

Preschool Development Grant Birth to Five

Wisconsin's Early Care and Education Workforce: Summary Report on the Survey of Program Directors

For the Series of Studies of the Wisconsin Early
Care and Education Workforce, Report 1

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Wisconsin Department of
Children and Families



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Authors

Leah Awkward-Rich, Ceri Jenkins, and Laura Dresser

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This is the first of three reports on surveys that, taken together, will illustrate the strengths and challenges in Wisconsin’s Preschool Development system. The survey we report on here was sent to directors of regulated group Early Childhood programs in the state (excluding summer camps). (Note that the state’s prekindergarten programs, regulated by DPI, are not part of this sample). Future reports will describe results from surveys of [Wisconsin’s family providers](#) and the [ECE teaching workforce](#).

Questions from this survey align, where possible, with questions in the 2015 study on [Wisconsin’s Child Care Workforce](#), allowing some five-year comparison of issues.

This survey of ECE Program Directors was sent to a sample of all regulated ECE programs in the state. Of directors who received the survey, 67% responded. These 1136 responses are representative of the geographic and YoungStar distribution of ECE programs across the state. We asked about workforce issues and the challenges brought by the global pandemic.

Total Teaching Workforce in Wisconsin ECE Group Programs

TABLE 0.1: Total Teaching Workforce in Wisconsin ECE Group Programs

Lead Teachers:	13,667	(89% full time)
Assistant Teachers:	7,539	(52% full time)
Total Teachers:	21,206	

Lead and assistant teachers are both more likely to have full-time work than in 2015 (up to 89% from 83% in 2015 for lead teachers; up to 52% full time from 42% in 2015 for assistant teachers). Unsurprising and consistent with 2015, the teaching staff are overwhelmingly women (98%).

ECE Program Teacher Wages and Benefits

TABLE 0.2: Median Wages of Lead and Assistant Teachers, 2020 and 2015 (all values in 2020 dollars)

	2020	2015
Lead Teachers Median Starting Wage	\$12.00	\$11.04
Lead Teachers Median Highest Wage	\$15.00	\$14.35
Assistant Teachers Median Starting Wage	\$10.00	\$9.38
Assistant Teachers Median Highest Wage	\$12.00	\$10.76

The wages offered when a teacher starts at an ECE program—\$12 per hour for lead teachers and \$10 per hour for assistant teachers—have remained very low in this five-year period. The highest hourly wages paid by ECE programs are not much higher, topping out at \$15 for lead teachers and \$12 for assistant teachers. Wages are slightly higher for centers with higher YoungStar ratings and slightly higher in the Southern region.

Wages are higher for teachers with greater formal education ranging from \$11.50 for teachers with some college experience but a HS degree as their highest degree up to \$14.00 for teachers with a bachelor’s degree in ECE. While there is some increase for additional education, what stands out is that for each educational level, wages are relatively low and there is a very low payoff to higher levels of education in ECE.

TABLE 0.3: Benefits for Teachers in ECE Programs, 2020 and 2015

Benefit	Share of teachers, 2020	Share of teachers, 2015
Health Insurance		
Program Offers Health Insurance for Employees	52%	39%
Teachers Participating in/Purchasing Health Insurance	20%	17%
Retirement plan (with employer contribution regardless of worker contribution)	53%	30%
Paid days-off for all employees	54%	51%
Paid holidays	92%	89%
Free or reduced-cost childcare	84%	86%

Like wages, benefit packages are relatively weak. In 2020, one in five teachers received their health insurance through their employment. (Teachers may have insurance through spouses/partners, or through BadgerCare as well.) Retirement plans appear to be becoming more available to teachers, with ECE programs providing contributions to retirement (regardless of worker contributions) at programs that employ more than half the teaching workforce in 2020 (up from 30% in 2015). The ECE workforce survey will provide more information on teachers’ experience with and participation in benefits.

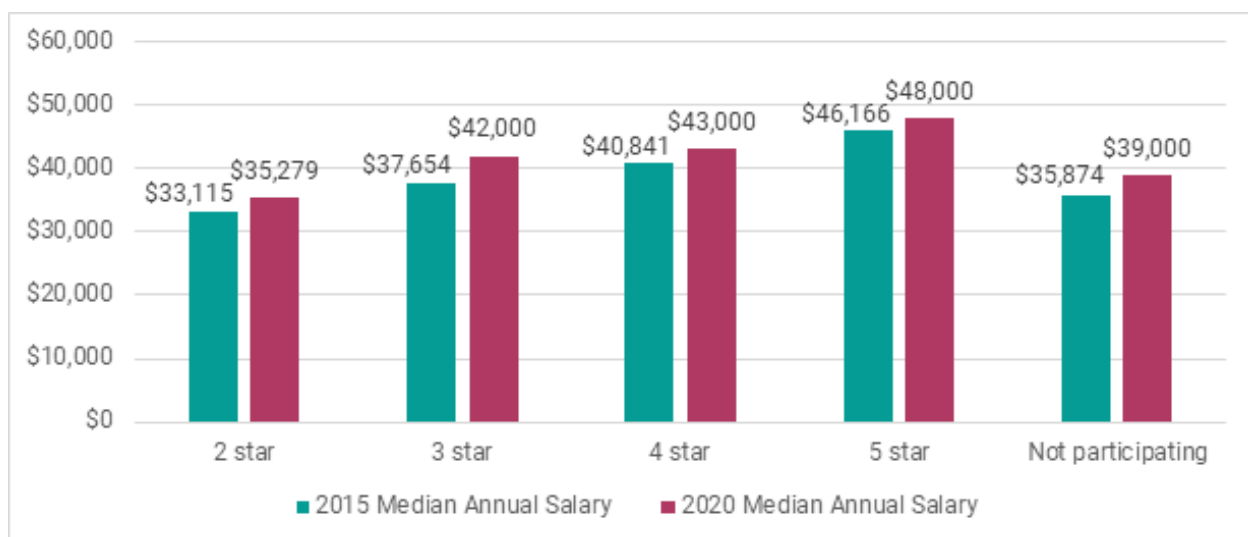
ECE Program Directors and Pay

ECE Program Directors are nearly all women (97%) and slightly more diverse than Wisconsin's population. In large part, this diversity owes to the relatively high share of ECE Program Directors that are Black: 10% (compared to 6% share of the state population). Just 3% of ECE Program Directors are Latino/Hispanic, which means they are underrepresented in this position (relative to the 6% share of the state population that identifies in this ethnic group).

ECE Program Directors in Wisconsin bring an impressive level of education and experience to their jobs. 80% of program directors have at least an associate degree and more than half have either bachelor's or master's degrees. ECE Program Directors have a median of eight years of experience as program directors.

Despite these levels of education and experience, the median annual salary for directors is relatively low: \$42,000 per year (an hourly rate of \$21 with the conservative assumption that directors limit their work to 40 hours per week). The figure below shows that ECE directors at programs with higher YoungStar ratings earn more and that, adjusting for inflation, annual salary is up slightly from 2015.

FIGURE 0.1: ECE Program Directors' Median Annual Salary by YoungStar Ratings 2015 and 2020 (all values in 2020 dollars)



COVID-19 Impact on ECE Programs

The global pandemic caused enormous stress and change in Wisconsin's ECE programs. Our respondents answered questions regarding enrollment in November and December of 2020, when the pandemic's impact in the state was intense. More than two-thirds of ECE Programs reported serving fewer children than they did in the first part of 2020, before the shut-downs and

disruption that began in March. Programs across Wisconsin served fewer children. The average program enrollment fell from 59 before the pandemic to 46 during it. Decline was especially concentrated in ECE programs in locations where public health regulations changed maximum capacity. For these programs, average enrollment fell by 23, from 64 to 41.

TABLE 0.4: Enrollment of children 0-5 comparing pre-COVID-19 level to current (during COVID-19)

	Mean
Enrollment pre-COVID-19 for all programs	59
Current enrollment for all programs	46
Drop in enrollment	13
Enrollment pre-COVID-19 for programs impacted by local COVID-19 regulations on capacity	64
Current enrollment for programs impacted by local COVID-19 regulations on capacity	41
Drop in enrollment	23

Not surprisingly, ECE Programs in the Southern and Southeastern regions report greater change in their capacity given COVID-19 public health regulations. (Public Health Departments in Dane and Milwaukee Counties offered regulations specific to ECE during the pandemic). Directors also report that changes in the public school delivery model (virtual, hybrid, etc.) affected demand and disrupted staffing.

