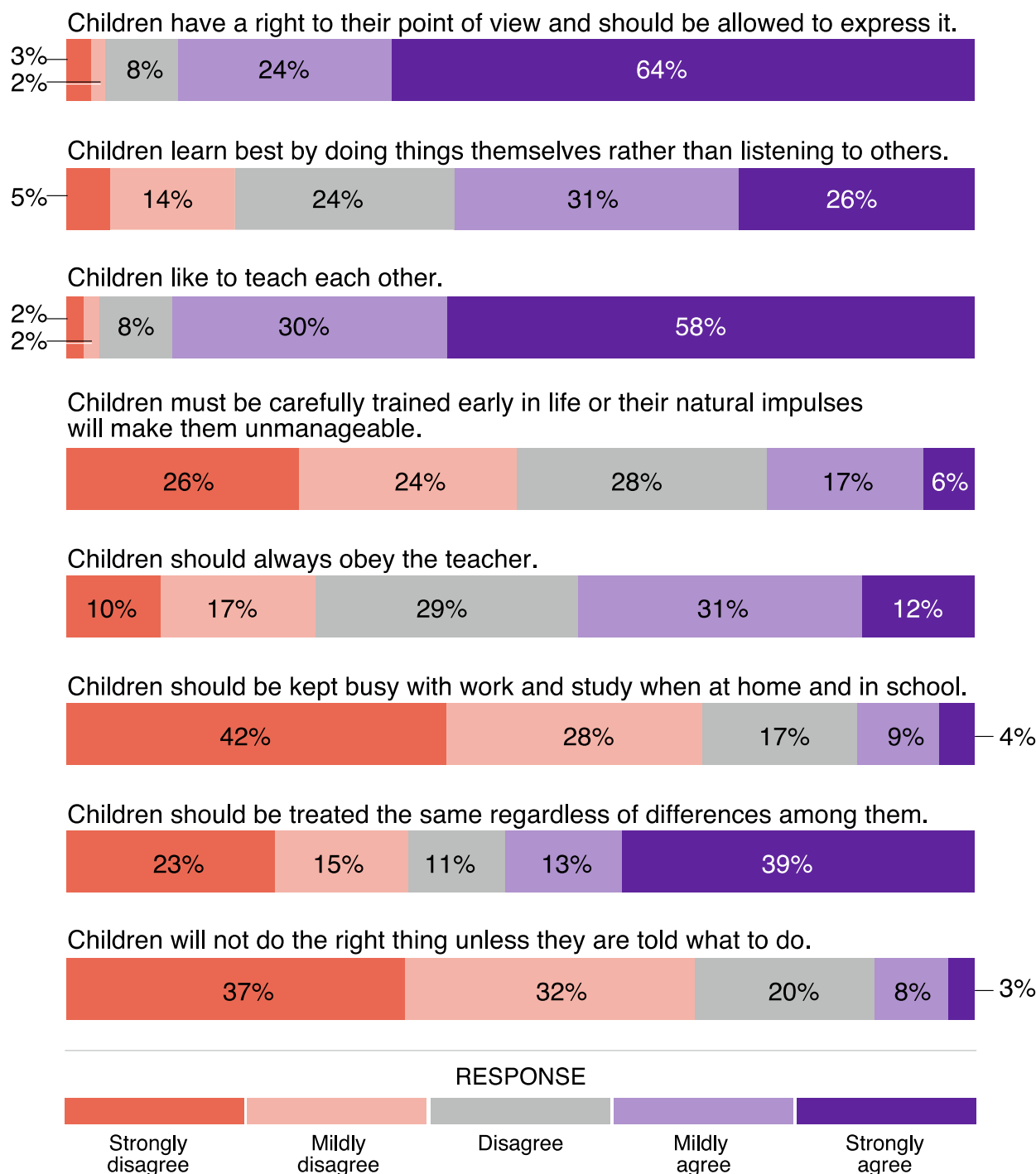


RESPONSE



Question 52: In the past year, have you received training or coaching from any of the following groups or organizations?



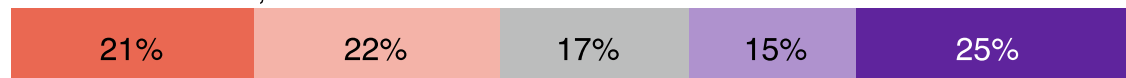
Question 53-A: Please indicate how strongly you agree or disagree with the following statements.

Question 53-B: Please indicate how strongly you agree or disagree with the following statements.

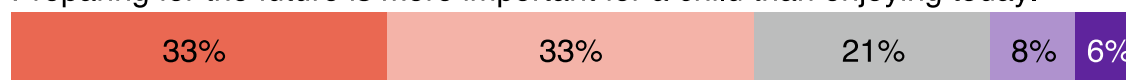
Children's learning results mainly from being presented basic information again and again.



In order to be fair, a teacher must treat all children alike.



Preparing for the future is more important for a child than enjoying today.



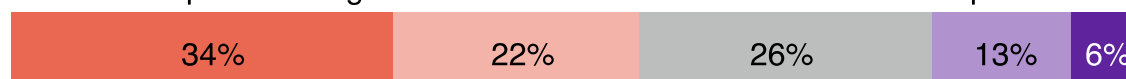
Since parents lack special training in education, they should not question the teacher's teaching methods.



The major goal of education is to put basic information into the minds of the children.



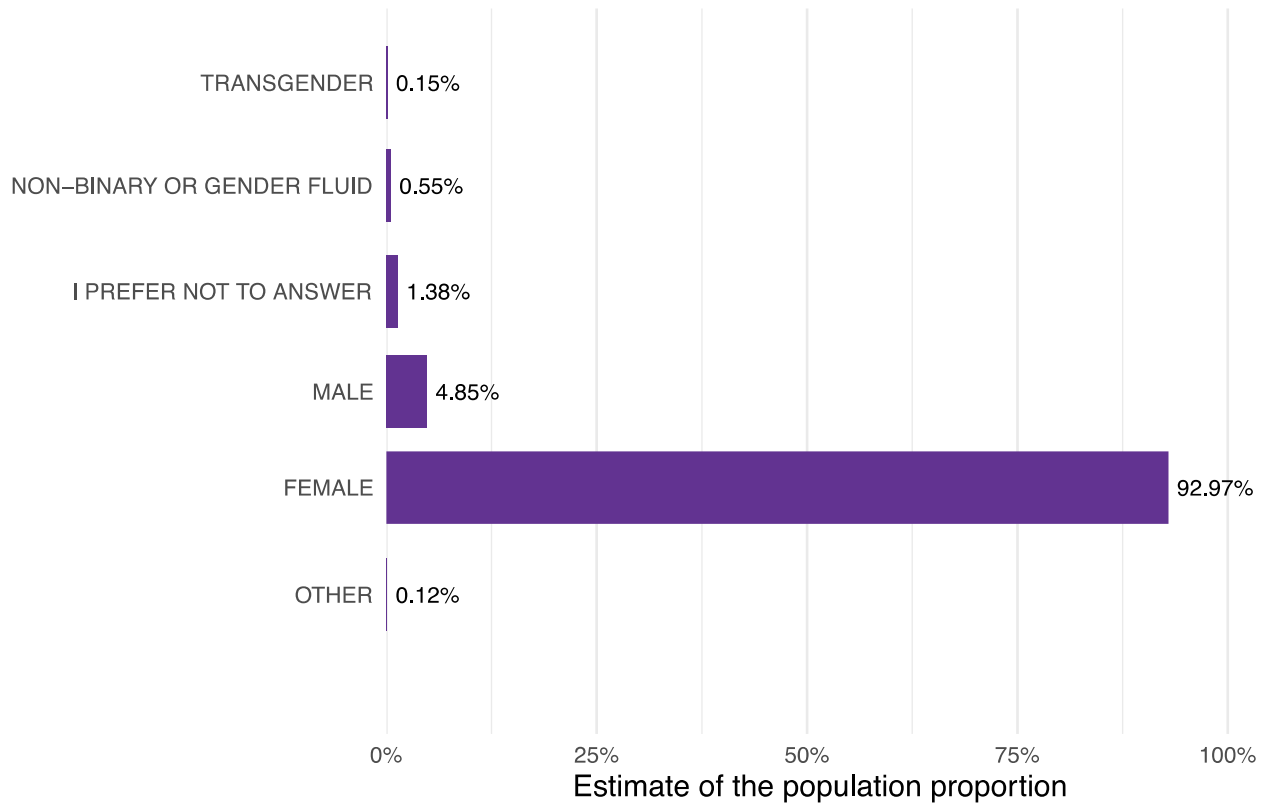
The most important thing to teach children is absolute obedience to parents.



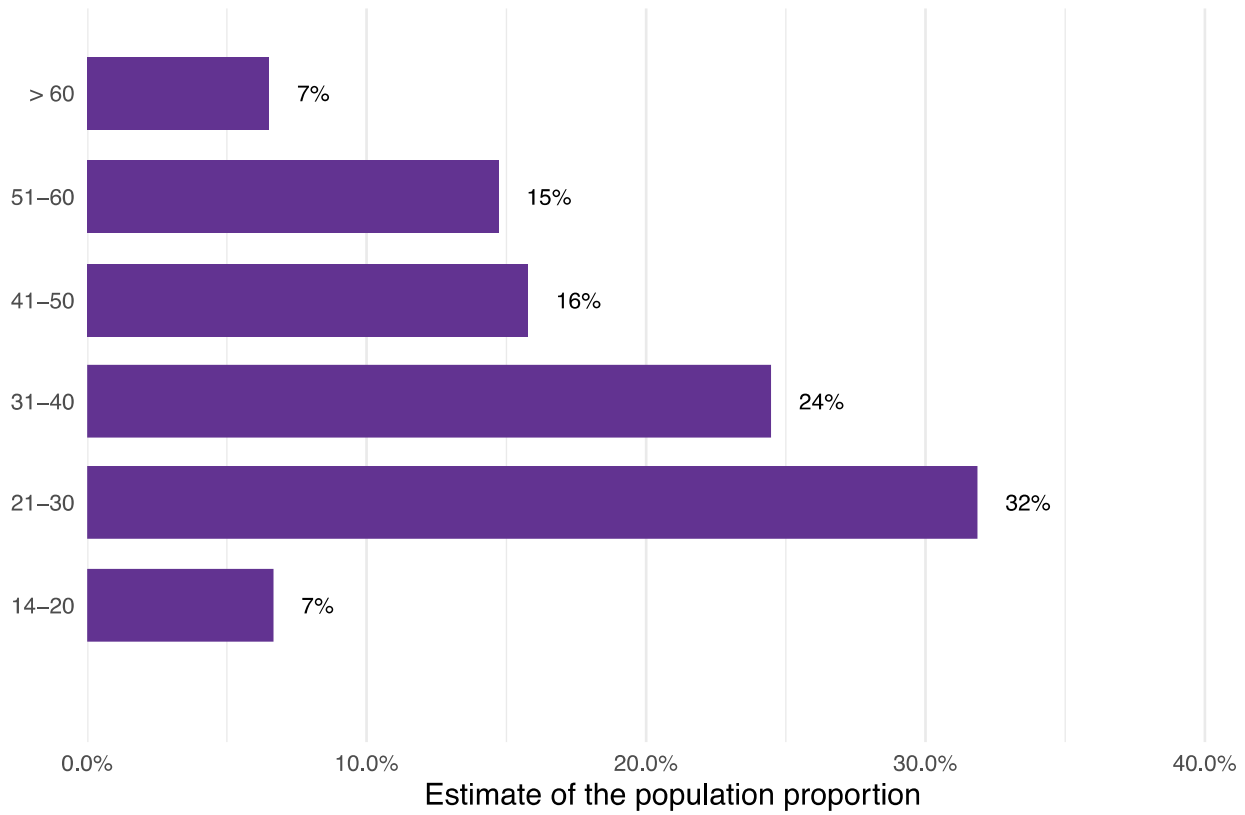
The most important thing to teach children is absolute obedience to whoever is in authority.

**RESPONSE**

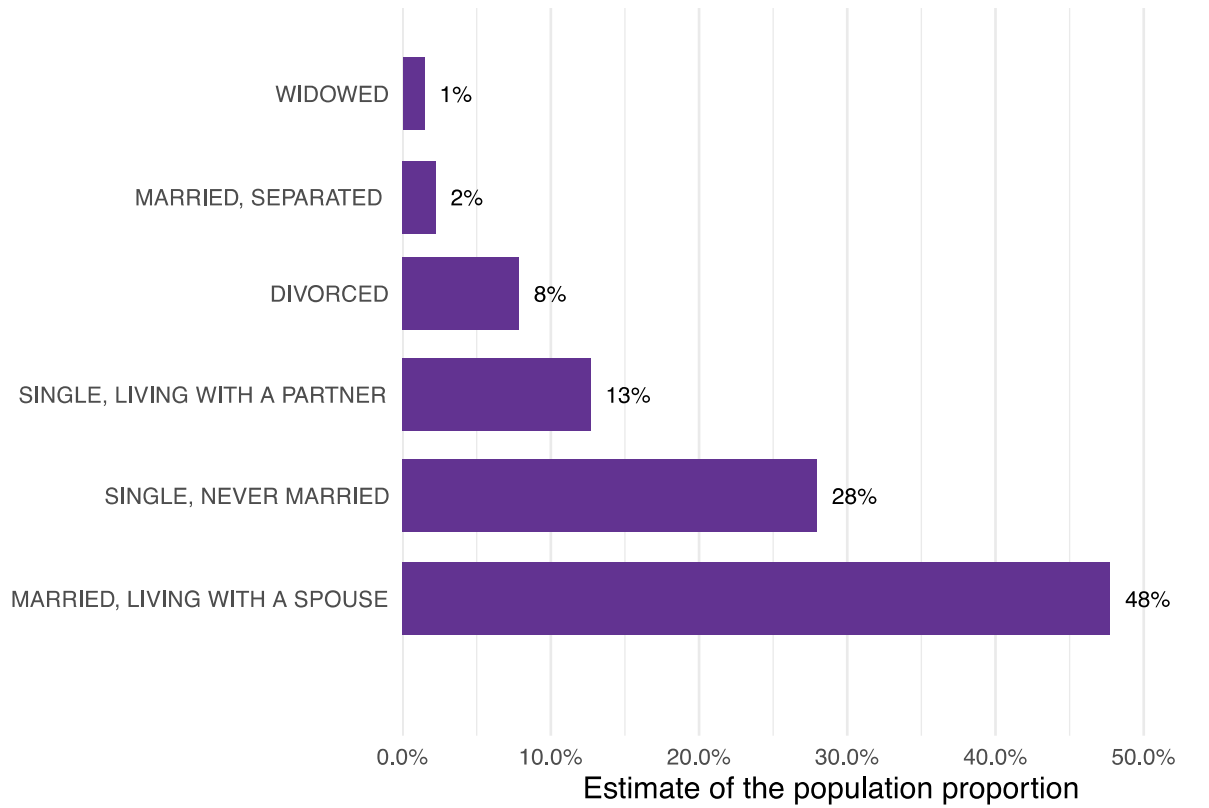
Question 54: What is your gender?