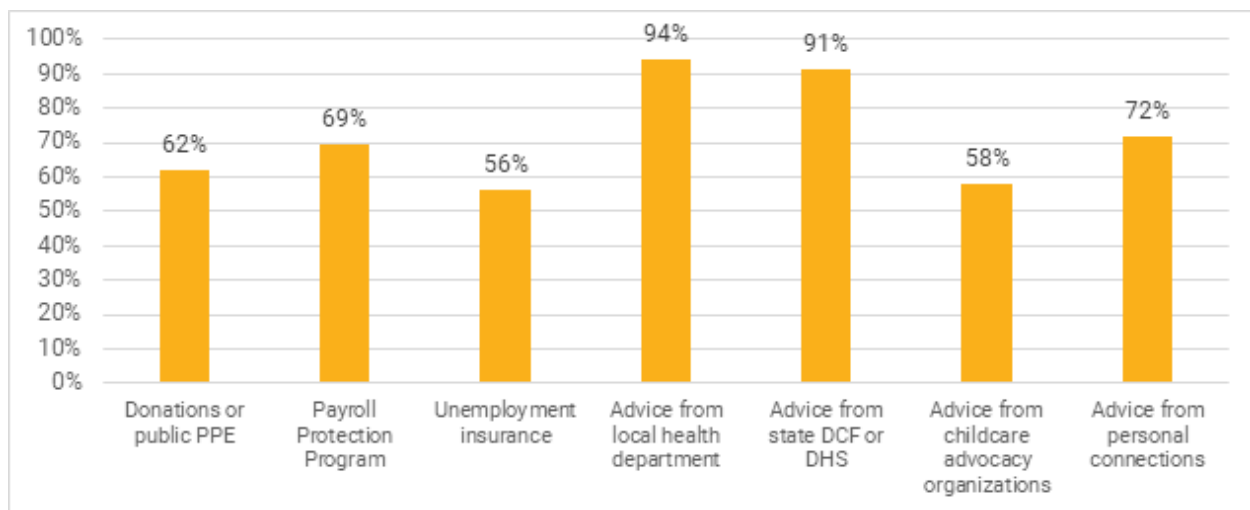
When considering the factors that played into decreased enrollment from before the pandemic, more than half of ECE program directors identified **reduced demand for child care** as a very important factor and half of ECE program directors called the **inability to hire/retain staff** a very important factor. In open-ended answers to these questions, these themes come through. Families lost work, were working at home, or were staying home out of health concerns—all this reduced demand for ECE programs. Additionally, teaching staff became hard to find (likely for similar reasons), so even where there was demand for more slots, some programs could not staff the rooms. In the Southern and Southeastern regions of the state, public health requirements also played a very important role in decreased enrollment.

Directors noted that COVID-19 also increased demands on teachers' time. More than half of center directors said that COVID-19 duties required 1-2 hours per day from teaching staff.

Another 22% reported an increase in work of more than 2 hours per day. Cleaning, temperature checks, and new drop off structures that kept parents out of centers were all mentioned as adding work burden to teaching staff.

Directors also relied on a broad range of resources and supports during the pandemic. Most notably, more than 9 in 10 directors relied on local public health and Wisconsin DHS and DCF to make plans and keep staff, children, and families safe.

FIGURE 0.2: ECE Directors' Use of COVID-19 Resources



Conclusion

Even before the global pandemic, the tension between the very low wages for ECE teachers, the very low margins for ECE programs, and the very high costs for families and the demand for greater quality care was clear. The pandemic intensified stress in these jobs and fundamentally disrupted care work, education, and the economy. Given the rise in vaccination and (current and hopefully continuing) decline in the disease in the state, a new sort of normal is emerging. Finding and retaining teachers, a stress point for directors during the pandemic, will continue to be a critical issue. Given emerging national evidence of tight labor markets and growing wages for other low-wage service sector jobs, the challenge of attracting and retaining teaching staff may well intensify in the coming months.

Section 1: Early Care and Education Program Director Survey

Background

This project was designed to examine the state of the Wisconsin Early Care and Education Workforce, through three separate surveys:

- Early childhood education program directors (late 2020);
- Teachers at early childhood education programs (late 2020 - early 2021); and
- Family providers (spring of 2021).

This paper reports on the survey of program directors; subsequent papers will report on the other two surveys. This report highlights the following for the early care and education (ECE) teaching workforce, as reported by program directors: demographics, educational attainment, wages, benefits, and other measures of job quality. We also highlight several questions around how ECE programs have adapted to COVID-19, and its related impacts on demand and the staffing needed to accommodate new duties.

The workforce questions from this survey aligned, where possible, with the 2015 study on [Wisconsin's Child Care Workforce](#). This makes it possible to report on a five-year comparison of issues such as wages and job quality.

Survey details

A team from COWS and the Survey Center at the University of Wisconsin-Madison developed and conducted the survey between February 2020 and February 2021 (with a four-month pause due to COVID-19). The survey design was completed in October, and the survey was fielded from November 17, 2020 through February 2, 2021. The survey was designed to document key workforce issues by asking ECE program directors about all lead teachers and assistant teachers employed in their programs. Two companion surveys, as noted above, will provide detailed information: 1. from teachers on their demographic characteristics, work conditions and compensation, education and training, and wellbeing; and 2. from family providers on demographics, wages, benefits, and job quality. A prior version of the Wisconsin ECE workforce survey was conducted five years ago in 2015, with a report on findings released in the spring of 2016. Many of the questions on the 2020 survey replicate wording and content from the 2015 survey, and thus provide a basis for comparison of the ECE teaching workforce, wages, and job quality over time. The 2020 survey added questions on the impact of the global pandemic on ECE in the state.

The survey was an 8-page paper questionnaire mailed to program directors, along with a \$10 cash incentive (see Appendix A). The study packet also included a letter, co-signed by representatives from DCF and WECA, explaining the importance of this study and inviting

participation, and a pre-paid envelope addressed to the UW Survey Center in Madison. The letter also noted a completion bonus of an additional \$20. Questionnaires had a label bearing the case identification number for each recipient.¹

Sampling structure and response from the field

DCF provided a file of contact information for all ECE centers and programs that were regulated to serve children under the age of 5 in Wisconsin. After excluding summer camps from the list, COWS and the UW Survey Center developed a procedure to select a sample of programs from it. The universe from which our sample was drawn included all of Wisconsin's licensed group centers and a very small number of public school programs that are regulated by DCF. (Note that public school pre-kindergarten programs are regulated by DPI and are not part of this universe.)

When considering the ECE teaching workforce, remember that a number of Wisconsin's ECE teachers are family child care providers. As noted, a subsequent report will summarize survey results for family child care providers.

This survey was sent to two types of ECE programs: licensed group programs and public school programs (which make up just 5% of the total number of programs). From each group, random samples were drawn maintaining proportional representation of providers by YoungStar categories. The study sample included 1,700 programs in total.

Of the 1,700 program directors contacted, 1,136 completed the survey. **The response rate for the survey was 67%.** Of the total 1,136 responses, 51 responses (about 5%) came from public school programs, and the remaining responses from licensed group programs.² (When mailings were returned with information indicating the center was no longer in business, these providers were coded out as ineligible).

Survey response reflects the field in Geography and YoungStar Rating

There are several reasons to feel confident about the quality of these data. First, note that the large sample (1,700 randomly selected from the list of 2,076 programs regulated to serve children under the age of 5) and high response rate for the survey (67%). **We received completed surveys from 55% of all ECE programs across the state.**

The completed surveys were evenly distributed in terms of both geography (Table 1.1) and YoungStar rating (Table 1.2). We are therefore confident that our sample represents providers

1 The procedure consisted of the following steps: (1) A mailing to the full sample consisting with cover letter, questionnaire, \$10 incentive and return envelope. (2) Reminder phone calls by the staff at WECA, targeting low responding sub-groups to encourage participation. (3) Reminder mailing to non-responders, consisting of a similar cover letter, questionnaire, and pre-paid return envelope.

2 While the inclusion of DCF regulated public school programs in our sampling frame represents change from the 2015 survey, this is a relatively small shift.

in the field statewide. Table 1.1 shows the distribution of responses by licensing region. The Southeast region programs are slightly under-represented in our sample; while 39% of regulated programs operate in the Southeast region, they represent only 30% of our responses. Throughout the report, we provide statewide analysis and data by region to help account for regional differences and to ensure that this underrepresentation of the Southeast is not driving results.

TABLE 1.1: Distribution of ECE Programs in Wisconsin, Survey Sample, & Responses by Licensing Region

	Total	Northeastern	Northern	Southeastern	Southern	Western
Total ECE programs serving children under the age of 5 ³	2,076	405	146	817	462	246
% Total		20%	7%	39%	22%	12%
Number in survey sample	1,700	354	113	643	376	214
% of sample		21%	7%	38%	22%	13%
Total Survey Responses	1,136	271	85	345	270	165
% of all responses		24%	8%	30%	24%	15%
% responses/total	55%	67%	58%	42%	58%	67%

The distribution of responses by YoungStar rating is similarly representative; see table 1.2 below. Lower-rated providers were slightly less likely to complete the surveys. Programs with a 2 Star rating account for 27% of the total set of programs for this survey, but only about 21% of the responses. ECE programs with 3 or 4 Stars are slightly overrepresented in our responses. Again, we provided analysis that disaggregates by YoungStar rating throughout the report. We are confident that the sample provide a strong and representative picture of Wisconsin’s ECE programs and their teaching staff.

³ Total programs, as defined above, excludes camp programs; also does not include family providers.

TABLE 1.2: Distribution of ECE Programs in Wisconsin, Survey Sample, and Responses by YoungStar Rating

	Total	2 Star	3 Star	4 Star	5 Star	Not Participating
Total ECE programs serving children under the age of 5 ⁴	2,076	556	665	119	418	318
% Total		27%	32%	6%	20%	15%
Total in survey sample	1,700	416	562	101	340	281
% sample		25%	33%	6%	20%	17%
Total Survey Responses	1,136	240	399	88	234	175
% responses		21%	35%	8%	20%	15%
% responses/universe	55%	43%	60%	74%	56%	55%

⁴ Total programs, as defined above, excludes camp programs; also does not include family providers.

ECE Teaching Workforce Size

This survey of directors focused largely on questions about staff in ECE programs who have direct and consistent contact with children in their roles as lead teachers or assistant teachers. We do not include administrators or auxiliary staff, which may include cooks, janitors, clerical staff, etc. We are confident that our sample is representative of the state's ECE group programs and we can reasonably estimate the size of the program-based ECE teaching workforce in Wisconsin. As shown in Table 2.1, we estimate that Wisconsin's ECE teaching workforce encompasses 21,206 workers, which is an increase of 1,676 workers from the 2015 survey estimate of 19,530 ECE teachers in group programs.⁵

TABLE 2.1: Wisconsin's Early Care and Education Teaching Workforce in Group Programs, Estimated Total Size

	2020	2015
Lead teachers	13,667	13,190
Assistant teachers	7,539	6,340
TOTAL	21,206	19,530

While this survey was taken in the middle of a contraction of the ECE sector, and the state job base, and intense disruption of the pandemic in the industry, the teaching workforce was larger in winter of 2020 than in 2015. It is worth noting that the growth from 2015-2020 was dominated by an increase in assistant teachers, which accounts for 72% of the total increase in ECE teaching jobs of that period. This is an area for further investigation, as to how staffing of programs relates to job quality in the ECE teaching workforce.

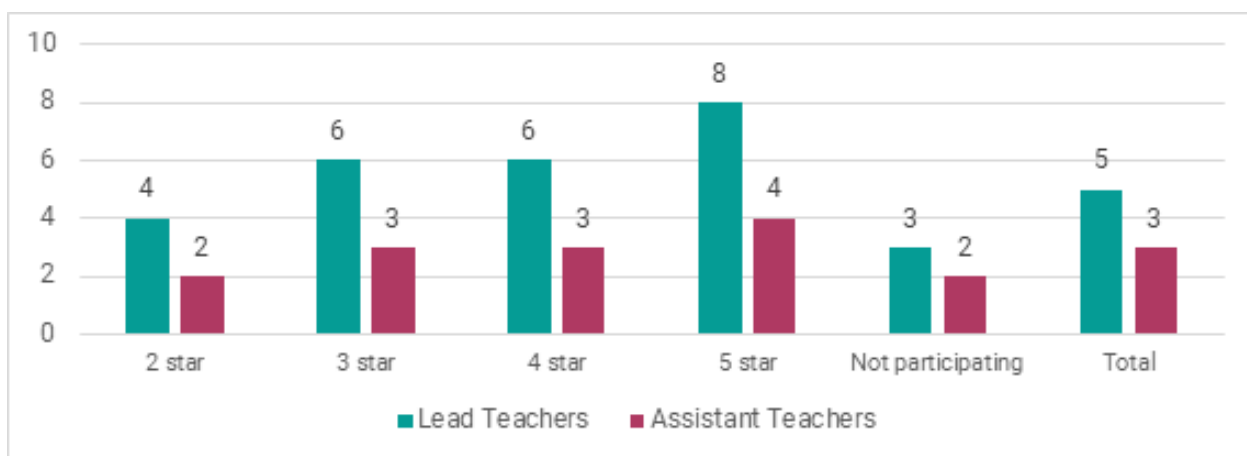
Directors were surveyed about the gender of lead and assistant teachers, and the results are very consistent with data reported in the 2015 Workforce Report. Directors report 98% of the teaching workforce is female, including 94% of assistant teachers, and 98% of lead teachers. The share of female teachers and lead teachers remained consistent since the 2015 survey. The share of female assistant teachers went down from 97% to 94% in five years, indicating a very slight increase in gender diversity in the assistant teaching workforce.

⁵ It is worth noting that 96% of these teachers are working in ECE centers. The other 4% is working in the DCF regulated programs in public schools.

ECE Workforce: Lead Teachers and Assistant Teachers

This section presents information on the staffing of the teaching workforce, looking at the proportion of lead and assistant teachers in programs, and the data on full-time and part-time positions within those categories. Figure 2.1 shows the median number of lead and assistant teachers by YoungStar rating. Programs with a 2, 3, 4 and 5 Stars have roughly twice as many lead teachers as assistant teachers, demonstrating a consistent staffing pattern across quality ratings.

FIGURE 2.1: Median Number of Lead and Assistant Teachers by YoungStar Rating



Looking at the number of full-time and part-time positions offers information on job quality for teachers. Table 2.3 (below) shows the percent of lead and assistant teachers who are full-time and part-time. Lead teachers are mostly full-time. And there is a gradual increase in the percent of lead teachers who are full-time at programs with a 2 Star rating, at 85%, to the those at programs with a 5 Star rating, at 93%. (This increase is statistically significant). Using full-time status as a key indicator of job quality, lead teaching positions are much higher quality than assistant teacher positions.

Compared to the 2015 survey, full-time work is more common for all teachers. From 2015 to 2020, the percent of lead teachers who are full-time grew from 83% to 89%; among assistant teachers, full time positions' share grew even more, from 42% to 52%.

TABLE 2.3: Percent of Lead and Assistant Teachers, Full-Time and Part-Time, by YoungStar Rating

	2 Star	3 Star	4 Star	5 Star	Not participating	Total: 2020 Survey	Total: 2015 Survey
Part-time lead teachers	15%	12%	10%	8%	20%	12%	17%
Full-time lead teachers	85%	89%	89%	93%	81%	89%	83%
Total lead teachers	1053	2834	716	2104	769	7476	
Part-time assistant teachers	54%	48%	41%	48%	43%	47%	58%
Full-time assistant teachers	44%	51%	58%	51%	56%	52%	42%
Total assistant teachers	490	1406	421	1360	447	4,124	

Section 3: ECE Teacher Wages

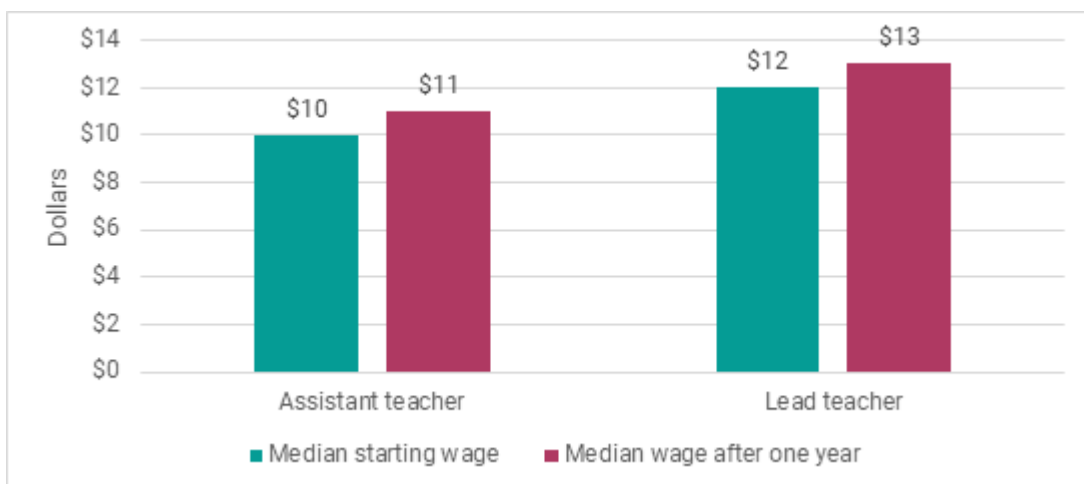
The “median wage” and why we use it

The median wage and the average wage are two different ways to summarize, with a single number, a given distribution of wages. As we do in most of our research, here we report the median wage of the workforce. The average (or mean) wage is calculated by summing all wages reported and dividing the total by number of cases in a sample. As a result, the mean is sensitive to extremes. Adding just one case with an extremely high wage can “pull” the average toward the top in a way that misrepresents the real level for most workers. The median wage is a different measure and less sensitive to extreme values. The median is, literally, the value at the exact middle of the distribution when it is organized from lowest to highest wage. As such, the median represents the wage earned by workers in the middle of an occupation. In this sense, the median is our preferred way to describe wages. In ECE teaching positions, median and average wages are fairly close together because the occupation has a very low range from highest to lowest wages.