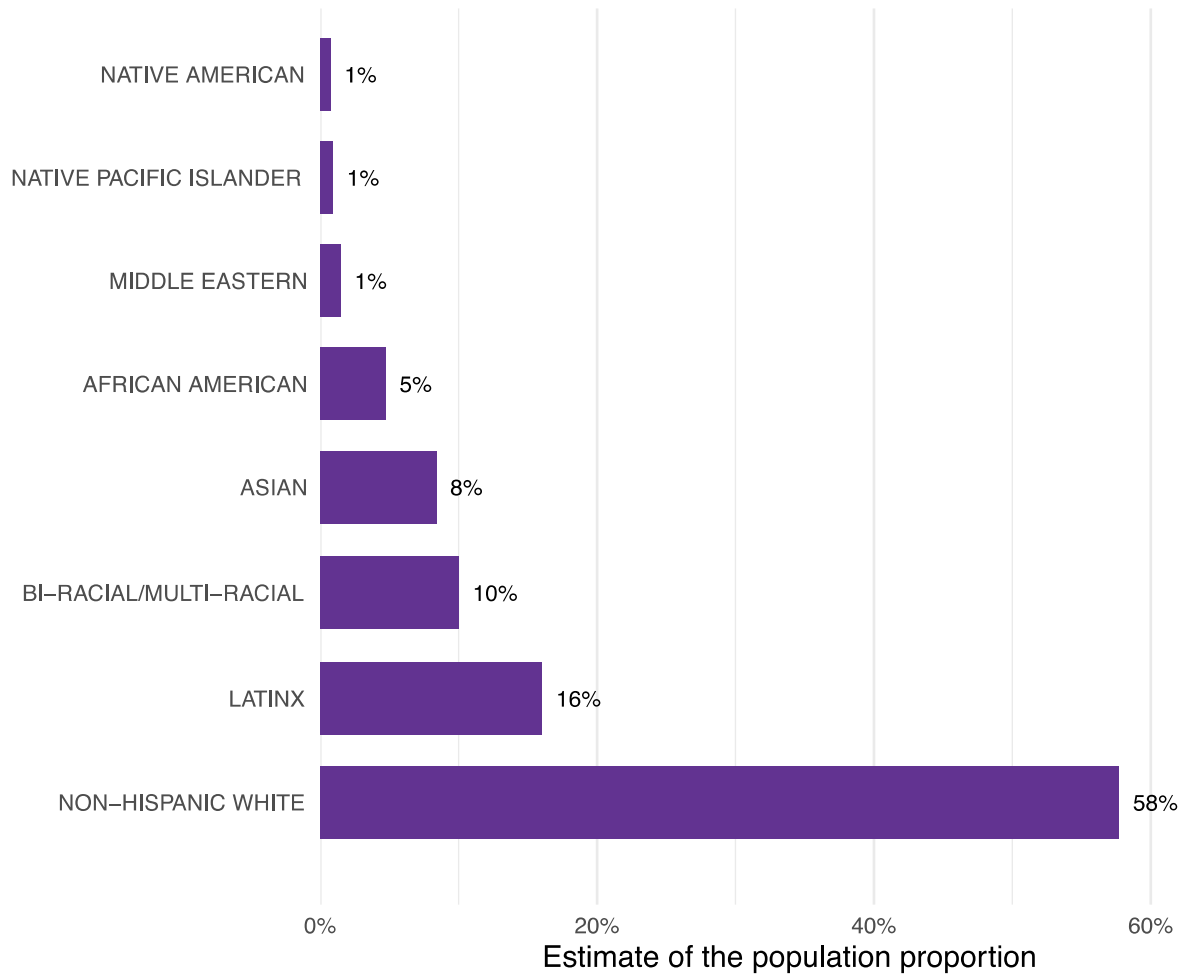
Question 55: What is your age? – Years



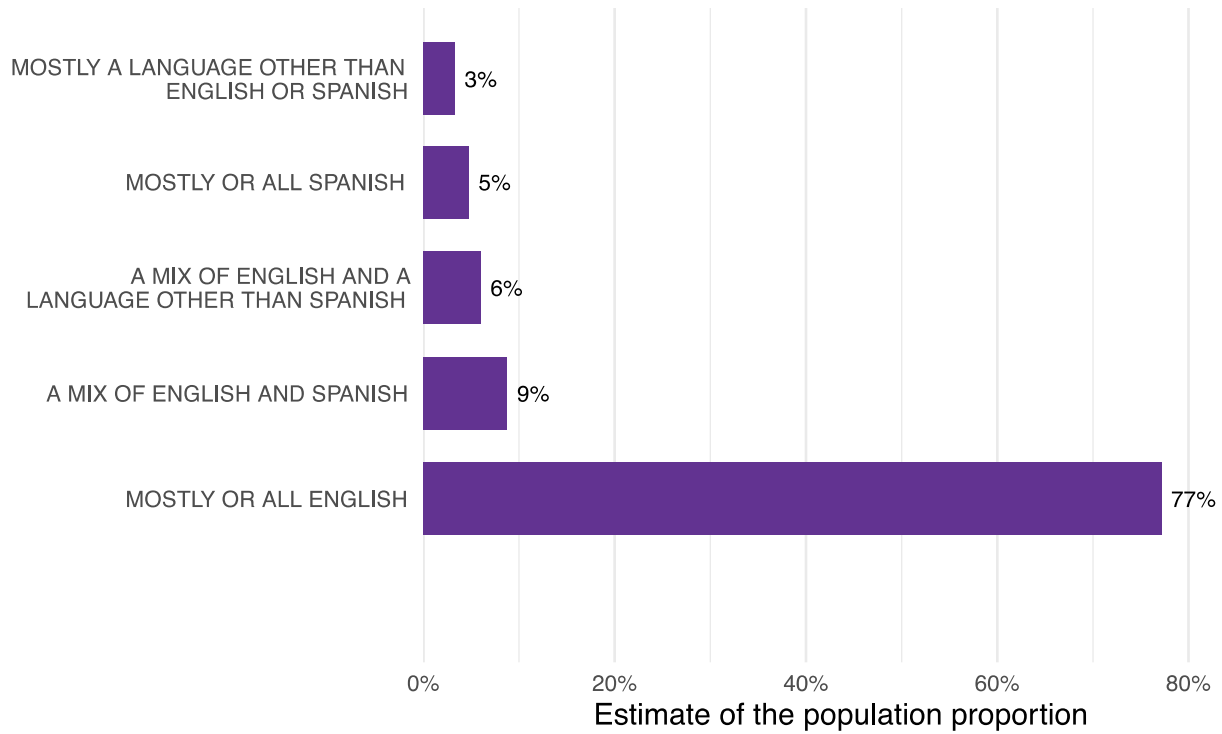
Question 56: What is your current marital status?



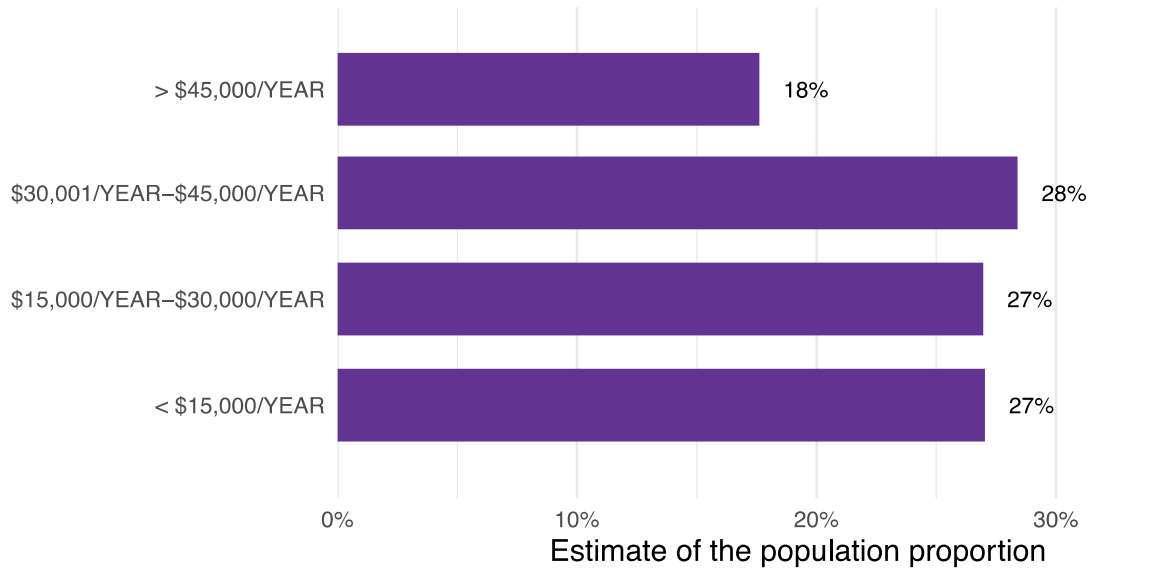
Question 57: What is your ethnicity or national origin?



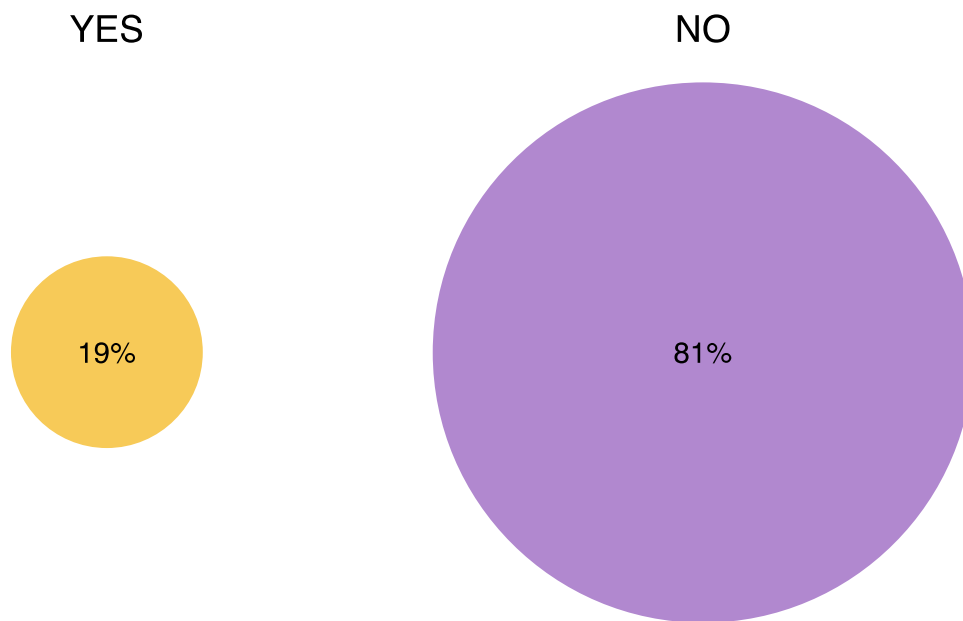
Question 58: What language do you speak at home with family members?



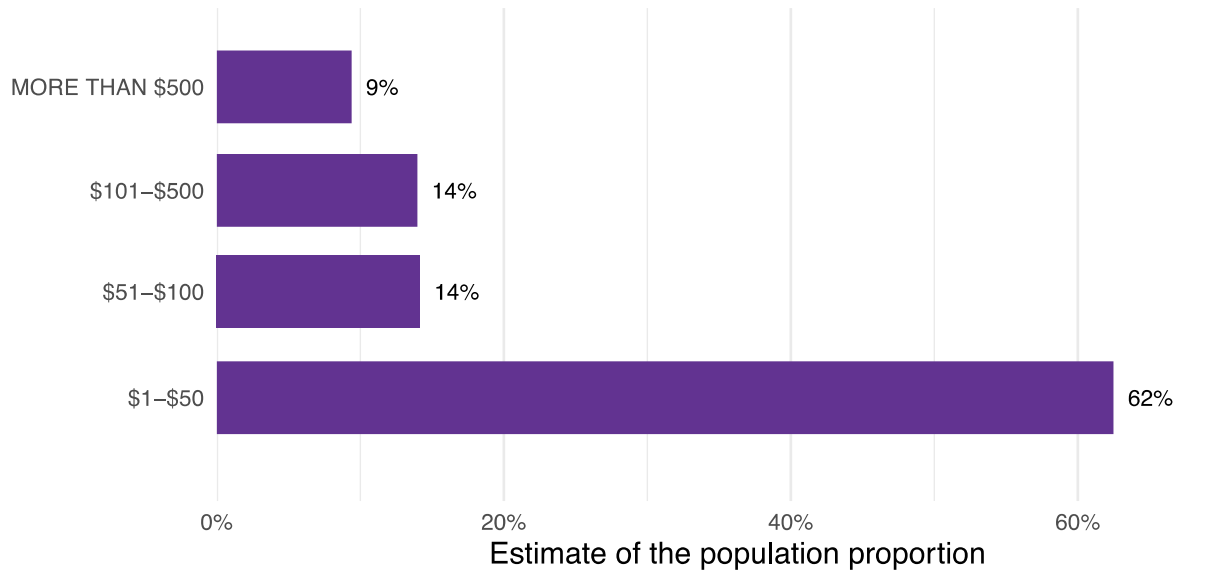
Question 59: What is your annual salary for your childcare/education job before taxes?



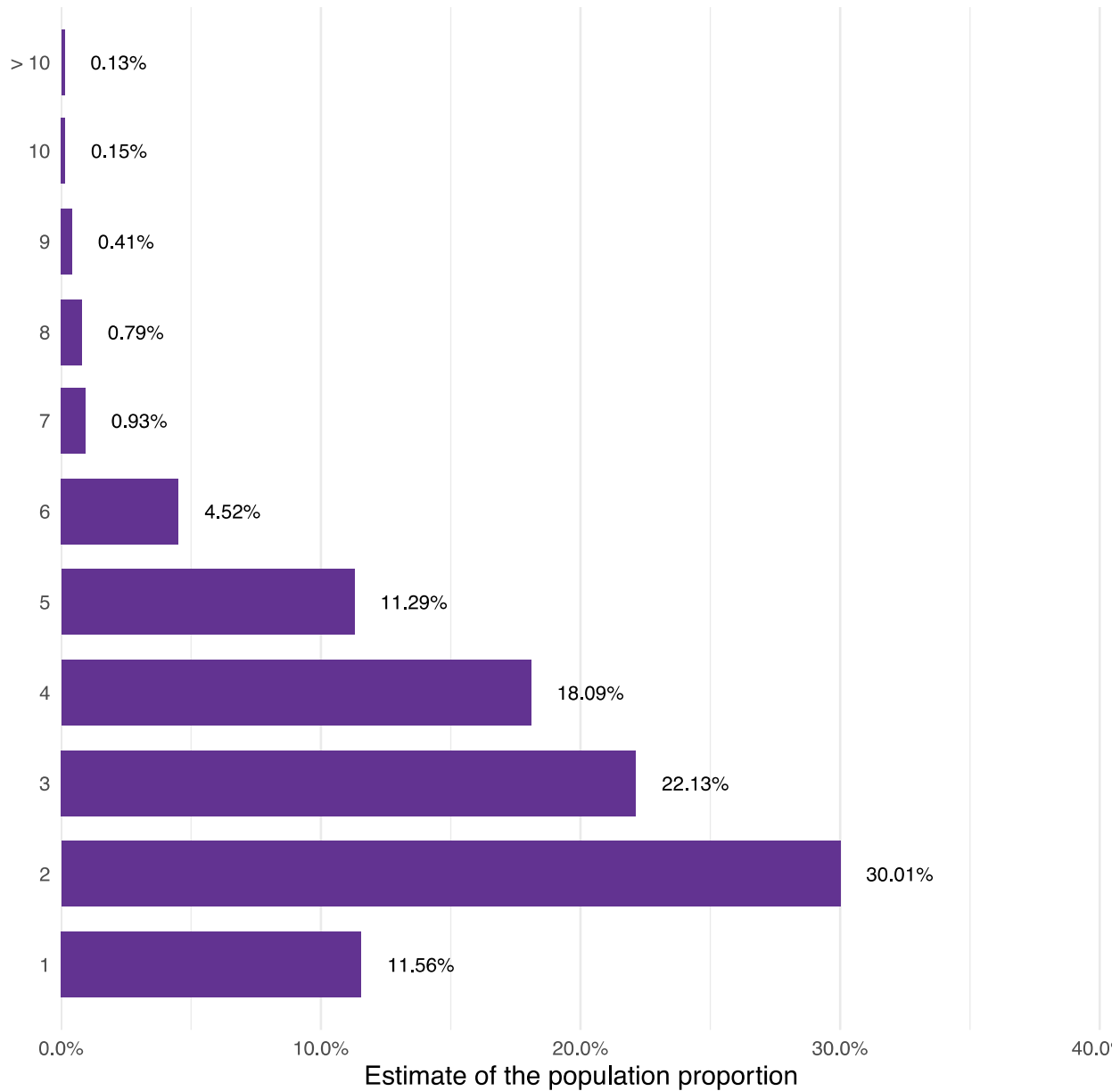
Question 60: In addition to your job as a teacher/provider, do you have another paid job?