Teaching Workforce Wages

The very low level of teachers’ wages is one of the most pressing issues facing the ECE sector. Consistent with national and state studies, our survey finds very low wages and relatively weak benefits for teaching staff in ECE. Currently **the median starting wage of ECE lead teachers is \$12 per hour. For assistant teachers, the median starting wage is \$10 per hour.** After one year of employment, directors report that wages go up slightly, by about \$1 per hour.

FIGURE 3.1: Assistant and Lead Teachers’ Median Starting Wages and Wages After One Year



These are very low wages and comparable to some of the lowest paying sectors in Wisconsin’s economy. At \$10 per hour, assistant teachers’ starting wage is at the 10th percentile of the Wisconsin wage distribution. Ninety percent of workers earn higher wages.⁶ Starting at \$12 per

⁶ Data on decile earnings for of the workforce, for nation and Wisconsin is available at swx.epi.org.

hour, lead teachers earn less than 80% of workers in the state. The median wage for all workers in the state in 2019 was \$19.24, more than \$7 per hour higher than the median starting wage of lead teachers.

Directors reported the highest wage they paid for lead and assistant teachers, and the potential for high wages in these jobs is quite limited. The highest wage assistant teachers can expect is just \$12 per hour. The highest wage lead teachers can expect is \$15 per hour. **All of these wages—the starting wages, the one-year experience wage, and even the highest possible for lead teachers—are at or below the \$15 to which many states are moving as a minimum wage for all workers.**

Slight wage growth for teachers from 2015-2020

Table 3.1 shows data for median start and highest wages in 2015 and 2020. There is some very modest good news here. For lead teachers, real starting wages are up about \$1 per hour, and for assistant teachers, starting wages are up by 62 cents per hour. Median highest wages are up 65 cents for lead teachers, and slightly more than a dollar for assistant teachers.

TABLE 3.1: Wages of Lead and Assistant Teachers, 2015 and 2020

	Lead Teachers*	Assistant Teachers
2015 Median starting wage (adjusted to 2020 dollars)	\$11.04	\$9.38
2015 Median highest wage (adjusted to 2020 dollars)	\$14.35	\$10.76
2020 Median starting wage	\$12.00	\$10.00
2020 Median highest wage	\$15.00	\$12.00

*Note that the 2015 study asked about data for, “teachers” and “assistant teachers,” whereas the 2020 study asked about data for, “lead teachers” and “assistant teachers.” the term “teacher” from 2015 and “lead teacher” from 2020 are synonymous for our analysis here.

The wage growth in the low-wage labor market in general over the last five years was more substantial than the modest increase we see in ECE teachers’ wages. In Wisconsin, the wage at the 20th percentile (the worker who earns a wage that is lower than 80% of Wisconsin workers, and above the lowest 20% of workers) was \$10.94 in 2015 and rose to \$12.40 in 2019 dollars even after accounting for inflation.⁷ Yet as we note above, wages in the ECE workforce during that period rose only about \$1 per hour.

⁷ Data on decile earnings for of the workforce, for nation and Wisconsin is available at swx.epi.org.

Additionally, increased public funding for the ECE industry as part of federal and state COVID-19 investments may have resulted in higher wages in some programs during the time of the survey.⁸ These investments were substantial, and as noted below (in Section 7 on COVID-19 impact), ECE programs in the state relied on these resources. Seeing wage growth lower than in other low-wage jobs, despite significant investment in the industry in 2020, refocuses attention on low wages for teachers as a key challenge in this industry.

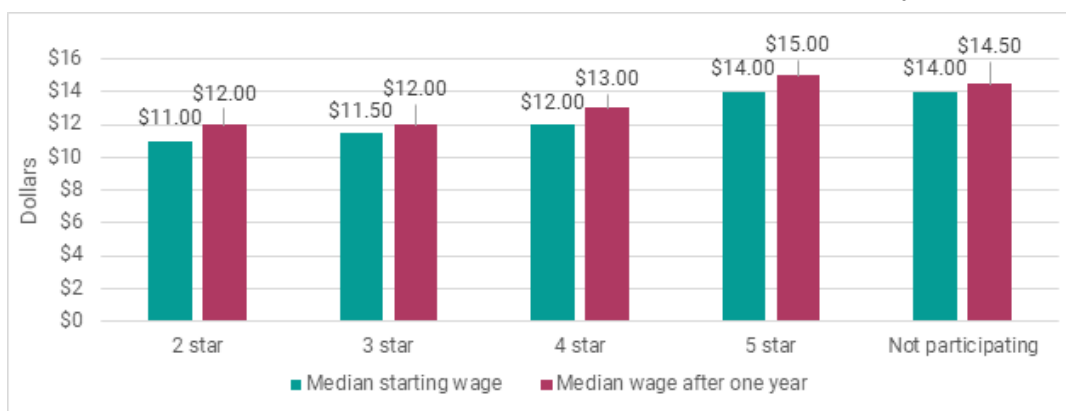
Distribution of wages

As mentioned above, the median of the highest wage of any teacher earns is just \$15 per hour while the entry level wage for assistant teachers is \$11. Most wages are around \$12. In this section, we provide information on median and one-year wages by YoungStar rating and by region. We demonstrate some important differences in wages based on these factors, but also note that in general, wages don't vary much across workers and are low. Wages also do not differ much by levels of education or experience (see Impact of Education below).

Wages by YoungStar Rating

Figure 3.2 (below) shows median starting wage and wage after one year for lead teachers by YoungStar rating. The median starting wage offered to lead teachers by 2 Star programs is \$11 per hour. Wages are slightly higher in 3- and 4- Star programs with starting wages at \$11.50 and \$12 per hour respectively.⁹ Remember that nearly two-thirds of ECE programs in the state are rated 2, 3, and 4 Star. Wages are higher in ECE programs that are 5 Star or do not participate in the quality ratings program. Those programs offer \$14 per hour at the start. For most levels, wages increase by \$1 per hour with one year of experience.

FIGURE 3.2: Median Starting Wage and One-Year Wage for Lead Teachers by YoungStar Rating

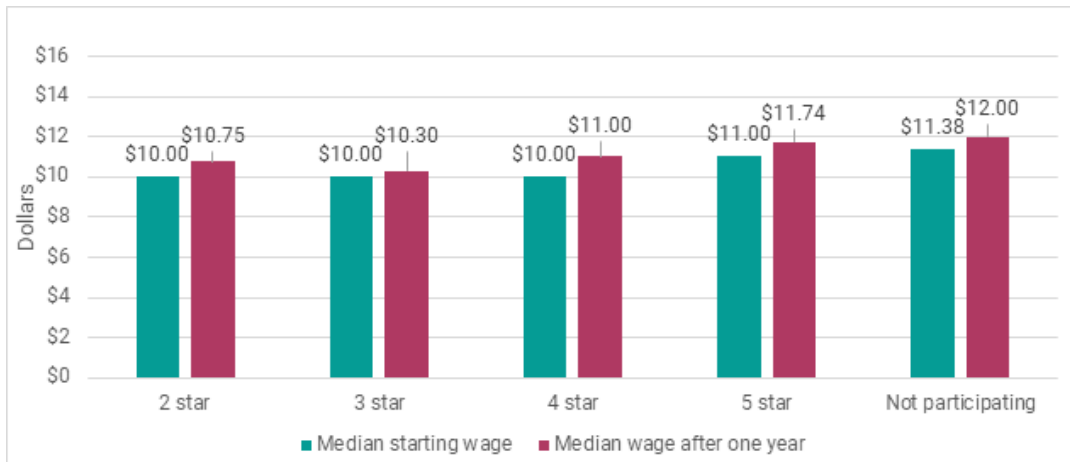


8 WI Department of Children and Families distributed \$140 million in assistance directly to providers in 2020.

9 The difference in mean wages are statistically significant lead teachers after one year at centers not participating in YoungStar compared to 2 star, 3 star, and 4 star centers; and at 2 star centers compared to 4 star and 5 star centers; and at 3 star centers compared to 5 star centers; and at 4 star centers compared to 5 star centers.