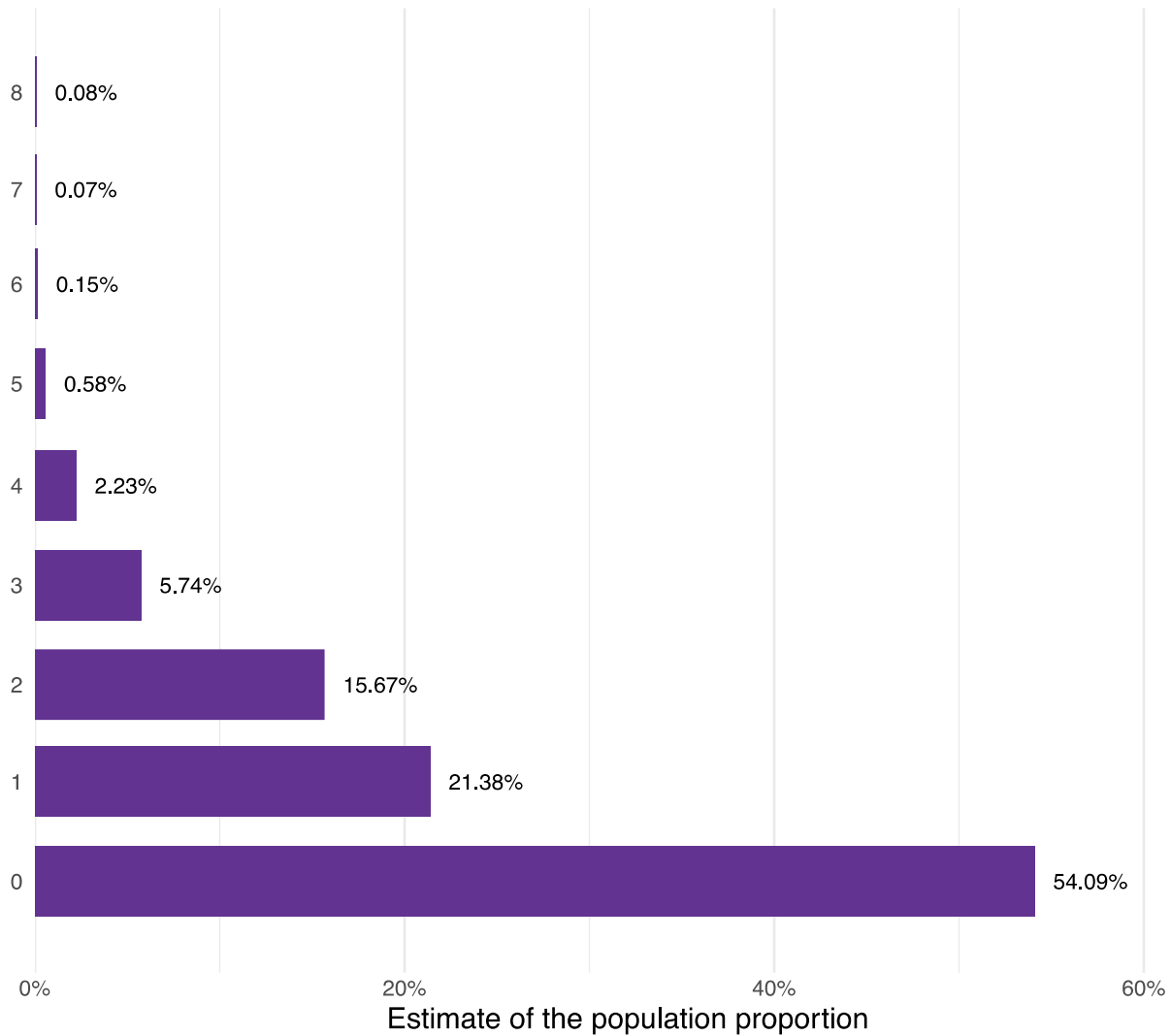
Question 61: In a typical month, how much of your own money (that is not reimbursed) do you spend on food, supplies, or other materials for your classroom/program space?



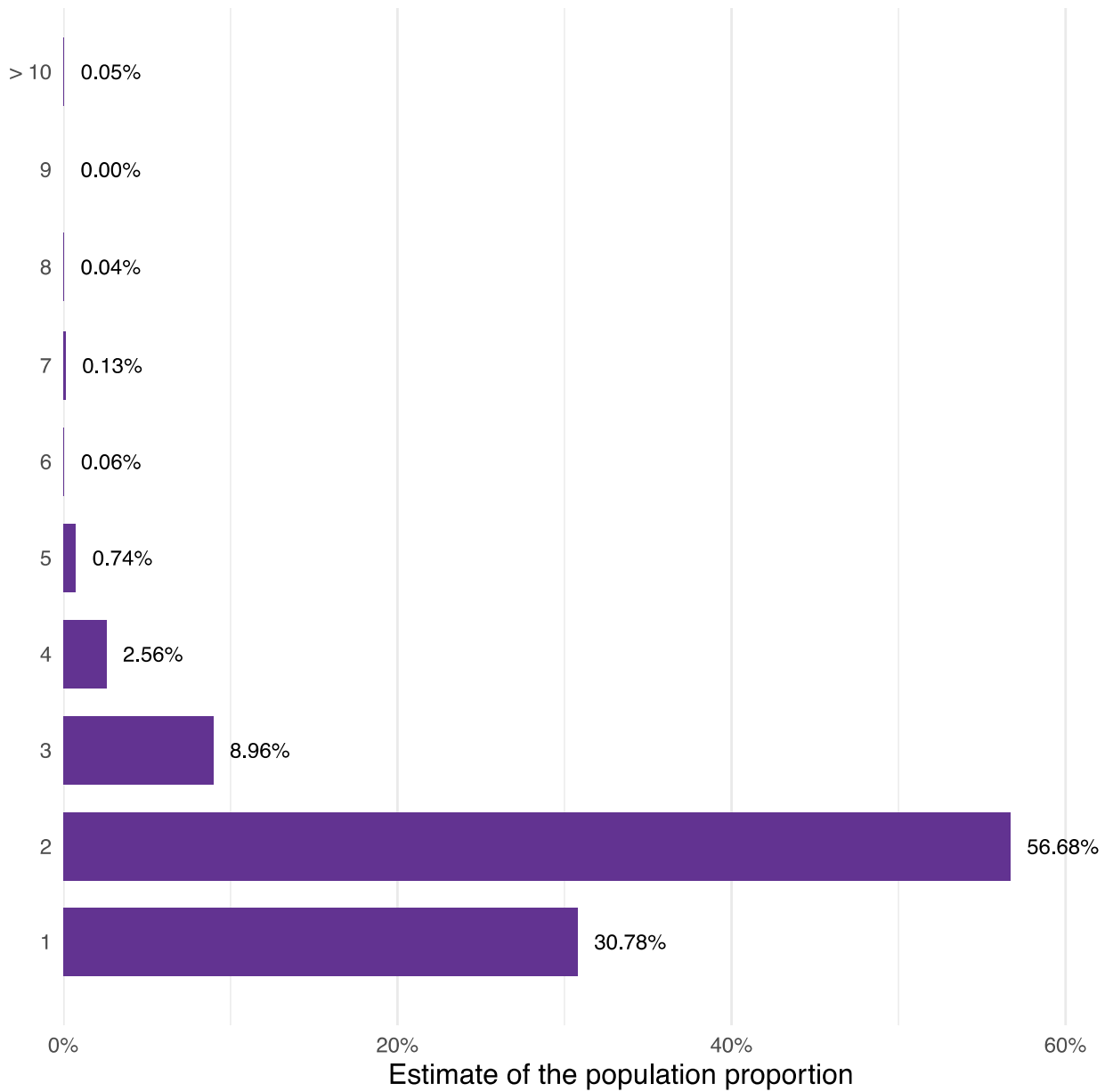
Question 62: How many people, including yourself, live in your household?



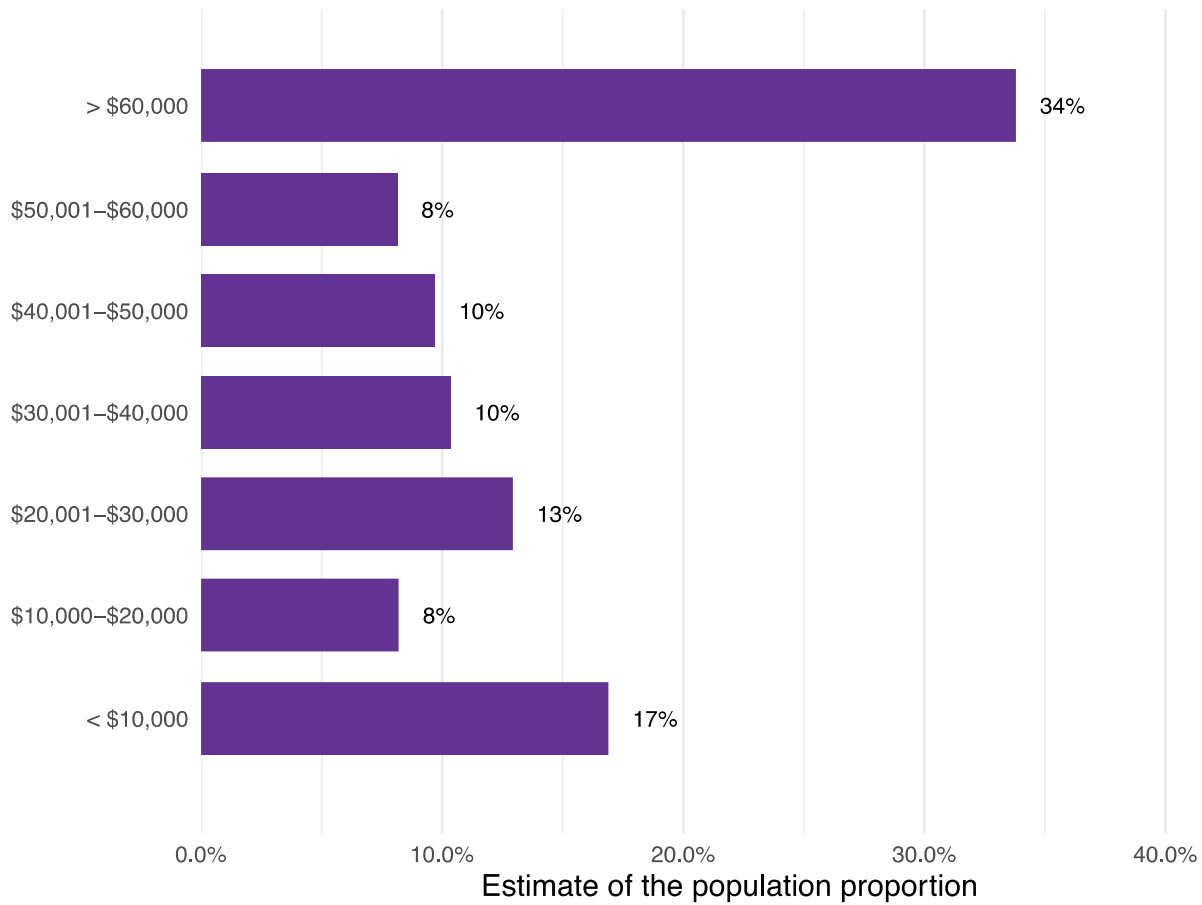
Question 63: How many people in your household are under 18 years of age?



Question 64: How many individuals living in your household contribute to your household income?



Question 65: What is your best estimate of your gross total household income from all sources last year?



Question 66: Please indicate how much you agree or disagree with the following statements.

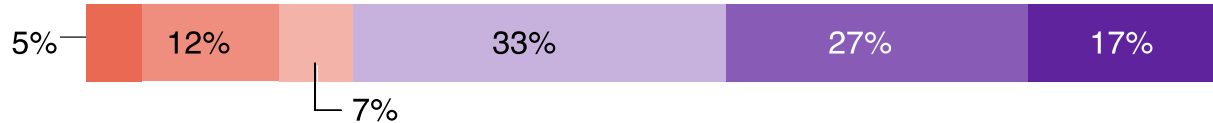
A. I am satisfied with my life.



B. I consider myself a happy person.



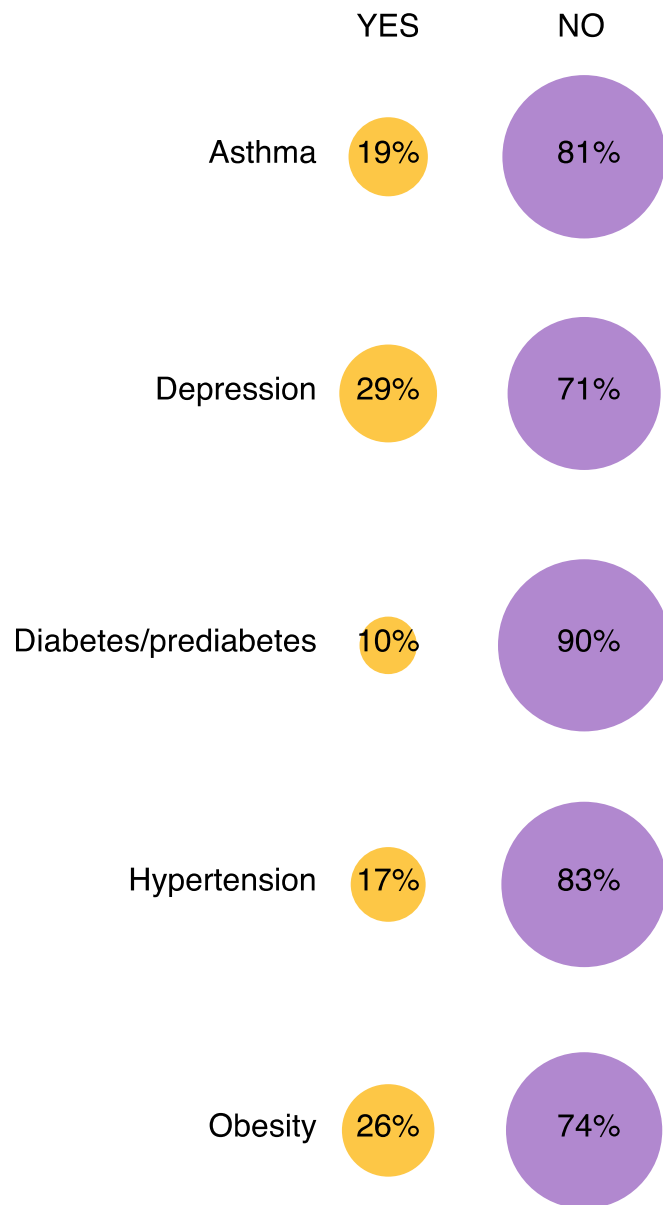
C. The conditions of my life are excellent.



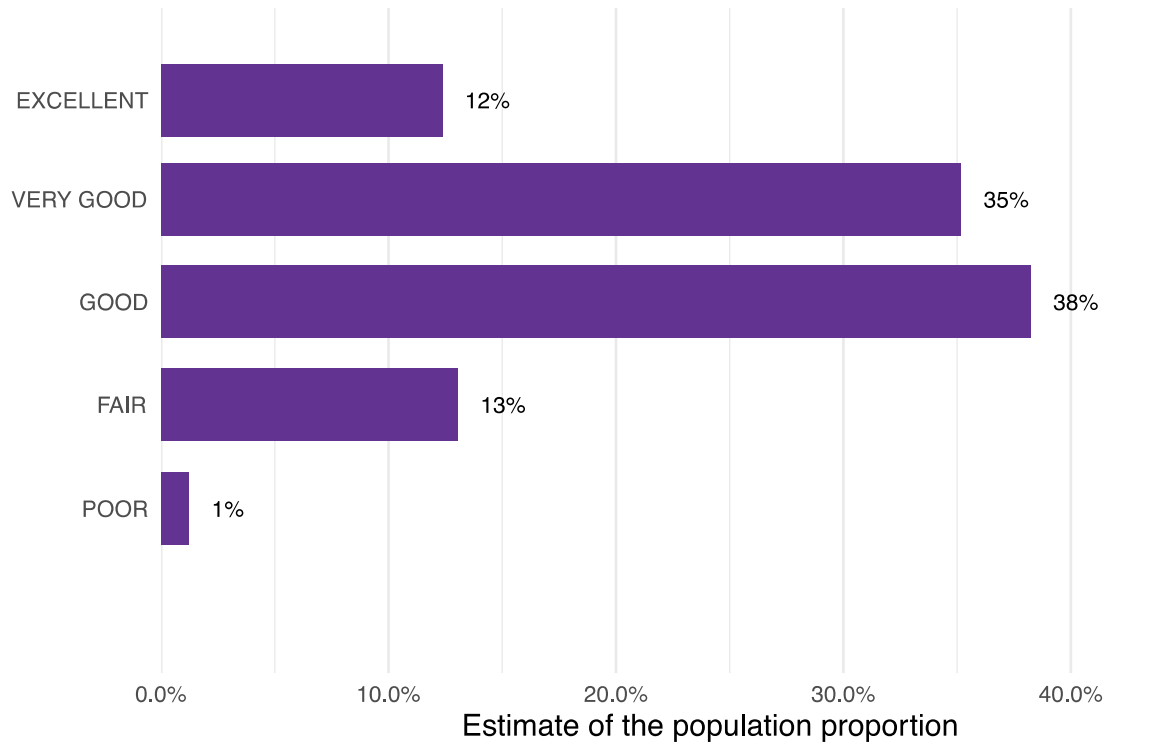
RESPONSE



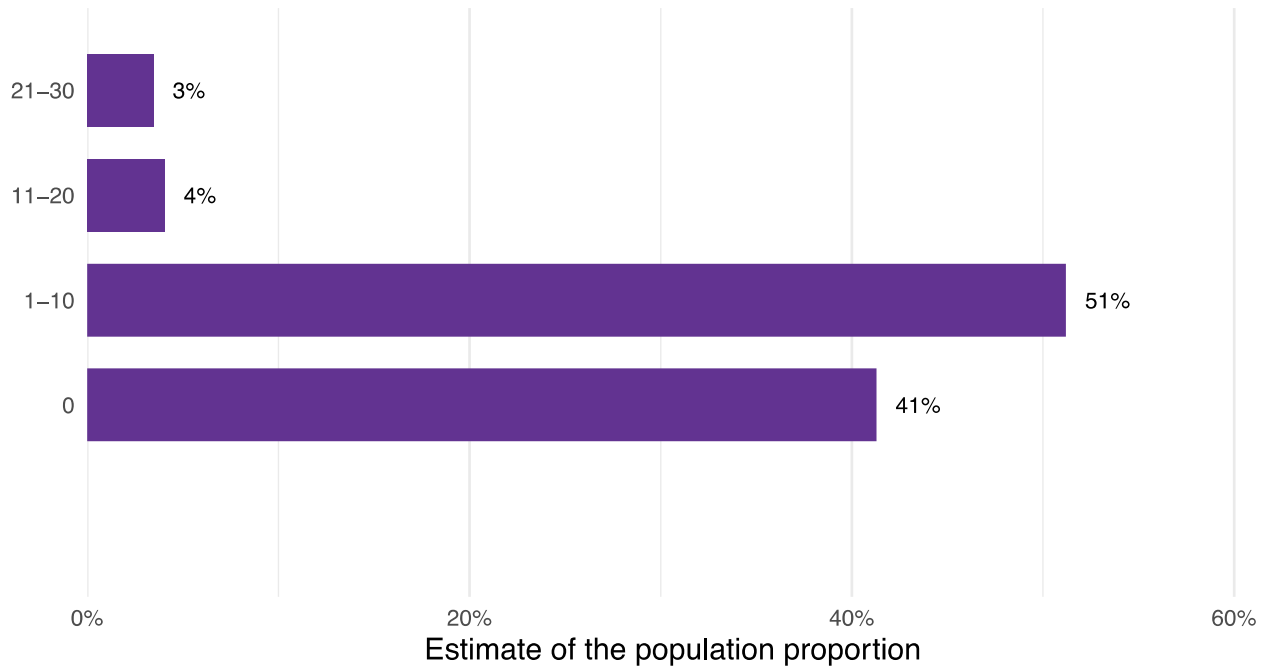
Question 67: Have you ever been told by a doctor or other health professional that you have any of the following?