Figure 3.3 provides the same data on starting and one-year wages for assistant teachers. Again, the values are lower than for lead teachers, and again, wages differ by YoungStar rating but by no more than two dollars an hour. The wage ranges are quite tight across star levels.

FIGURE 3.3: Median Starting Wage and One-Year Wage for Assistant Teachers by YoungStar Rating



Wages by Region

The results by region show some variation but, again, within a narrow band of wages (see Figures 3.4 and 3.5.) The Southern and Southeastern regions report the highest median wages in the state. The Southern region reports the highest median wages for lead teachers with one year of experience, at \$14.00, and for assistant teachers, at \$11.55. The Northern, Northeastern, and Western regions report the lowest median wages for both lead teachers and assistant teachers in the state.

FIGURE 3.4: Lead Teachers' Median Wages by Region

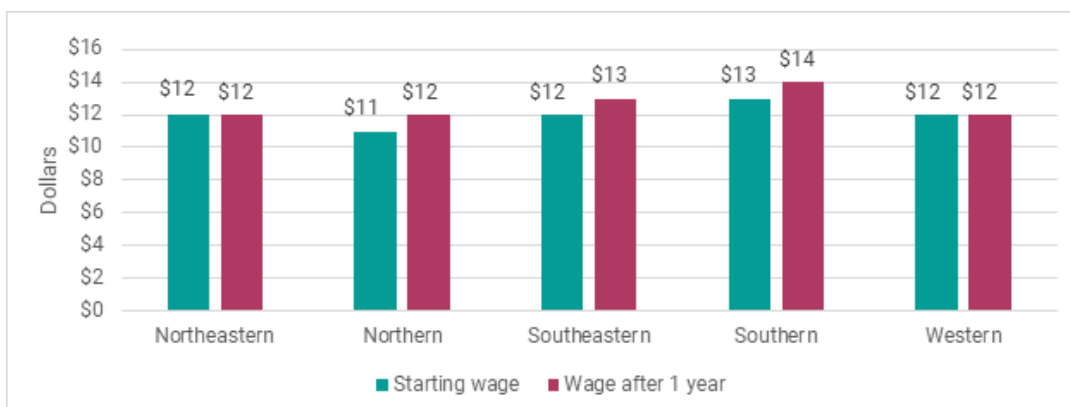
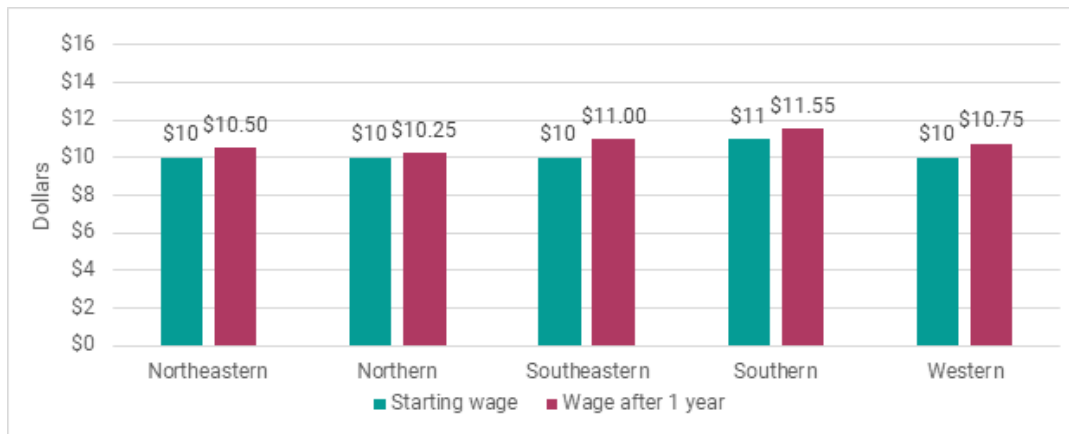


FIGURE 3.5: Assistant Teachers' Median Wages by Region



While there is some variation of wages by region and YoungStar rating, there is also notable consistency across regions and YoungStar ratings in that wages are very low. The highest paying region (Southern) offers very slightly higher wages. The highest quality centers offer very slightly higher wages. Even so, the range of median starting wages for lead teachers provides an example of how tight the range is with a low of \$11 per hour (in the Northern region and for 2 star centers) and to a high of \$ 14 (which is only generated at five star programs and programs that are not participating in YoungStar).

Given this level of low wages, teaching staff in programs may find it hard to cover the costs of living. For nearly all assistant teachers and many lead teachers, hourly wages qualify their jobs as “poverty-wage” jobs: paying \$12.60 per hour or less in 2020. Below this wage a worker cannot keep a family of four (two adults and two children) out of poverty, even with full-time, year-round work. For teachers supporting their families with the wages earned in this industry making ends meet can be very hard, especially if there is no other working adult in the household. A previous workforce study found that more than a third of ECE workers’ families in Wisconsin accessed at least one of the primary public assistance programs, including the Earned Income Tax Credit, Medicaid/BadgerCare, and Food Stamps.¹⁰ Note that the upcoming report on the Teacher Survey will explore teacher reliance on public support programs in depth.

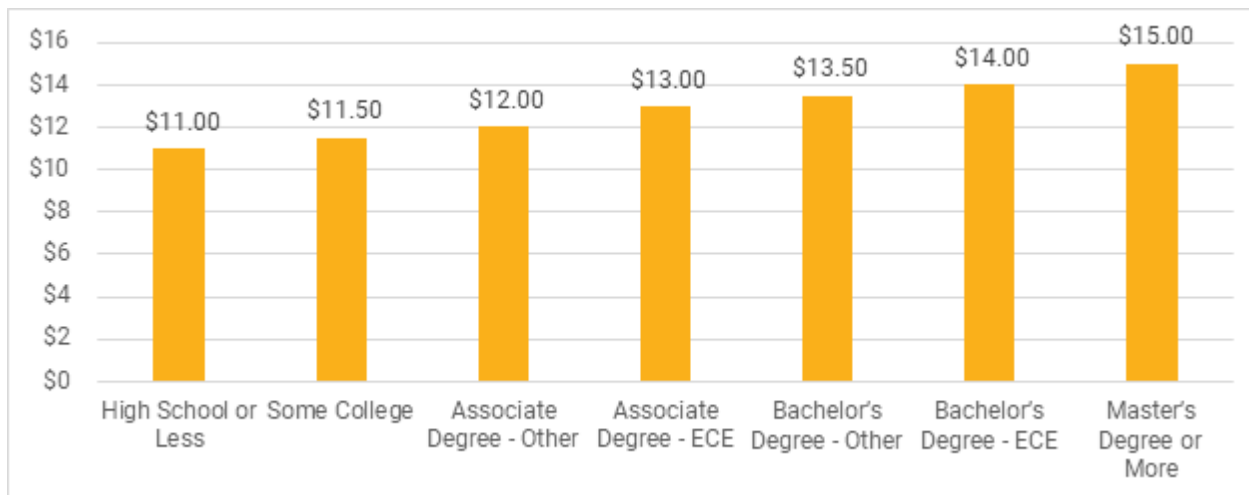
Wages by Education Levels

Many factors determine the level of wages for any occupation. Across the economy, education tends to correlate with higher wages. To measure the payoff for educational attainment in the ECE field, we asked for information on the starting wage offered to hypothetical candidates

10 Data obtained from Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley (p. 98).

for lead and assistant teacher positions with different educational backgrounds. Figure 3.6 shows the median reported hourly wage for teachers in a range of educational categories. Note that “Associate Degree-Other” is the wage the director would offer to applicants who had an Associate Degree not in ECE. (The same applies to “Bachelor’s Degree- Other.”) For lead teachers the entire range of offers falls between \$11 and \$15 per hour. The entire range of wages is substantially below the state median wage, even for workers with very high levels of formal education. The entire range of wages is at or below the level that many localities and some states aim to move to for their minimum wage.

FIGURE 3.6 Median Wages for Lead Teachers by Education Level (Directors’ Hypothetical Wage Offer)



The range of offers for Assistant Teachers by education varies by only \$3 per hour, as shown in figure 3.7. Media offers range from \$10 per hour for assistant teachers with a high school degree as their highest educational attainment, up to \$13 per hour offered to those at the top of the educational distribution.