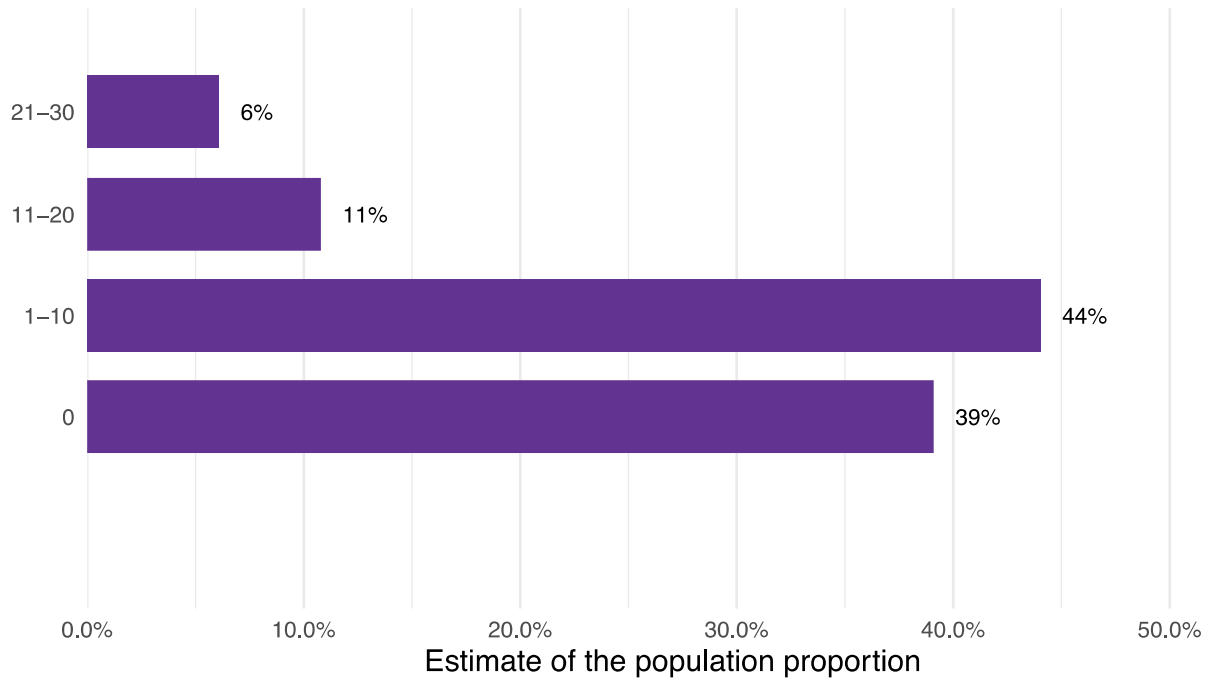
Question 68: Would you say that in general, your health is:



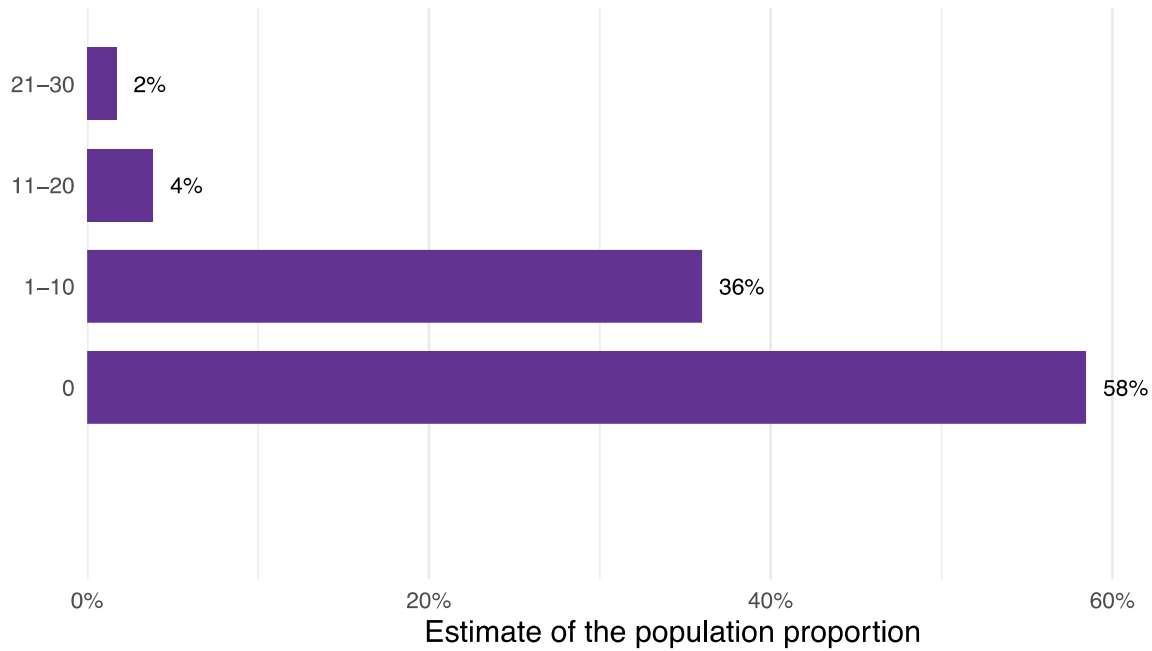
Question 69: Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?



Question 70: Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?



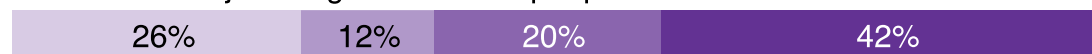
Question 71: During the past 30 days, for about how many days did poor physical or mental health keep you from doing your usual activities, such as self-care, work, or recreation?



Question 72: Thinking about the past week, please use the following to describe how often you felt that way.

During the past week...

I felt that I was just as good as other people.



I felt hopeful about the future.



I could not get going.



I felt fearful.



I felt lonely.



I felt that everything I did was an effort.



I felt that I could not shake off the blues even with help from my family.



I had trouble keeping my mind on what I was doing.



I thought my life had been a failure.



I was bothered by things that usually don't bother me.



My sleep was restless.



People were unfriendly.



RESPONSE



COVID-19 Survey

This section presents findings from a supplemental follow-up survey conducted to better understand provider experiences as a member of the educational workforce during the COVID-19 pandemic. Health and wellness questions were asked on both surveys, allowing for pre- and post-onset data which will be critical during COVID-19 recovery. Learning more about how providers' lives and workplaces were affected by the pandemic can inform how best to support them by influencing policy at the state and local level, identifying resources for providers, and cultivating professional development opportunities that meet the shifting needs of the educational community. Please note, the COVID-19 survey was disseminated in May 2020, during the pandemic's early stages.

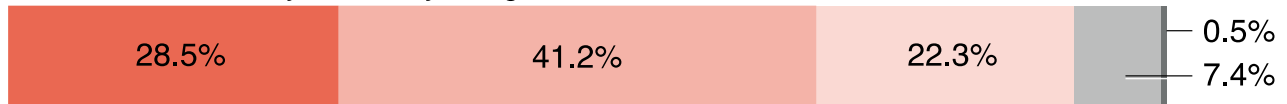
The sampling methodology and analysis of the supplemental COVID-19 follow-up survey followed a very similar process to the primary Washington Workforce Survey (detailed exposition can be found in the Appendix). The COVID-19 survey was distributed only to those respondents who submitted a completed Washington Workforce Survey. Utilizing the sampling frame from Division for Children, Youth and Families (DCYF), we assigned the appropriate design weights to the COVID-19 survey responses and, in doing so, were able to ascertain that the proportions displayed in the COVID-19 follow-up survey represent the population of Washington providers as a whole.

We previously outlined how to interpret the visual tabulations that summarize Washington's providers' views and experiences. The charts in this section read much the same as the charts for the original workforce survey, representing the opinions and experiences of all providers in the state, not only those responding to the survey.

Visual Tabulations of COVID-19 Survey Responses

Question 1: How worried are you that:

You or someone in your family will get sick from COVID-19?



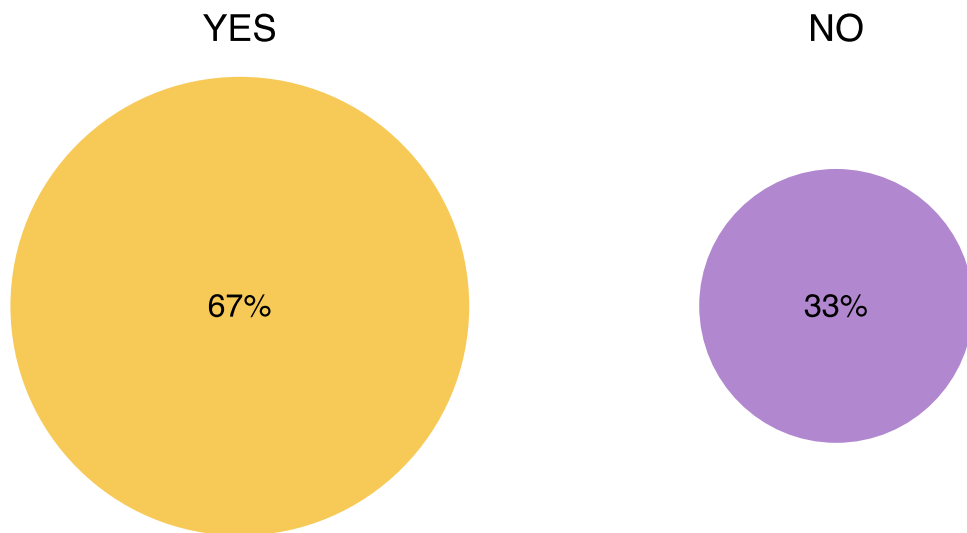
You will lose income due to a workplace closure or reduced hours because of COVID-19?



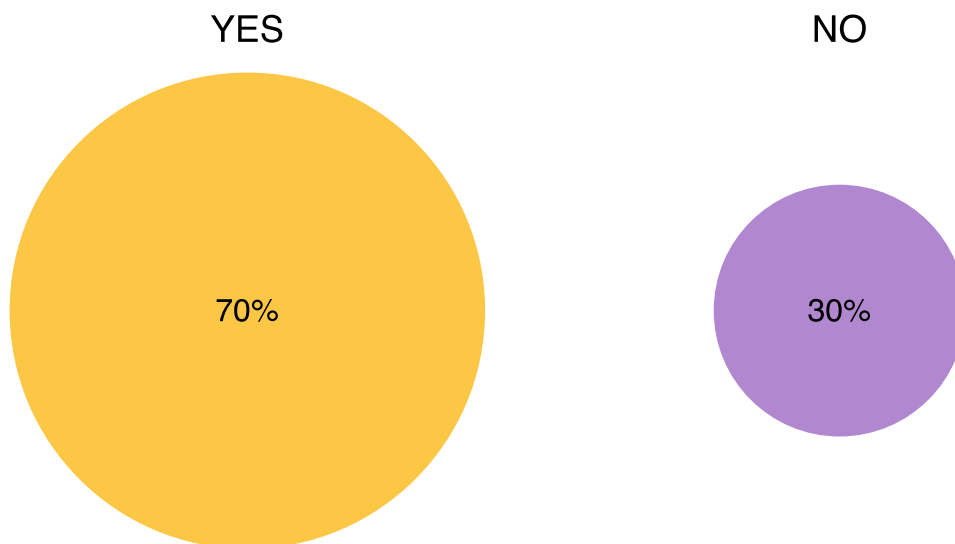
RATING SCALE



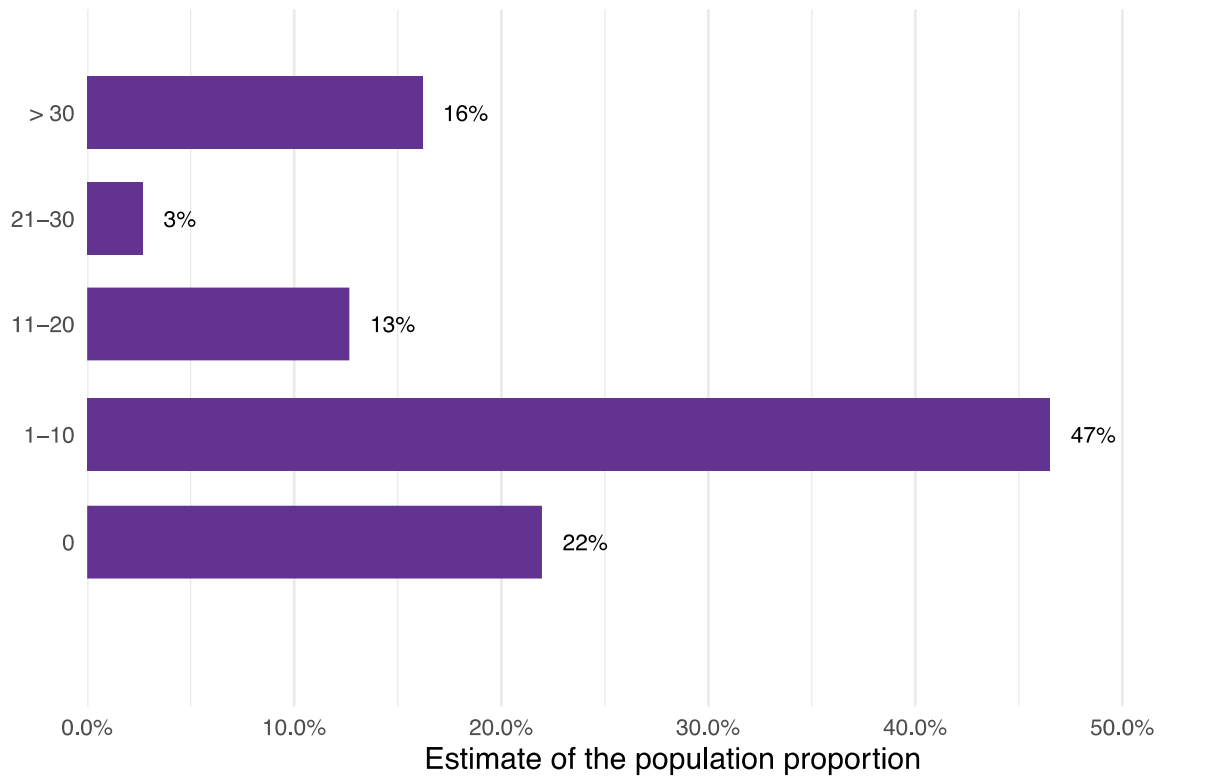
Question 2: Is the stress from COVID-19 impacting the quality of programming with children where you work?