FIGURE 3.7 Median Wages for Assistant Teachers by Education Level (Directors’ Hypothetical Wage Offer)



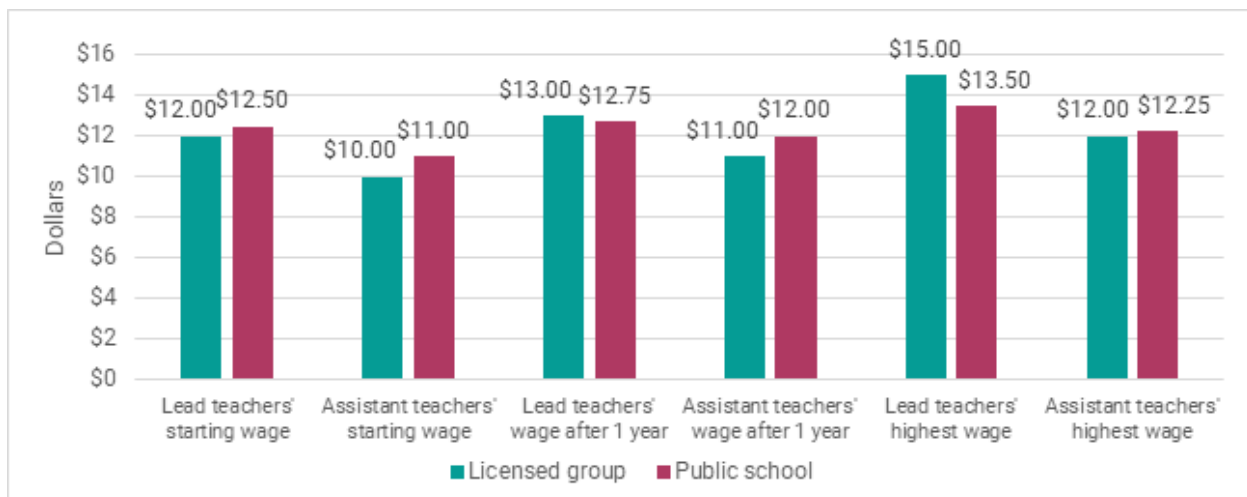
While there is some evidence of greater pay for higher educational attainment, what stands out is that all wages are low and having much higher levels of education does not correspond to much higher wages. For evidence of how low these wages are, consider that all ECE teacher wages, regardless of education level, are below the 2019 state median wage for workers with a high school degree: \$16.91 per hour compared to \$10-11 as an ECE teacher. For evidence of how low the payoff to education is in ECE, consider that the 2019 median wage for workers with a bachelor's degree or higher was \$28.70 per hour, compared to \$12-\$15 for ECE teachers.

Wages by Program Type

Our sample includes ECE programs regulated by DCF in public schools serving children under the age of 5. (Remember this is a subset, and not the bulk of pre-kindergarten programming regulated by DPI.) Though these programs make up 5% of our sample, we explored whether they offer different wages than the center-based programs in our sample. In fact, they offer very similar wages.

Figure 3.8 shows the median starting wages and wages after one year for lead and assistant teachers at licensed group programs and at public school programs. The median wages between program types are very close (within \$1) for all categories, with the exception of lead teachers' highest median wages, which are \$1.50 higher in centers than in public school programs. This figure provides additional confirmation that wages are low across these two types of provider of DCF regulated group ECE.

FIGURE 3.8: Lead and Assistant Teachers' Median Wages by Program Type



Section 4: ECE Teacher Job Quality and Benefits

Benefits are a critical component of job quality. In general, ECE programs provide their employees with few benefits. Table 4.1 shows the share of ECE programs that offer specific benefits, and the share of the ECE teaching workforce eligible for those benefits. Note that overall, larger programs have more staff and are more likely to offer benefits, so the share of the workforce that receives a benefit is higher than the share of programs that offer it. We use the size of the staff at centers, as reported by directors in their responses to report both the share of workforce and share of centers offering specific benefits.

Employer-provided health insurance is one of the most important and valuable benefits for workers. Just 43% of programs offer health insurance as a benefit. Because ECE programs that offer health insurance tend to be larger than those that do not, these programs employ 52% of ECE teachers in our sample. However, just because a program offers health insurance does not mean that the teachers accept the benefit. Of all teachers, just 20% (or one in five) participate in these employer-provided health insurance plans. Even considering only full-time teachers, just 27% get their health insurance through their jobs.

For half of the ECE workforce in programs, **health insurance** through employment is not even an option. But even for those who can get it, fewer than half participate. For many ECE teachers, the employee cost of health insurance plans puts health insurance out of reach. Some are lucky enough to rely on spouses' insurance plans. Others rely on BadgerCare, and still others simply go without health insurance. (As noted before, the Teachers' survey in these series will explore this in more depth).

TABLE 4.1: Benefits for Teachers in Wisconsin ECE Programs, 2020 and 2015

Benefit	Share of teachers, 2020 survey	Share of programs that offer, 2020 survey	Share of teachers, 2015 Survey	Share of centers that offered, 2015 Survey
Health Insurance		43%		38%
Eligible	52%		39%	
Receiving	20%		17%	
Retirement plan (with employer contribution regardless of worker contribution)	53%	43%	30%	36%
Paid days-off for all employees	54%	52%	51%	53%
Paid holidays	92%	86%	89%	83%
Free or reduced-cost childcare	84%	79%	86%	82%

Many programs offer employer **contributions to a retirement plan** independent of worker contributions. About 43% of programs offer contributions to a retirement plan, and about 53% of ECE teachers in our sample work at programs that offer this retirement benefit to at least some teaching staff. Employees generally must meet some minimum hours of work and tenure in the job before employer contributions begin which means that it is likely a lower percent of teachers who actually qualify for use of this benefit.

Table 4.1 shows other benefits as well. Paid vacation is offered by just over half of programs. Paid holidays and child care are much more common: 92% of workers are employed at programs that offer paid holidays, and 84% of workers are at programs that offer free or reduced-cost child care for employees with young children.

Comparing access to job benefits in 2020 to 2015, access to benefits has increased. ECE teachers are more likely to work at programs that offer health insurance, retirement contributions, paid days off, and paid holidays from their employer than they were five years ago. Retirement benefits show the largest increase in possible availability. Whereas a retirement plan was only available to 30% of ECE teachers in 2015, this number has risen to 53% in 2020. Access to free or reduced cost child care has remained unchanged. This is an especially valuable benefit for workers when their own children are ages 0-5.

While all the benefits described here are important and determine the job quality for ECE teachers, there are substantial qualitative differences in the value of the various benefits. Health care is, perhaps, the most important of all benefits for any worker. Health care costs are high, and lack of insurance can lead to financial disaster in the case of major health problems. Of ECE teachers in the state, just one in five receive health insurance through their work, although with wages at this level, they may have access to state provided health insurance (BadgerCare, etc.). This share has increased slightly from the 2015 survey, when it was 17%. But this rate for ECE teachers falls well below the 26% of workers in poverty wage jobs in the state of Wisconsin we found in 2016.¹¹ Of every five ECE teachers in Wisconsin, four do not get health insurance from their job. This is a telling feature of the ECE industry.

11 COWS, State of Working Wisconsin 2016, available at: <https://cows.org/wp-content/uploads/sites/1368/2020/04/2016-State-of-Working-Wisconsin-2016.pdf>.

Section 5: Professional Development, T.E.A.C.H. and REWARD Programs

Paid time to prepare for teaching and for professional development during work hours are ways that ECE programs help support the work of teachers and the development of their skills and knowledge. Table 5.1 shows that 92% of programs provide teachers time for curriculum planning during work hours. Three in four programs offer professional development during work time. And about 4 of 5 programs offer some subsidized professional development for full- and part-time employees.

TABLE 5.1: Professional Development and Training for Teachers in Wisconsin ECE Programs

	Share of centers offering benefit	Share of staff eligible for benefit
Curriculum planning during work	92%	93%
Professional development during work	76%	77%
Subsidized professional development for full- and part-time employees	83%	83%

T.E.A.C.H. and REWARD are Wisconsin programs to support professional development and compensation for the state's ECE teaching workforce. T.E.A.C.H. (Teacher Education and Compensation Helps Early Childhood) provides scholarships to pay for credit-based ECE courses and REWARD (Rewarding Education with Wages and Respect for Dedication) provides stipends for eligible early educators. The vast majority of center directors know of these programs. Center participation in the T.E.A.C.H. scholarship program indicates that they have sponsored or are currently sponsoring one or more members of their teaching staff on scholarship.

TABLE 5.2: Program Director Familiarity with and Participation in T.E.A.C.H. and REWARD Programs

	T.E.A.C.H. (2015)	T.E.A.C.H. (2020)	REWARD (2015)	REWARD (2020)
Familiarity				
Never heard of program	6%	10%	14%	19%
Not very familiar	26%	26%	28%	25%
Very familiar	69%	64%	58%	56%
Ever participated				
Yes	60%	67%	58%	
No	40%	33%	42%	
Currently participate				
Yes	46%	55%	64%	
No	55%	45%	36%	




Table 5.2 includes 2020 and 2015 data on knowledge and participation in these programs (the 2020 survey did not ask about participation in REWARD). In 2020, about two-thirds of program directors were very familiar with T.E.A.C.H. and 56% were very familiar with REWARD. Directors were more likely to have never heard of REWARD (19%) than T.E.A.C.H. (10%). Comparing to 2015 data, the share of respondents who had never heard of each program increased, indicating decreased awareness about these programs. However, current participation in T.E.A.C.H. improved from 46% in 2015 to 55% in 2020.

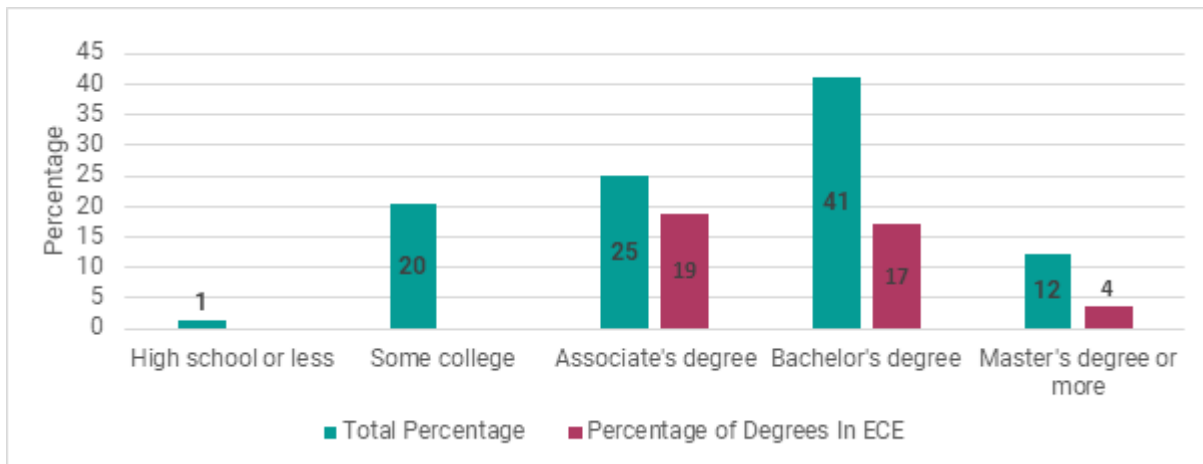
Section 6: Program Directors

The survey gathered data from program directors about their staff, but we also asked questions about the directors themselves.

In terms of demographics of program directors, 97% of directors identified as female, and 3% identified as male. This gender representation is consistent with the field of ECE. In terms of race, 82% of directors identified as white, 10% identified as Black, and 3% identified as Latino/Hispanic.¹² This resembles the distribution of race in Wisconsin's population, though we note that our sample includes a higher proportion of Black respondents than the statewide population (which is about 6% for Black, non-Latino/Hispanic).

In terms of education, figure 6.1 shows educational attainment: 25% of directors completed an associate degree, 41% of directors completed a bachelor's, and 12% completed a master's or higher. Of those directors whose highest degree is an associate degree, 76% had obtained their AA in ECE. Of all ECE program directors, 19% have an associate degree in ECE, 17% have a Bachelor's degree in ECE and another 4% have a graduate degree in ECE.

FIGURE 6.1: ECE Program Directors' Educational Attainment, with breakout of focused degrees in ECE



¹² The remaining 5% identified as the following categories: Asian, American Indian or Alaskan Native, Native Hawaiian/Pacific Islander, Other/Multiracial (3.4%), or left blank.

TABLE 6.1: ECE Program Directors' Experience in Years, by YoungStar Rating

2020	2 Star	3 Star	4 Star	5 Star	Not Participating
Maximum	48	44	39	35	46
Median	7	20	7.5	8	8
Minimum	0	0	0	0	0
N	234	389	86	231	129

Directors typically have 8 years of experience in their job, and the mean is 11 years. Table 6.1, median director experience by YoungStar level, includes a notable outlier of a median of 20 years of experience among directors of 3 Star programs. The high levels of experience are a critical resource for the ECE field and the exceptional levels of experience in 3 Star programs might provide an avenue for further exploration and insight on retention of program directors in ECE.

The median annual salary of directors is \$42,000. This translates to roughly \$21 per hour – or just above the state median wage. Remember that more than half of program directors have bachelor’s or master’s degrees and usually have substantial tenure in their jobs. These are low salaries compared to the Wisconsin labor market, given these levels of educational attainment. Program directors’ salaries increase in relation to the program’s YoungStar rating from just over \$35,000 for individuals working at programs with a 2 Star rating up to \$48,000 for individuals working at programs with a 5 Star rating (see the orange bars in Figure 6.2 below). Differences in pay based on quality are much more substantial for directors than for teachers.

Directors’ salaries are higher in 2020 than they were in 2015. Adjusting for inflation, median directors’ salaries increased to \$42,000 from \$38,744. The median salary of directors by YoungStar level shows a similar pattern as the 2015 survey, increasing slightly with each star level, and unrated/not participating salaries falling between salaries reported by individuals working at 2 and 3 Star rated programs. Note, however, that the largest increase in median salaries from 2015 to 2020 was for directors of 3 star programs. Those directors reported a median salary about \$4,300 higher in 2020 than in 2015. This brings the salaries of directors working at 3 Star programs closer to those of directors working in 4 Star programs than they were five years ago.

FIGURE 6.2: ECE Program Directors' Median Annual Salary by YoungStar Ratings 2015 and 2020 (all values in 2020 dollars)

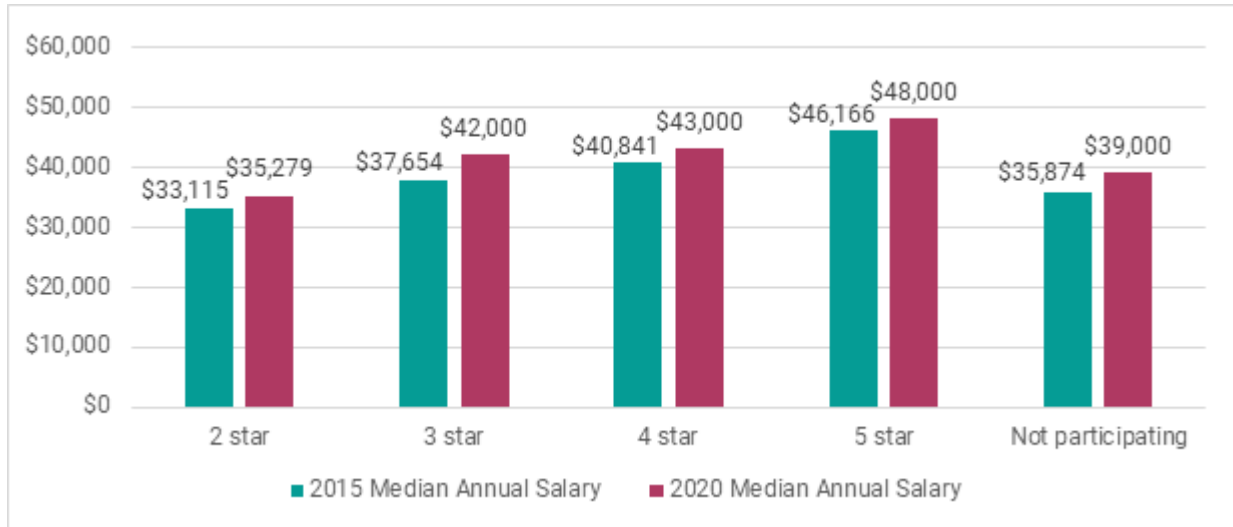


FIGURE 6.3: Directors' Expectations of When They Will Leave ECE Field

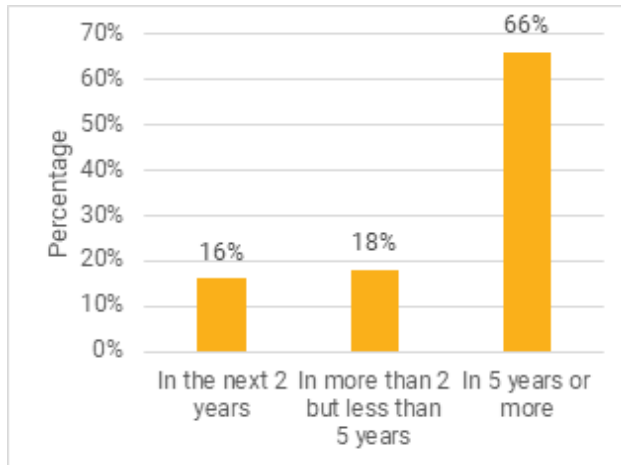
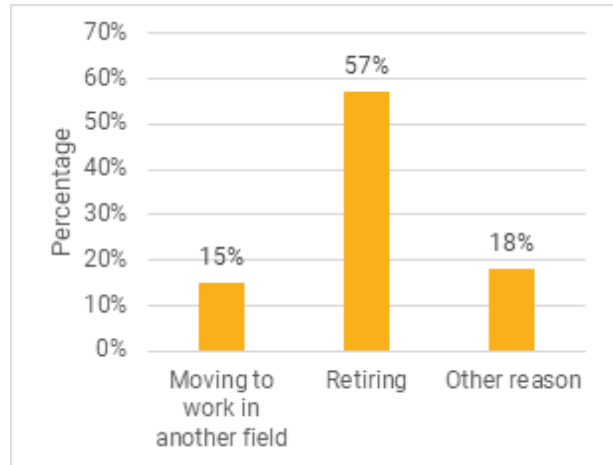