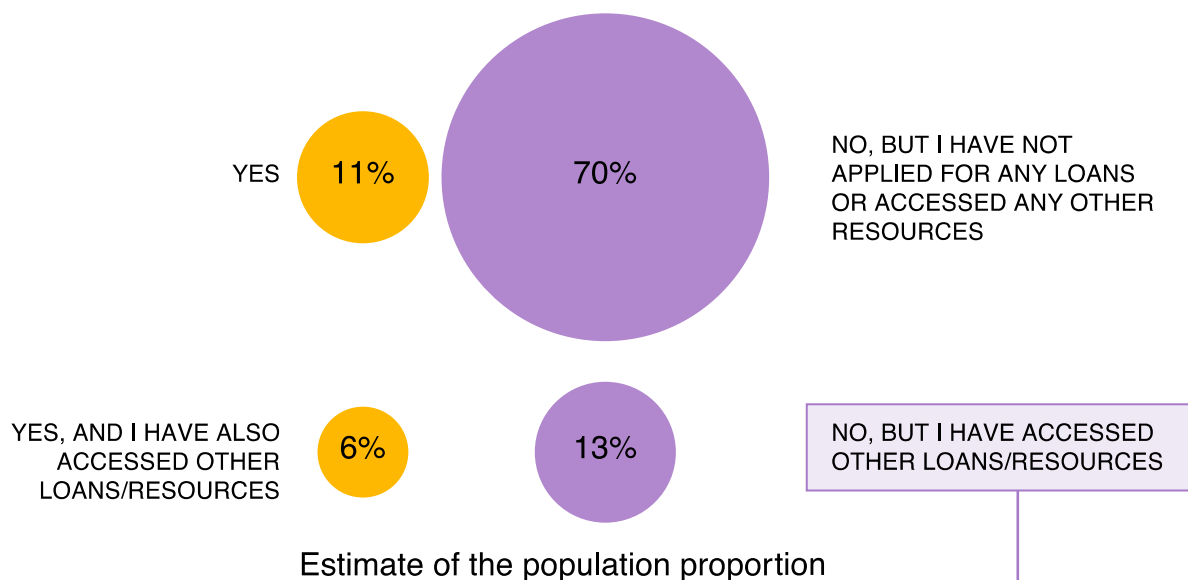
Question 3: During the COVID-19 restrictions, are/were you working in a capacity different from what you usually do (e.g., emergency childcare, mixed-age groups, expanded hours)?



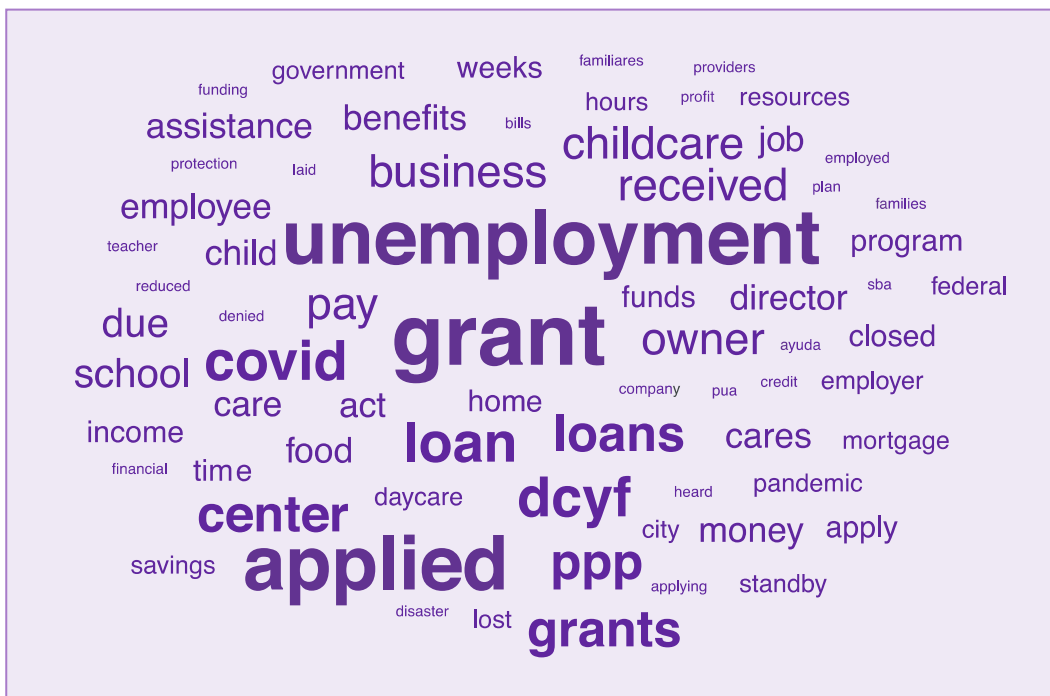
Question 4: During COVID-19, approximately how many parents have unenrolled their child?



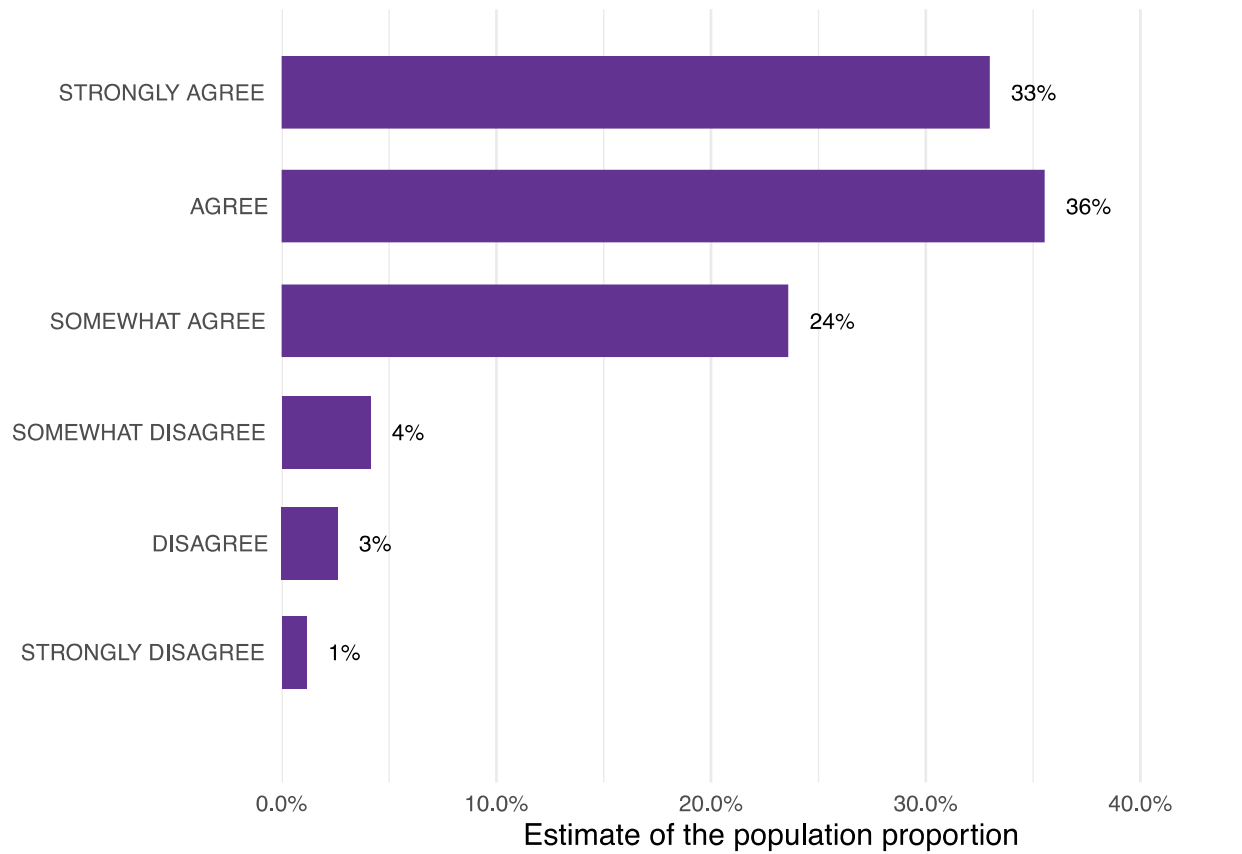
Question 5: Have you applied for a small business loan due to hardships associated with COVID-19?



When describing "other" loans and resources accessed due to hardships associated with COVID-19, providers frequently mentioned these words in their responses:

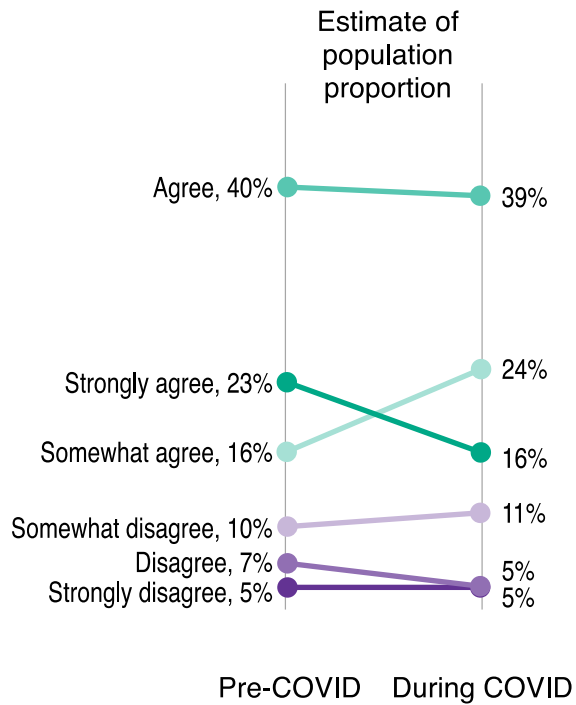


Question 6: I am hopeful that I will be able to bounce back when my facility returns to normal operations.

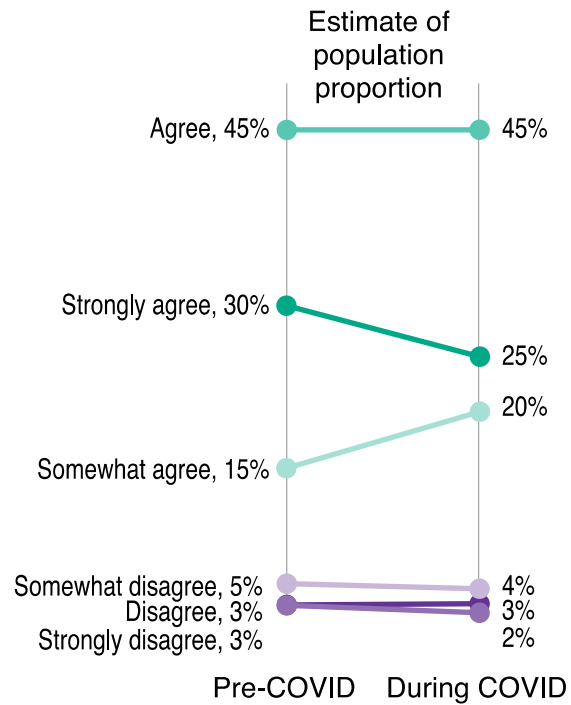


Question 7: Please indicate how much you agree or disagree with the following statements.

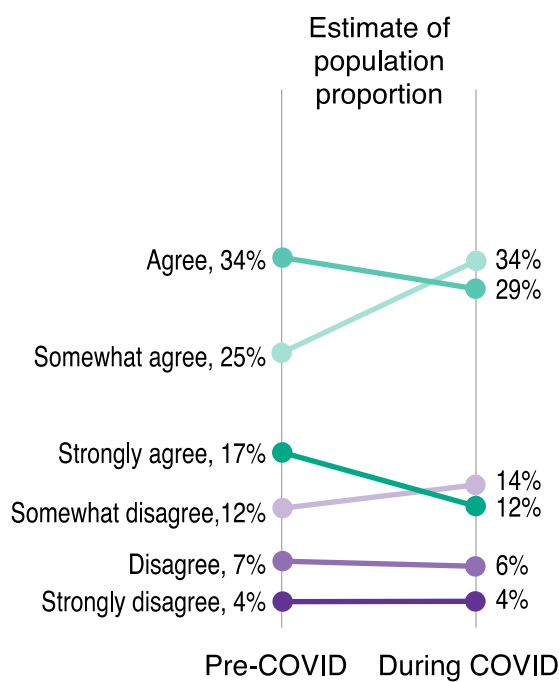
A. I am satisfied with my life.



B. I consider myself a happy person.



C. The conditions of my life are excellent.

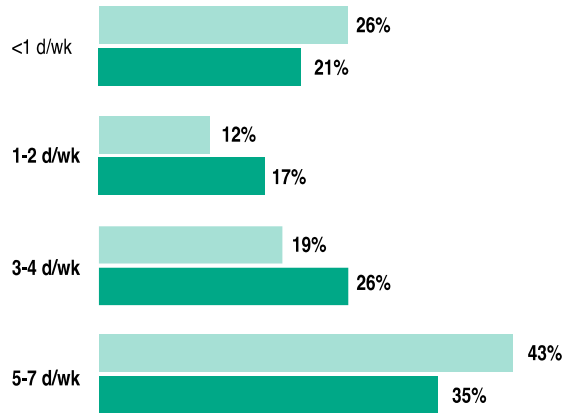


Question 8: Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?



Question 9-A: Thinking about the past week, please use the following to describe how often you felt this way:

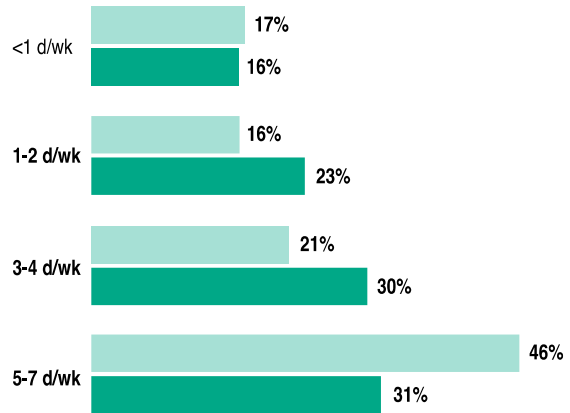
A. I felt that I was just as good as other people.



Estimate of the population proportion



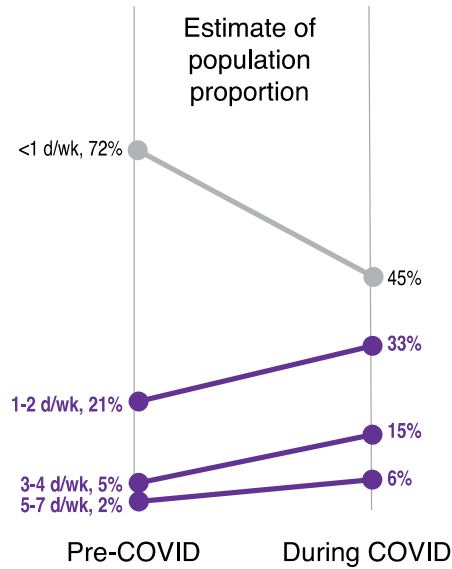
B. I felt hopeful about the future.



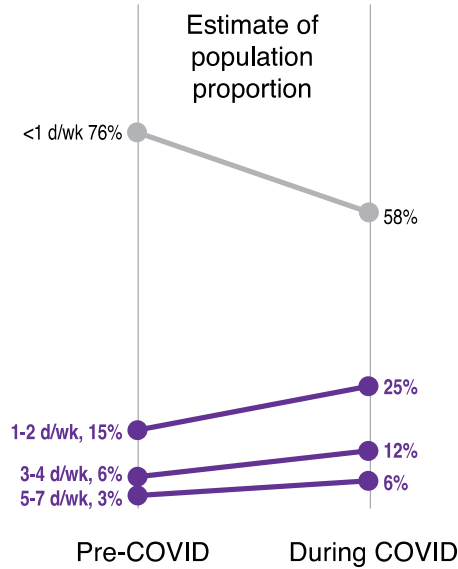
Estimate of the population proportion

Question 9-B: Thinking about the past week, please use the following to describe how often you felt this way:

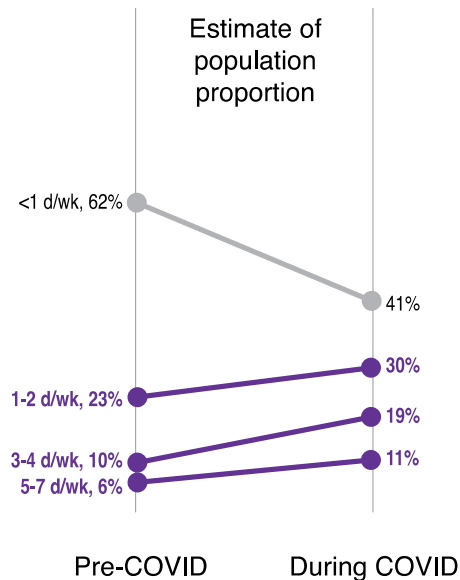
C. I was bothered by things that usually don't bother me.



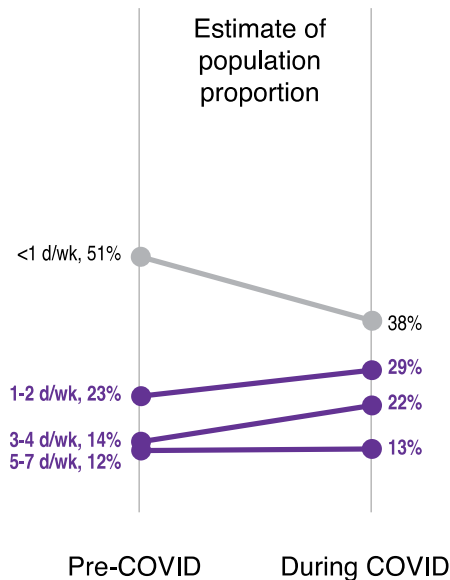
D. I felt that I could not shake off the blues even with help from my family.



E. I had trouble keeping my mind on what I was doing.

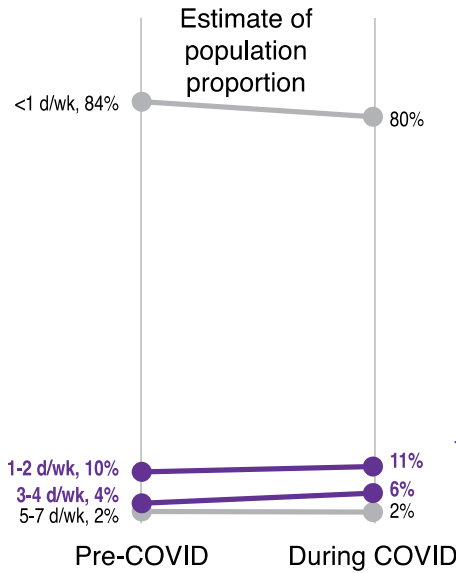


F. I felt that everything I did was an effort.

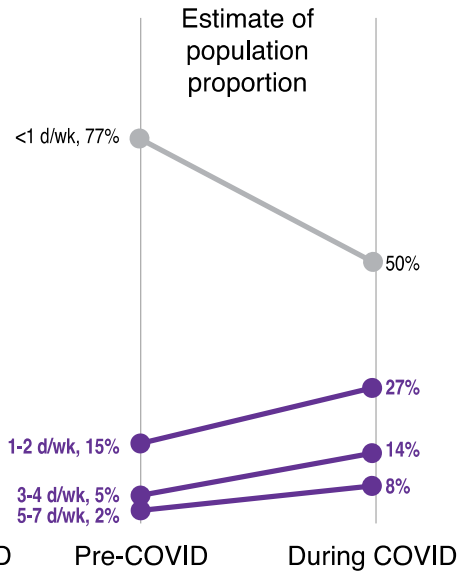


Question 9-C: Thinking about the past week, please use the following to describe how often you felt this way:

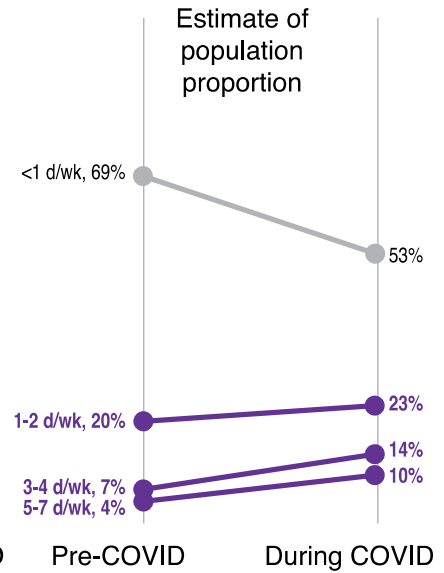
G. I thought my life had been a failure.



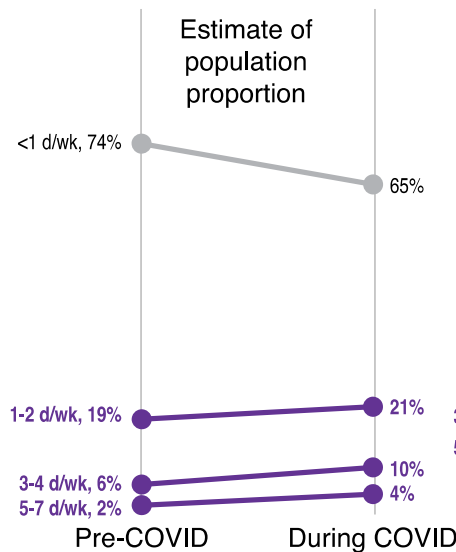
H. I felt fearful.



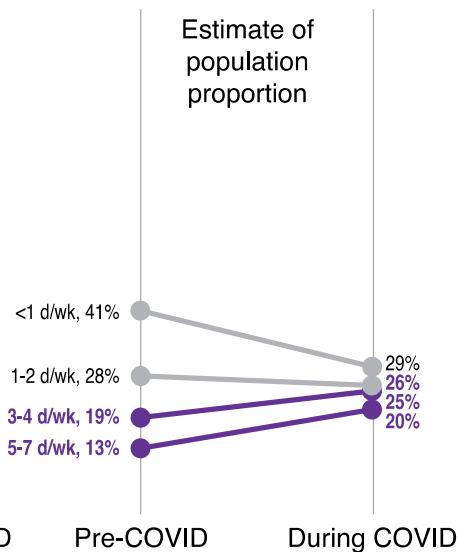
I. I felt lonely.



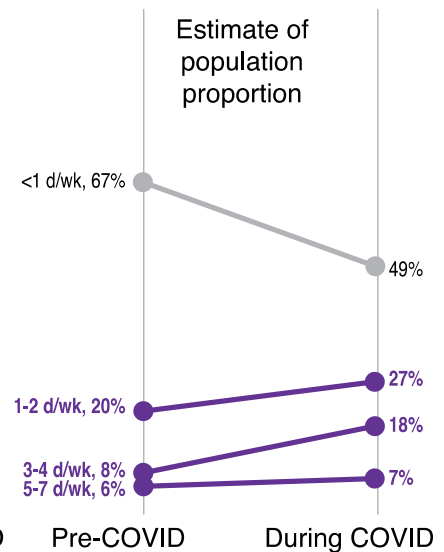
J. People were unfriendly.



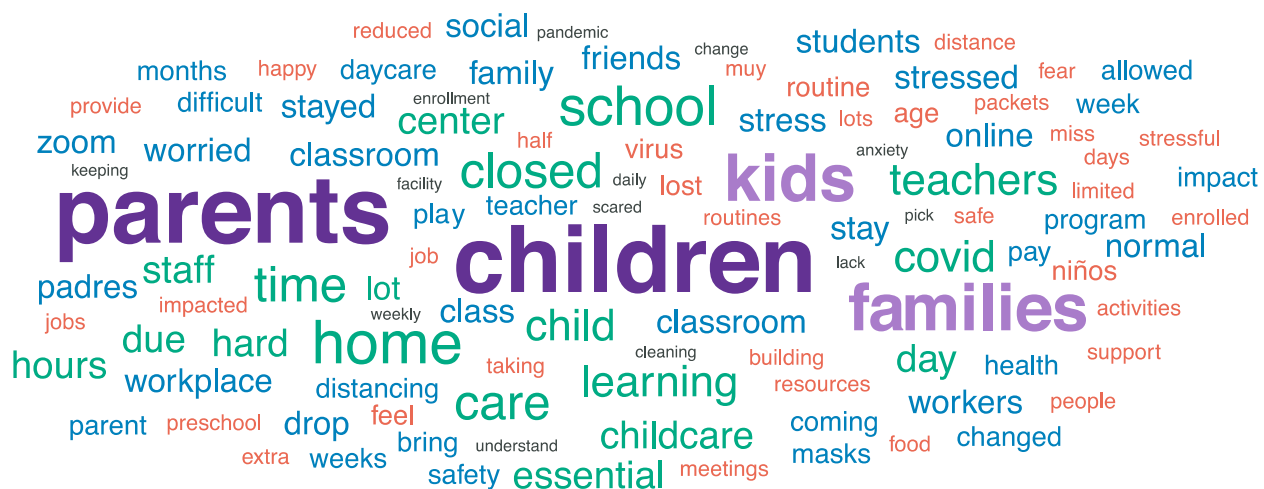
K. My sleep was restless.



L. I could not get going.



Question 10: When asked what the impact of COVID-19 has been on parents and children, providers frequently mentioned these words in their responses.



Conclusion

This report presented comprehensive findings from a survey that was based on the Nebraska Early Childhood Workforce Survey: A Focus on Providers and Teachers report (Roberts et al., 2017), as well as additional Washington State-specific and provider health and wellness questions. Findings from the supplemental follow-up survey related to provider experiences during the COVID-19 pandemic were also presented. The full surveys can be found at the end of this report.

References

Balinski, M., & Rachev, S. T. (1997). Rounding proportions: methods of rounding. *The Mathematical Scientist*, 22, 1–26.

Lohr, S. L. (2019). *Sampling: Design and Analysis: Design and Analysis*. CRC Press.

Neyman, J. (1992). On the two different aspects of the representative method: The method of stratified sampling and the method of purposive selection. In *Breakthroughs in Statistics* (pp. 123-150). Springer.

Roberts, A. M., Iruka, I. U., & Sarver, S. L. (2017). [Nebraska Early Childhood Workforce Survey: A focus on providers and teachers](https://buffettinstitute.nebraska.edu/our-work/workforce-development/survey). <https://buffettinstitute.nebraska.edu/our-work/workforce-development/survey>

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Cultivate Learning



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Washington State Department of
CHILDREN, YOUTH & FAMILIES

Appendix

Sampling Methodology

In the main body of this report, we explained that the charted frequencies are meant to be understood as proportions of all providers, including those we did not ask or who did not respond. We briefly indicated that this is due to the methodology we used. In this appendix, we will provide a more thorough exposition of the methodology.

Properly executed surveys typically proceed as follows:

1. Define the population of interest (in our case, all early learning and after school programming providers in Washington state)
2. Decide on sampling strategy (e.g., simple random sampling, stratified random sampling, clustered random sampling)
3. Obtain a list of the members of the targeted population
4. Sample randomly from the list of potential respondents
5. Survey the sample
6. Extrapolate the survey responses from the sample to the population

Commensurate with these steps, a list of providers was obtained from the Washington State Department of Children, Youth, and Families. Our initial plan was to perform a stratified random sampling using providers' primary language, county, and job title as strata. We planned to oversample minority languages to ensure that minority providers were sampled at sufficient frequency to give us the ability to analyze and then generalize the information they provide with accuracy. We approximated a 70% response rate and, with this in mind, selected the number of people to include in the sample. Internally, this process was referred to as Phase I. Later, we learned that the response rate was much lower than anticipated. We also learned that some of the providers on the DCYF list were no longer working in the field or were performing in a professional position that differed from how they were listed in the MERIT database.

Later, a phone survey revealed that at least 10% of the providers on the DCYF list were likely no longer working in the position indicated by the MERIT database¹¹. To secure our originally anticipated sample size, additional providers were contacted in successive phases (subsection Response Rate that follows provides information about the phases and number of people contacted in each). Ultimately, we reached out to all lead teachers and a stratified sample of assistant teachers. Hence, as far as lead teachers are concerned, the sampling plan was universe sampling with significant non-response, while assistant teachers were contacted according to a stratified sampling plan with oversampling of teachers speaking minority languages.

¹¹ It is, for this reason, the visual tabulation charts in our report present percentages rather than the absolute number of providers in the population, as we are not sure about the extent of data quality issues with the MERIT database.

The following subsections describe some of these challenges in more detail, which helps illustrate the ultimate direction of our sampling approach.

Selection Bias

The two most significant challenges in the process were non-responses and complications with the MERIT database information. Here, we explore the former. The issue that lurks behind every non-response situation is that of selection bias. “Selection bias occurs when some population units are sampled at a different rate than intended by the investigator” (Lohr, 2009, p. 5). The essence of what this issue represents to us is equity. Let’s consider, for example, Latinx providers respond at a lower than expected rate. Because population units sampled at a different rate than intended render some voices absent (in this case, the Latinx voice), the data’s integrity is compromised, and accurately generalizing findings to the Latinx population is not possible. A representative threshold must be met to avoid this sort of selection bias. Why would this happen? Why would a certain demographic respond less to a survey than another demographic? Any number of variables may be in play. The issue is that without a representative threshold, a biased sample is generated, containing information that is less reflective of what this community is experiencing (Lohr, 2009). Fortunately, having the list of providers from the MERIT database helps us to study and correct for potential bias via a procedure called post-stratification², which we have employed so that to the extent that the information in MERIT is accurate, selection bias is not an issue with our results.

Response Rate

We received 4,400 completed surveys after having emailed 15,059 leader teachers and 7,087 assistant teachers during the four phases of our survey (Phase I: 3,463 lead teachers; Phase II: 4,436 lead teachers; Phase III: 7,160 lead teachers; Phase IV: 7,087 assistant teachers), bringing the total number of providers who received surveys to 22,146, indicating a 19.9% response rate. However, MERIT’s data is purely voluntary. There is no checking for the accuracy of the records self-reported by the workforce. Our investigation indicated that around 10% of the workforce listed in MERIT no longer works in the position indicated by their MERIT records. With this in mind, we adjust the response rate accordingly to 22%.

Primer on Sampling

The purpose of sampling is to gain insight into the population being examined, in this case, providers in Washington. According to the MERIT database, there are tens of thousands of such providers in the state.³ Because it typically is not feasible to include

² Post-stratification is an ex post-stratification whereby responses are tracked to the strata they came from, and weights are applied to offset the possible disproportional number of responses from certain strata (Lohr, 2009).

³ Accurately estimating the workforce total is dependent on the quality of records in MERIT. For example, the MERIT data provided to us included 151,461 records. Only 81,378 of these did not include an *End Date*, which we

all these individuals in a study, mathematicians and statisticians have devised procedures to generalize findings related to a *representative sample* of a particular *population* to the entire group. Statistical formulas and strategies help researchers overcome an obvious challenge in the process—stereotyping. Stereotyping is essentially a failed or biased sampling plan. Random sampling, in which a carefully selected small group from a population represents the population as a whole, generates an unbiased sample. In addition, statistical calculations allow researchers to control for variables within the sample that may confound results. Representative samples, derived via statistically valid means, allow for lessons learned from the sample to be accurately applied to the population as a whole.

In addition to addressing the integrity of our sample, we must also determine whether outcome variability is due to actual differences or whether they are a function of a sampling error. Statistically speaking, this involves examining *variance*. Once we identify our population (workforce) and select a representative sample from it, we compute sample quantities, and from those, we extrapolate and estimate the population quantities. However, these population quantities are estimates, subject to error. Every statistical estimate is subject to error. The size of this error (simplification alert) is *variance*. For example, within our report, the graph for Question 17 shows that 63% of providers indicated that their current job gives them opportunities to advance their careers. We calculate the figure's integrity by assessing the percentage of error possible in our calculation of it; the less error, the higher our *confidence* in the figure's integrity. To help with this issue, statisticians have created a concept called a *confidence interval*. By construction of this 95% confidence interval, there would be 95% probability that the actual number of providers is inside of this interval (the interval is 60.06%; 65.94%). Once this issue is resolved, the focus of statisticians is on designing a sampling strategy that would make this interval as small as possible (while still delivering 95% chance of being correct). Ultimately, we chose stratified sampling because its thorough calculations provide smaller confidence intervals (bigger precision) than simple random sampling and allowed us to oversample minorities, estimate their population totals with sufficient accuracy and precision, and ensure equity in our data.

interpreted as meaning that these individuals were still working in the positions reflected in the records. Several (71) records had missing email addresses, so we removed them from the sampling frame (the list of all population units from which we sample), as we had no means of distributing the survey to these individuals. Additionally, one person can have multiple records in the MERIT database. For example, one individual may be listed several times in the records with two different *external IDs*, different *Facility Type*, and job title. In all, 455 listings were complete duplicates (as opposed to partial duplicates if the same person appears multiple times with, for example, with different job titles). There were only 53,162 unique email addresses in the list provided to us. A subsequent phone survey indicated that around 10% of the people contacted no longer work in positions indicated by MERIT. Thus, we concluded that at least 10% of MERIT records are no longer reflecting the present state of affairs. Hence, our best estimate as to the size of the workforce is 48,000.

Particulars of Stratified Sampling

The particulars of the sampling strategy we have chosen are slightly more complicated than a simple random sampling. With every sampling comes sampling error which researchers strive to minimize. Stratified sampling with many small strata provides the smallest sampling error. In our study, small strata were constructed by combining information about county, language, and job title. An example of an individual stratum is providers in King County who speak Vietnamese (as their first language) and are assistant teachers in an ECEAP program. The number of providers sampled from a given stratum is proportional to the overall number of programs in the strata and their variance in the following way:

$$n_k \propto N_k \sigma_k$$

where N_k is the size of the stratum population, and σ_k is its standard deviation. This is called Neyman allocation after its inventor (Neyman, 1992).

These strata samples are equal to the total of the overall sample:

$$n = A \sum_{i=1}^K N_k \sigma_k$$

where A is determined by our power analysis from our desire to achieve a certain level of error and reflects our intention to oversample minority providers.

What the Graphs Represent

As mentioned previously in the Primer on Sampling section, our report's graphs visualize the extrapolated estimates of frequencies in the population. The totals are estimates based on the survey responses and the list of all lead and assistant teachers in the population and using the design weights assigned to respondents from various strata on which the stratified design was based. The estimates then reflect trends regarding how common certain perceptions are in the population of all lead and assistant teachers in Washington (subject to the qualification described previously about the reliability of the list of providers obtained from MERIT).

'Other' Responses

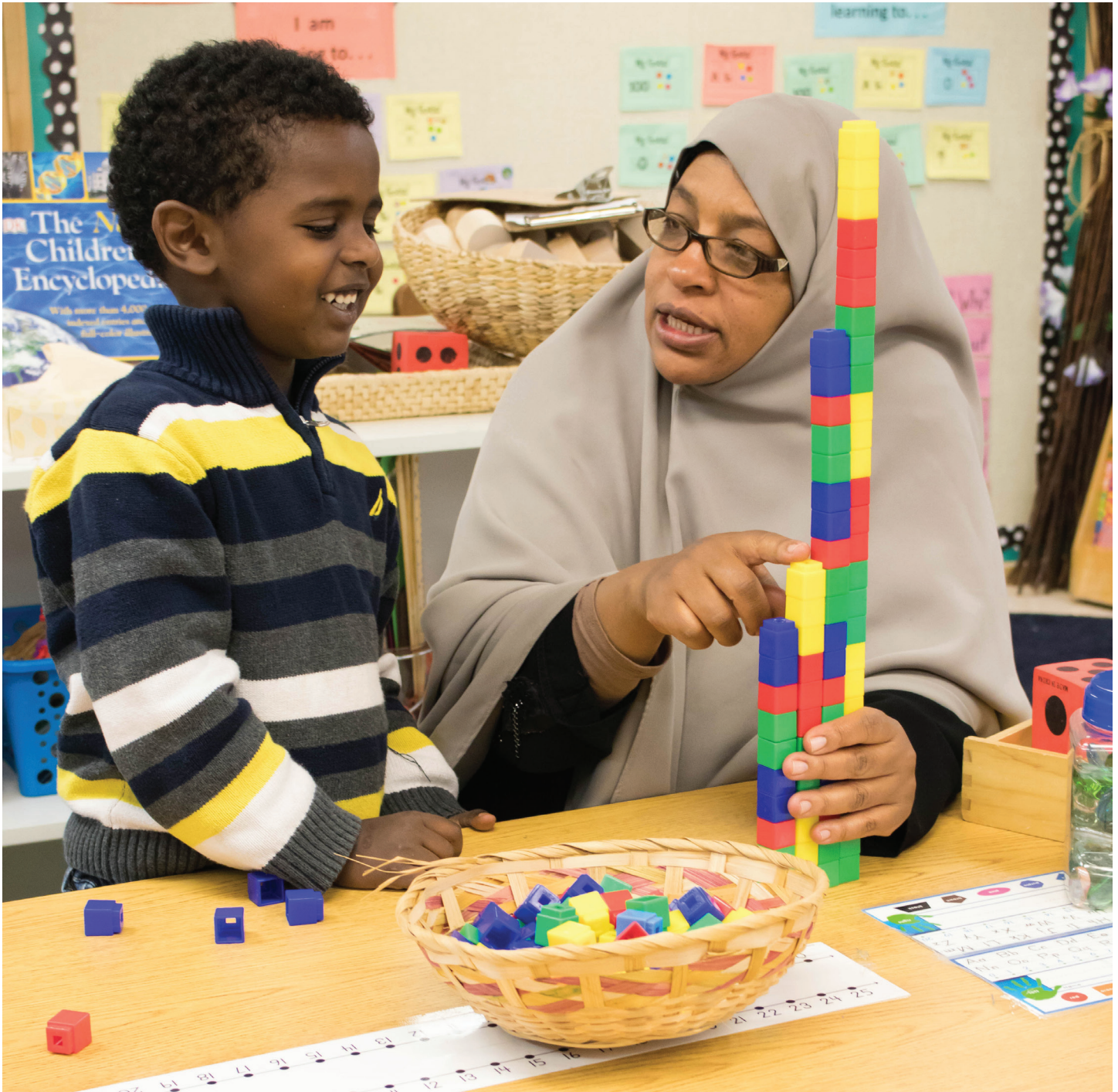
A number of survey respondents selected Other as a response. Some of those responses truly did not fit into any of the prescribed categories offered; however, some of them did. For example, in response to Question 2 (Who is your employer?), response choices were, Educational Service Unit, Public School District, Parochial/Private School, Early Head Start, Head Start, Public Childcare/Preschool (non-profit, ECEAP), Private Childcare/Preschool, and Other. A respondent might not have selected the category

Private Childcare/Preschool, but wrote family child care (which is, in fact, a private entity) into the open-ended Other option.

In this case, the response was re-coded into the Private Childcare/ Preschool category. In general, we identified responses that fit into the prescribed categories and included these responses in the report's visualizations as Estimates of Population Totals.

Washington Workforce Survey

Throughout this survey, we will use the terms facility, center, and program interchangeably to refer to your work – this can be a family childcare (FCC) program, a center-based program, a school-based program, or an expanded learning opportunities (ELO) program. We will use the terms classroom and program space interchangeably to refer to the space where you teach or care for children and youth. This can be a classroom in a center-based or school-based program, the home of an FCC program, or the space in which care is provided for an ELO program. We will also use the term provider to include directors, owners, caregivers, youth development professionals, and other roles responsible for working with children and youth.



Washington Workforce Survey

1 In what county is your program located?

2 What is the zip code where your program is located?

3 Who is your employer?

- ☐ Educational Service Unit
- ☐ Public School District
- ☐ Parochial/Private School
- ☐ Early Head Start
- ☐ Head Start
- ☐ Public Childcare/Preschool (non-profit, ECEAP)
- ☐ Private Childcare/Preschool
- ☐ Other (please specify)

4 Which of the following best describes your job title?

- ☐ Director or Owner
- ☐ Program Coordinator
- ☐ Youth Development Professional
- ☐ Lead Teacher/Lead Instructor
- ☐ Teacher/Instructor
- ☐ Assistant Teacher/Assistant Instructor
- ☐ Aide
- ☐ Family Support Worker
- ☐ Other (please specify)

5 Is your program currently accredited by:

	No	Yes	I don't know
a. The National Association for Family Child Care?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The National Association for the Education of Young Children (NAEYC)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Any other national or state-recognized childcare accrediting body? (If yes, please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

6 Please indicate which of the following characterize your relationship with the local school system. *Please select N/A if this does not apply to your setting.*

	No	Yes	N/A
a. We plan transitions for children moving to preschool or kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school(s) provide special education services for some of our children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. We engage in professional development activities together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. We communicate about children who attend both our programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. We coordinate transportation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. We provide care and/or enrichment activities for children during school breaks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. We provide before and after school care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers represent families at parent-teacher conferences/meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Washington Workforce Survey

7 How long have you worked for this program?
If less than one year, enter the number of months.

<input type="text"/>	Years	<input type="text"/>	Months
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8 How many more years do you plan to continue in this position?

<input type="text"/>	Years
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9 How many years of paid experience (*not babysitting*) do you have working with children who are under age 8? *Please include any paid experiences in a home, school, or center-based setting. If less than one year, enter the number of months. If you have never worked with children under age 8 please enter 0.*

<input type="text"/>	Years	<input type="text"/>	Months
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10 Which one of the following best describes the main reason that you work with children?

- ☐ It is my career or profession.
- ☐ It is a step towards a related career.
- ☐ It is my personal calling.
- ☐ It is a job with a paycheck.
- ☐ It is work I can do while my children are young.
- ☐ It is a way to help children.
- ☐ It is a way to help parents.
- ☐ None of these reasons apply.

11 Do you feel that your current job gives you opportunities to advance your career?

- ☐ No
- ☐ Yes

12 Have you ever worked in the following settings?

	No	Yes
a. In a home-based childcare program	<input type="radio"/>	<input type="radio"/>
b. In a center-based childcare program	<input type="radio"/>	<input type="radio"/>
c. As a teacher in a classroom for kindergarten, 1st, 2nd, or 3rd grade?	<input type="radio"/>	<input type="radio"/>
d. In an expanded learning opportunities program?	<input type="radio"/>	<input type="radio"/>

13 With which age group do you work most often?

- ☐ Infants (0-18 months)
- ☐ Toddlers (18 months-3 years)
- ☐ Preschoolers (3-5 years)
- ☐ Kindergarten - 3rd grade
- ☐ 4th grade and higher

14 What language do you speak with the children/youth in your program space?

- ☐ Mostly or all English
- ☐ Mostly or all Spanish
- ☐ A mix of English and Spanish
- ☐ Mostly a language other than English or Spanish (*specify other language*):

- ☐ A mix of English and a language other than Spanish (*specify other language*):

Washington Workforce Survey

- 15 In the past 12 months how many different main classrooms/program spaces *(that you spend most of your day in)* have you been assigned to?

Different classroom assignments

- 16 Some providers move between program spaces throughout the day. In the past 12 months, on a typical day, how many classrooms/program spaces do you work in as a provider? *Please do not include kitchen/office duty in this count.*

Different classrooms per day

- 17 When all the children are present, how many providers work in your current main classroom/program space together at the same time? *Please only include providers assigned to that room at the time and do not include parents or other volunteers.*

Providers

- 18 On a typical day, how many total different adults *(including yourself)* work in your current main program space? *This includes coverage for breaks and shift changes.*

Different adults

- 19 For what reasons might a child be moved from your classroom/program space to another during the day? *Please select all that apply.*

- ☐ Based on daily ratio.
- ☐ At scheduled times of the day *(beginning of the day, end of the day, nap/activity/club time, etc.)*
- ☐ Planned transition to a new age group.
- ☐ Due to behavior concerns.

- ☐ Due to a specific request from the child's family.
- ☐ N/A *(children don't move into/out of my classroom/program space during the day).*
- ☐ Other *(please specify):*

- 20 When do children officially transition into another classroom/program space? *Please select all that apply.*

- ☐ All children transition together at a specific time point *(always in January, September, etc.)*
- ☐ Individually, based on each child's age
- ☐ Other *(please specify):*

- 21 If an individual child transitions into another program space based on age, at what age does this typically occur? *If Not Applicable, please put N/A in that column.*

	Years	Months	N/A
Infants	<input type="text"/>	<input type="text"/>	<input type="text"/>
Toddlers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Preschool	<input type="text"/>	<input type="text"/>	<input type="text"/>
School age	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other population	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>(please specify):</i>	<input type="text"/>		

- 22 Over the past 12 months, approximately how many children in your classroom/program space have unenrolled *(for any reason)* from the facility?

Children

Washington Workforce Survey

23 Other than children aging out of the program, what are the top three reasons that children in your classroom/program space unenrolled from the facility in the last 12 months? Please choose the top 3.

- ☐ Parents/family move
- ☐ Parents can no longer afford payments/tuition
- ☐ Subsidy loss (*parents no longer qualify*)
- ☐ Parents feel the child is having difficulty adjusting to the program
- ☐ The commute to the facility/center is too far

- ☐ The child requires different programming or special services that are not provided
- ☐ Your facility/center does not offer the hours needed by the parents
- ☐ Parents disapprove of the facility/center's quality rating (*Early Achievers, etc.*)
- ☐ The family was asked to leave the program (*the child was expelled*)
- ☐ Other (*please specify*):

24 In educational settings, it is common for providers to be faced with challenging behaviors from children/youth. In the past 12 months, when faced with a challenging behavior, how often have you needed to take the following actions:

	Daily	Several times per week	Several times per month	Once every few months	Once a year	I've never needed to do this	This does not apply to my setting
a. Work directly with the child on their behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discuss/work with fellow teachers to resolve the behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Discuss/work with a supervisor/director to resolve the behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Discuss/work with parents to resolve the behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discuss/work with a coach to resolve the behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discuss/work with a mental health consultant or behavior specialist to resolve the behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Move the child to a different classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Send the child to director's office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ask parents to pick up their child early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Reduce the number of hours the child is enrolled in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Ask the family to keep the child home for one or more days (<i>suspension</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Ask the family to leave the program (<i>expulsion</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Washington Workforce Survey

25a Has your program ever asked a family to unenroll a child due to behavior issues?

☐ No *if no go to question 26*

☐ Yes

If Yes

25b In the last 12 months, how many children have been asked to leave your program due to behavior issues?

Children

26 For the following statements, please think about the parents and youth who are enrolled in your program. By *parent*, we mean the family member or other adult who is most responsible for the youth (e.g., *grandparent, guardian, or other*). How often do the following things happen to you at work? *If this is not applicable to your setting, please select N/A.*

	Never	Seldom	Sometimes	Often	Most of the time	N/A
a. Parents don't let me know where they are during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parents blame their children's bad behaviors on childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Children have behavior problems that are hard to deal with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel like I have to be a parent and a teacher to the children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. All of the children need attention at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I get praise from the parents for the work that I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I feel respected for the work that I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I feel like I am helping the children grow and develop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I see that my work is making a difference with a child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I feel the satisfaction of knowing that I am helping parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Washington Workforce Survey

27 For the following statements, please think about the structure and support of your program. How often do the following things happen to you at work? *If this is not applicable to your setting, please select N/A.*

	Never	Seldom	Sometimes	Often	Most of the time	N/A
a. I have problems doing my work because of staffing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel that my director is never around when I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other providers/teachers cause extra work for me because they are not doing their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I disagree with the policies at my facility/center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I disagree with the way other providers/teachers work with the children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My thoughts and opinions about the day-to-day operations within my program space are valued by those in supervisory roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28 How much control do you have over the following things at work?

	Very Little	Little	Some	Much	Very Much
a. The availability of supplies that you need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Getting the parents to work with you on a behavior problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Getting parents to be consistent with you on how to deal with a child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The number of children you have to care for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When the parents pick up their children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Washington Workforce Survey

29 How important do you think the following are to the overall quality of early childhood and youth educational settings?

	Very important	Important	Somewhat important	Not important
a. Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teacher-child interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff qualifications (<i>including professional development and training</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ratio, group sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Family engagement and partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Assessment of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Program administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Physical environment and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Community engagement and partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Commitment to diversity, equity, and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30 How would you rate your classroom/program space on the following items?

	7 Excellent	6	5 Good	4	3 Minimal	2	1 Inadequate
a. Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teacher-child interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff qualifications (<i>including professional development and training</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ratio, group sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Family engagement and partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Assessment of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Program administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Physical environment and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Community engagement and partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Commitment to diversity, equity, and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Washington Workforce Survey

31a Do you use a curriculum or prepared set of learning and play activities in your classroom/program space?

- ☐ No *if no go to question 32*
- ☐ Yes

If Yes

31b What is the name of the curriculum or approach used?

- ☐ A curriculum developed by our center/program
- ☐ District or school developed curriculum
- ☐ Partners for a Healthy Baby
- ☐ Creative Curriculum
- ☐ HighScope
- ☐ Assessment, Evaluation, and Programming System (AEPS)
- ☐ Tools of the Mind
- ☐ Curiosity Corner
- ☐ Learn Every Day
- ☐ Montessori
- ☐ Opening the World of Learning (OWL)
- ☐ Other (please specify):

32a Do you use a formal assessment in your classroom/program space?

- ☐ No *if no go to question 33*
- ☐ Yes

If Yes

32b Which assessment system do you use?

- ☐ An assessment developed by our center/program
- ☐ Creative Curriculum/Teaching Strategies **gold** ("My Teaching Strategies")
- ☐ HighScope/CORE
- ☐ Assessment, Evaluation,

and Programming System (AEPS)

- ☐ Work Sampling System
- ☐ Other (please specify):

33 We would like to have some more demographic information about the children/youth in your program space. For each item, please give the total number of children with the following characteristics in your classroom/program space. *Please make your best guess, and if you can't, please select don't know (not zero).*

a. How many children are there total in your classroom?

b. **African American or Black**
(e.g., African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)

c. **American Indian, Native American, or Alaska Native**
(e.g., Navajo Nation, Mayan, Aztec, Nome Eskimo Community, etc.)

d. **Native Hawaiian or other Pacific Islander**
(e.g., Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc.)

e. **Asian** (e.g., Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)

f. **European American or White**
(e.g., German, Irish, English, Italian, Polish, French, etc.)

g. **Latinx, Hispanic/Hispano, or Spanish Origin**
(e.g., Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)

h. **Middle Eastern, Arab, or North African**
(e.g., Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)

i. **Bi-racial/multi-racial**

Washington Workforce Survey

34 We would like to have some more contextual information about the children/youth in your program space. For each item, please give the total number of children with the following characteristics in your classroom/program space. *Please make your bestguess, and if you can't, please select don't know (not zero).*

a. On full or partial child care subsidy	<input type="text"/>
b. On reduced or free lunch program	<input type="text"/>
c. Homeless	<input type="text"/>
d. Parent is a teen	<input type="text"/>
e. Parent is LGBTQ	<input type="text"/>
f. Have an IEP/IFSP	<input type="text"/>
g. On the autism spectrum	<input type="text"/>
h. Challenging behaviors or mental health impairments	<input type="text"/>
i. Gifted/talented	<input type="text"/>
j. Speak a language other than English at home	<input type="text"/>

35 Does your program setting provide any of the following benefits for you?

	No	Yes
a. Paid vacation days	<input type="radio"/>	<input type="radio"/>
b. Paid sick days	<input type="radio"/>	<input type="radio"/>
c. Paid days to attend professional meetings or training	<input type="radio"/>	<input type="radio"/>
d. Paid training or professional development dollars	<input type="radio"/>	<input type="radio"/>
e. Paid time off to attend school	<input type="radio"/>	<input type="radio"/>
f. Paid tuition and/or school expenses to attend school	<input type="radio"/>	<input type="radio"/>
g. Retirement benefits	<input type="radio"/>	<input type="radio"/>
h. Health insurance for yourself	<input type="radio"/>	<input type="radio"/>
i. Health insurance for your family	<input type="radio"/>	<input type="radio"/>
j. Reduced or paid childcare for your children	<input type="radio"/>	<input type="radio"/>
k. Paid bereavement leave	<input type="radio"/>	<input type="radio"/>
l. Paid maternity leave	<input type="radio"/>	<input type="radio"/>
m. Unpaid maternity leave	<input type="radio"/>	<input type="radio"/>
n. Paid family leave	<input type="radio"/>	<input type="radio"/>
o. Free meals	<input type="radio"/>	<input type="radio"/>

36 Do you currently have or receive any of the following benefits (*from any source*)?

	No	Yes
a. Health insurance for yourself (<i>from any source</i>)	<input type="radio"/>	<input type="radio"/>
b. Health insurance for your family (<i>from any source</i>)	<input type="radio"/>	<input type="radio"/>
c. Medicaid or Medicare (<i>adults</i>)	<input type="radio"/>	<input type="radio"/>
d. Medicaid/CHIP (<i>children</i>)	<input type="radio"/>	<input type="radio"/>
e. Food Stamps	<input type="radio"/>	<input type="radio"/>
f. WIC	<input type="radio"/>	<input type="radio"/>
g. TANF	<input type="radio"/>	<input type="radio"/>
h. Free or reduced-price school lunches for your own children	<input type="radio"/>	<input type="radio"/>
i. Childcare Subsidy	<input type="radio"/>	<input type="radio"/>
j. Public Housing	<input type="radio"/>	<input type="radio"/>
k. Section 8 Housing Voucher	<input type="radio"/>	<input type="radio"/>
l. Social Security Payments	<input type="radio"/>	<input type="radio"/>
m. Disability (SSI) for yourself	<input type="radio"/>	<input type="radio"/>
n. Disability (SSI) for other family members	<input type="radio"/>	<input type="radio"/>
o. Other forms of assistance (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

Washington Workforce Survey

About Your Education, Experiences, and Early Learning Resources

In this section, we would like you to answer questions about your education, your work experiences, and your use of educational resources. This information will help us better understand the current status of our workforce, and guide our work toward additional supports for your profession.

37 Please select all your educational experiences, including what year and where you received your degrees or certificates. Please include education in progress (*degrees not yet completed*) and the year you anticipate completion.

	Status			Details		
	In progress	Completed	Not applicable	Year (completed or anticipated)	Institution	Major or Endorsement
GED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
High School Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child Development Associate (CDA) certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Initial Teaching Certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Short-term Teaching Certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
State Teaching Certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate's Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bachelor's Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Master's Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional degree/certificate (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional degree/certificate (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

38 Are you currently taking any education or child development courses at a community college or 4-year college/university?

- ☐ No
- ☐ Yes

39 Do you plan on taking any education or child development courses at a community college or 4-year college/university in the next year?

- ☐ No
- ☐ Yes

40 Please indicate which, if any, of the following programs you have received scholarships or financial support for your education or professional development. *Please select all that apply.*

- ☐ Early Achievers Grants
- ☐ WA Scholarships
- ☐ VA Benefits
- ☐ Other (*please specify*):

- ☐ I have not received any scholarships or financial support for my education or professional development

Washington Workforce Survey

41 Are you currently a member of any of the following organizations?

	No	Yes
a. National Association for the Education of Young Children (NAEYC)	<input type="radio"/>	<input type="radio"/>
b. National Association for Family Child Care (NAFCC)	<input type="radio"/>	<input type="radio"/>
c. Division of Early Childhood (DEC)	<input type="radio"/>	<input type="radio"/>
d. Council for Exceptional Children (CEC)	<input type="radio"/>	<input type="radio"/>
e. National Afterschool Association (NAA)	<input type="radio"/>	<input type="radio"/>
f. Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>

42 When you started this job, how prepared were you to work with:

Directions. For the next set of statements, please select the response that best describes your opinion on how prepared you were to work with the following age groups and ability levels of children/youth when you started this job. The choices range from: **4 = Well Prepared 3 = Somewhat Prepared 2 = Minimally Prepared 1 = Not Prepared N/A = Not Applicable**

	Birth to Age 3	Preschool (3-5 years)	K-3rd Grade (6-8 years)	4th Grade and Older (9+ years)	N/A
a. Children/youth developing typically	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Children/youth with developmental delays	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Children/youth with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Children/youth from culturally and linguistically diverse backgrounds	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Children/youth who are gifted/talented	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Children/youth with challenging behaviors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Children/youth learning to read	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Washington Workforce Survey

43 When you started this job, how prepared were you to work with:

Directions. For the next set of statements, please select the response that best describes your opinion on how prepared you were to work with the following age groups, ability levels, families, staff, and curricula when you started this job. The choices range from: **4 = Well Prepared 3 = Somewhat Prepared 2 = Minimally Prepared 1 = Not Prepared N/A = Not Applicable**

	Birth to Age 3	Preschool (3-5 years)	K-3rd Grade (6-8 years)	4th Grade and Older (9+ years)	N/A
a. Families of children who are typically developing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Families of children with developmental delays	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Families of children with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Families from culturally and linguistically diverse backgrounds	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Paraeducators (for example, classroom aide or similar support staff)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Special education team members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Family support workers/advocates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h. Program observation assessments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i. Math/Science curricula	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
j. Language Arts curricula	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
k. Music/Arts opportunities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

44 In the past year, have you received training or coaching from any of the following groups or organizations?

	No	Yes
a. Training from my employer or organization	<input type="radio"/>	<input type="radio"/>
b. Community-based training such as Child Care Aware or Imagine Institute	<input type="radio"/>	<input type="radio"/>
c. Training from a local school or Educational Service District	<input type="radio"/>	<input type="radio"/>
d. Coaching or mentoring from a trained coach	<input type="radio"/>	<input type="radio"/>
e. Online training from any source	<input type="radio"/>	<input type="radio"/>
f. Other organized school support or training effort (please specify):	<input type="radio"/>	<input type="radio"/>
<input type="text"/>		

Washington Workforce Survey

45 Please indicate how strongly you agree or disagree with the following statements.
In my opinion...

	Strongly Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Strongly Agree
a. Since parents lack special training in education, they should not question the teacher's teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Children should be treated the same regardless of differences among them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Children should always obey the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Preparing for the future is more important for a child than enjoying today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Children will not do the right thing unless they are told what to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Children should be kept busy with work and study when at home and in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The major goal of education is to put basic information into the minds of the children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In order to be fair, a teacher must treat all children alike.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The most important thing to teach children is absolute obedience to whoever is in authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Children learn best by doing things themselves rather than listening to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Children must be carefully trained early in life or their natural impulses will make them unmanageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Children have a right to their point of view and should be allowed to express it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Children's learning results mainly from being presented basic information again and again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Children like to teach each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. The most important thing to teach children is absolute obedience to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Washington Workforce Survey

About You

In this section, we would like to learn more about you outside of your role as an education or early care professional. There will be questions regarding your health, lifestyle, and demographic information. Some of the questions ask personal information. We ask these personal questions to help us understand the characteristics of learning professionals throughout the state. Please remember, these responses will remain confidential. They will not be linked to any identifying information about you or your facility. The more accurately you respond, the more we can support improvements for education and early learning providers in Washington State. This survey asks some personal questions about your recent experiences and feelings. We understand some of these might be sensitive issues and appreciate you taking the time to answer these questions. If you have any concerns about answering, please contact Heather Cook at waworkforcesurvey@uw.edu. As a reminder, your information will remain confidential.

If you would like additional resources or support, you can call the **Substance Abuse and Mental Health Services Administration National Hotline**, a confidential, free, 24-hour-a-day, 365-day-a-year information service that provides referrals to support groups, treatment facilities and community-based organizations: **1-800-662-HELP (1-800-662-4357)**

46 What is your gender?

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Non-binary or gender fluid
- ☐ Other (please specify):

- ☐ I prefer not to answer

47 What is your age?

 Years

48 What is your marital status?

- ☐ Single, never married
- ☐ Single, living with a partner
- ☐ Married, living with a spouse
- ☐ Married, separated
- ☐ Divorced
- ☐ Widowed

49 What is your ethnicity or national origin *Check all the apply.*

- ☐ **African American or Black**
(e.g., African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.)
- ☐ **American Indian, Native American, or Alaska Native**
(e.g., Navajo Nation, Mayan, Aztec, Nome Eskimo Community, etc.)
- ☐ **Native Hawaiian or other Pacific Islander**
(e.g., Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc.)
- ☐ **Asian**
(e.g., Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)
- ☐ **European American or White**
(e.g., German, Irish, English, Italian, Polish, French, etc.)
- ☐ **Latinx, Hispanic/Hispano, or Spanish Origin**
(e.g., Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)
- ☐ **Middle Eastern, Arab, or North African**
(e.g., Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)
- ☐ **Bi-racial/multi-racial.**

Washington Workforce Survey

50 What language do you speak at home with family members?

- ☐ Mostly or all English
- ☐ Mostly or all Spanish
- ☐ A mix of English and Spanish
- ☐ Mostly a language other than English or Spanish (*specify other language*):

- ☐ A mix of English and a language other than Spanish (*specify other language*):

51 On average how many paid hours per week and months per year do you work as a teacher/provider at this program?

Hours per week

Months per year

52 What is your salary/wage for your childcare/education job before taxes? Answer in the one unit that is easiest for you. *Please use whole numbers and do not enter symbols, for example, Per hour: 15*

Per hour or

Per week or

Per month or

Per year

53 In addition to your job as a teacher/provider, do you have another paid job?

- ☐ No
- ☐ Yes

54 In a typical month, how much of your own money (that is not reimbursed) do you spend on food, supplies, or other materials for your classroom/program space?

Per month

55 How many people, including yourself, live in your household?

People

56 How many people in your household are under 18 years of age?

People under 18

57 How many individuals living in your household contribute to your household income? (*Be sure to include yourself.*)

People

58 What is your best estimate of your total household income from all sources last year, before taxes?

Total household income

Washington Workforce Survey

59 Please indicate how much you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
a. I am satisfied with my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I consider myself a happy person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The conditions of my life are excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60 Have you ever been told by a doctor or other health professional that you have any of the following?

	No	Yes
Obesity	<input type="radio"/>	<input type="radio"/>
Asthma	<input type="radio"/>	<input type="radio"/>
Hypertension (<i>high blood pressure</i>)	<input type="radio"/>	<input type="radio"/>
Diabetes/Prediabetes	<input type="radio"/>	<input type="radio"/>
Depression	<input type="radio"/>	<input type="radio"/>

61 Would you say that in general, your health is:

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

62 Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?

Days

63 Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?

Days

64 During the past 30 days, for about how many days did poor physical or mental health keep you from doing your usual activities, such as self-care, work, or recreation?

Days

Washington Workforce Survey

65 Thinking about the past week, please use the following to describe how often you felt that way.

During the past week...

	Less than 1 day	1-2 days	3-4 days	5-7 days
a. I was bothered by things that usually don't bother me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I felt that I could not shake off the blues even with help from my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I felt that I was just as good as other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had trouble keeping my mind on what I was doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I felt that everything I did was an effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I felt hopeful about the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I thought my life had been a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I felt fearful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I felt lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. People were unfriendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My sleep was restless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I could not get going.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you!

That completes our questions. We greatly appreciate the time you have taken to complete this survey. For your convenience, please use the postage-paid return envelope included in your survey packet to return your questionnaire to Cultivate Learning.

Questions or requests from this survey can be directed to:
Heather Cook at waworkforcesurvey@uw.edu

Washington Workforce Survey

Thank you!

Questions or requests from this survey can be directed to:
Heather Cook at waworkforcesurvey@uw.edu

Please fill out the bottom portion of this form to select your gift card.
This page will be removed from the survey and kept separately by the research staff.

First Name:

Last Name:

Social Security Number or Taxpayer Identification Number

(This information is required by the UW in order to track the amount of incentives given to any particular participant in one calendar year for tax purposes. It will not be used for any other purposes, and will be stored separately from survey information until the completion of the study):

\$15 Gift Card (please select one):

- ☐ Amazon
- ☐ Starbucks
- ☐ Target

**Mailing address where you would like
your gift card sent:**

E-mail address:

The Washington Workforce COVID-19 Survey

The University of Washington (UW), in partnership with DCYF, is sending this short survey to you because of your recent participation in the Washington Workforce Survey. Thanks again for submitting your survey and sharing your experiences with us! We appreciate your responses and look forward to analyzing the data to help support the field. We are following up with an additional survey that contains some new questions and also a few similar ones to follow up since the recent COVID-19 impacts on our state.



The Washington Workforce COVID-19 Survey

1 How worried are you, if at all, that:

Very worried Some-what worried Not too worried Not worried at all Don't know

a. You or someone in your family will get sick from COVID-19

☐ ☐ ☐ ☐ ☐

b. You will lose income due to a workplace closure or reduced hours because of COVID-19

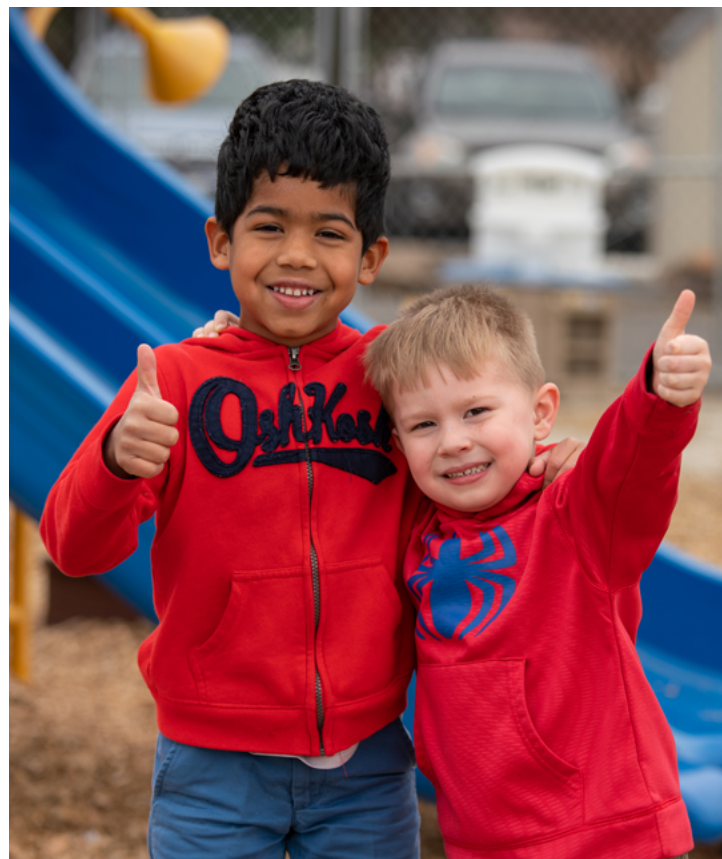
☐ ☐ ☐ ☐ ☐

2 Is the stress from COVID-19 impacting the quality of programming with children where you work?

- ☐ Yes
☐ No

3 During the COVID-19 restrictions are/were you working in a capacity different from what you usually do (e.g., emergency childcare, mixed age groups, expanded hours)?

- ☐ Yes
☐ No



4 During COVID-19, approximately how many parents have un-enrolled their child?

5 Have you applied for a small business loan due to hardships associated with COVID-19?

- ☐ Yes
☐ Yes, and I have also accessed other loans/resources. Please describe.

- ☐ No, but I have accessed other loans/resources. Please describe.

- ☐ No, but I have accessed other loans/resources. Please describe.

6 I am hopeful that I will be able to bounce back when my facility returns to normal operations.

- ☐ Strongly agree
☐ Agree
☐ Somewhat agree
☐ Somewhat disagree
☐ Disagree
☐ Strongly disagree

The Washington Workforce COVID-19 Survey

7 Please indicate how much you agree or disagree with the following statements.

Strongly disagree Disagree Somewhat disagree Somewhat agree Agree Strongly agree

- | | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I am satisfied with my life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I consider myself a happy person. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The conditions of my life are excellent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8 Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?

9 Thinking about the past week, please use the following to describe how often you felt that way.

During the past week...

less than 1 day 1-2 days 3-4 days 5-7 days

- | | less than 1 day | 1-2 days | 3-4 days | 5-7 days |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I was bothered by things that usually don't bother me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I felt that I could not shake off the blues even with help from my family. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I felt that I was just as good as other people. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I had trouble keeping my mind on what I was doing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I felt that everything I did was an effort. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I felt hopeful about the future. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I thought my life had been a failure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I felt fearful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I felt lonely. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. People were unfriendly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. My sleep was restless. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. I could not get going. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10 If your workplace has stayed open during COVID-19, what has the impact been on parents and children? Please explain.