FIGURE 6.4: Program Directors' Expected Reason for Leaving ECE Field



We also asked ECE program directors about their expectations of when they will leave the ECE field, and the expected reason for leaving the field. About two-thirds of directors plan to stay in the field for at least the next five years (Figure 6.3). When they will leave work in the ECE field, 57% expect that they will leave for retirement (Figure 6.4). Taken together, these results confirm the high level of commitment and tenure of ECE program directors.

Section 7: COVID-19 and ECE Programs

While this survey originally aimed to understand and update wage and job quality information for the ECE teaching workforce, the worldwide pandemic intervened just as the survey was being prepared for printing. The impact of COVID-19 on the provision of care and education has been dramatic for everyone, including families, programs, and staff. Conditions in this sector have shifted repeatedly since March 2020, with changes in program capacity required by local law, fluctuations in public school policies affecting enrollment, new staffing needed to maintain health and safety within programs and classrooms, and large shifts in procedures, among many other changes. The survey provides a snapshot of how ECE programs handled these fluctuations between the onset of COVID-19 and survey completion (late 2020 – early 2021).

We asked questions about changes in enrollment and changes in local public school practices during COVID-19. For programs with reduced enrollment, we asked about key factors contributing to that reduction. Questions also covered the impact of local regulations on capacity, new staffing duties related to COVID-19, and the reliance on resources that programs accessed for assistance. We report on many of these responses by region, as differences often proved to have regional trends.

As context for this section, we researched Wisconsin county public health department websites and public health orders in August 2020. Of the 72 county public health departments, 52 provided no COVID-19 guidance or restrictions specific to ECE programs. Of these 52 departments, 11 provided directions and/or links for guidance provided by the Centers for Disease Control and by the Department of Children and Families, but no other guidance.

The two counties with the largest number of programs, Milwaukee and Dane, passed orders or provided regulation that included multiple restrictions for ECE programs. Milwaukee County limited ECE program building capacity, reduced the frequency of social gatherings, and altered schedules to reduce mixing of children across groups. Dane County limited group sizes to no more than 15 children age 12 or younger and allowed no interaction (and minimal staff interaction) between groups. Both Milwaukee and Dane counties offered specific requirements for cleaning procedures for ECE programs following a COVID-19-positive case.

Enrollment Decline During COVID-19

We asked about enrollment and capacity through several different questions to gauge the impact of the pandemic on the number of children and slots in ECE programs. When asked if the number of kids currently served was higher, about the same, or lower than before March 2020, 68% of programs reported serving a lower number. “Currently served” here is enrollment as of late 2020. Figure 7.1 shows the statewide breakout, and Figure 7.2 shows the regional breakouts for this question. The majority of programs in each region faced a decline in enrollment, with a higher concentration of decline in the Southeastern and Southern regions.

FIGURE 7.1: Number of children currently serve compared to before COVID-19 pandemic

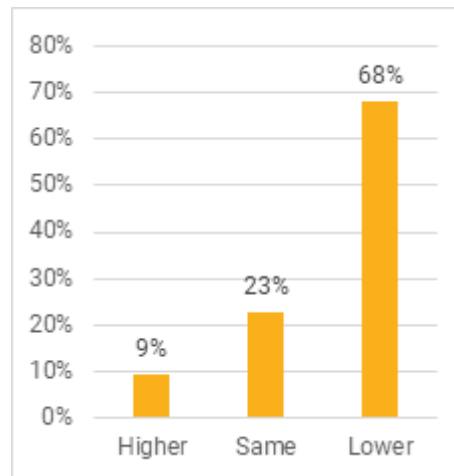
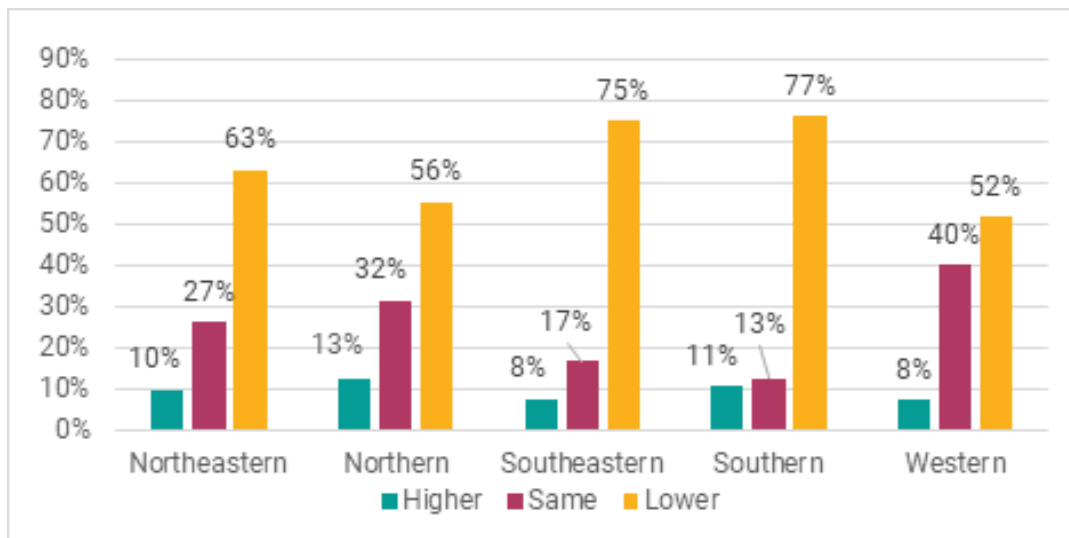


FIGURE 7.2: Number of children currently serve compared to before COVID-19 pandemic



Across all programs, the average decline in enrollment during the pandemic was 14 children per program (the median decline was 9 children per program). In Table 7.1, we also show only the programs that responded that local COVID-19 regulations changed the maximum number of children birth through 5 they could currently serve. Those programs saw an average decline in enrollments by 23 (with the median being a decline of 16). Put in context, in places where local regulations limited maximum capacity, programs lost slightly more than one-third of the children they served before COVID-19.

TABLE 7.1: Enrollment of children 0-5 pre-COVID-19 and during COVID-19

	Mean number of children
Enrollment pre-COVID-19 for all programs	59
Current enrollment for all programs	46
Difference in enrollment	13
Enrollment pre-COVID-19 for programs impacted by local COVID-19 regulations on capacity	64
Current enrollment for programs impacted by local COVID-19 regulations on capacity	41
Difference in enrollment	23

Local Public Health Regulations Affecting Capacity

Figures 7.3 and 7.4 show directors’ responses on whether local public health regulations changed the maximum number of children birth through five they could serve (intended to gauge capacity requirements, apart from current enrollment). Only 26% of programs said local regulations affected their maximum capacity. Figure 7.2 shows that these responses were concentrated in the Southeastern and Southern regions of the state (where we know there were more county regulations on indoor capacity in 2020). While two-thirds of programs reported serving fewer kids, as noted above, only about a quarter of programs reported that public health regulations limited capacity. We explore below key factors directors identified as causing this reduction.

FIGURE 7.3: Did local COVID-19 regulations change the max # of children 0-5 allowed?

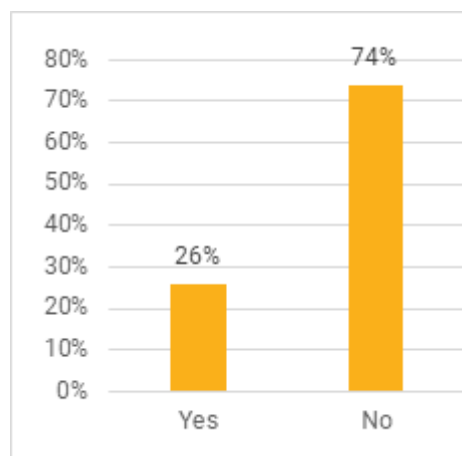
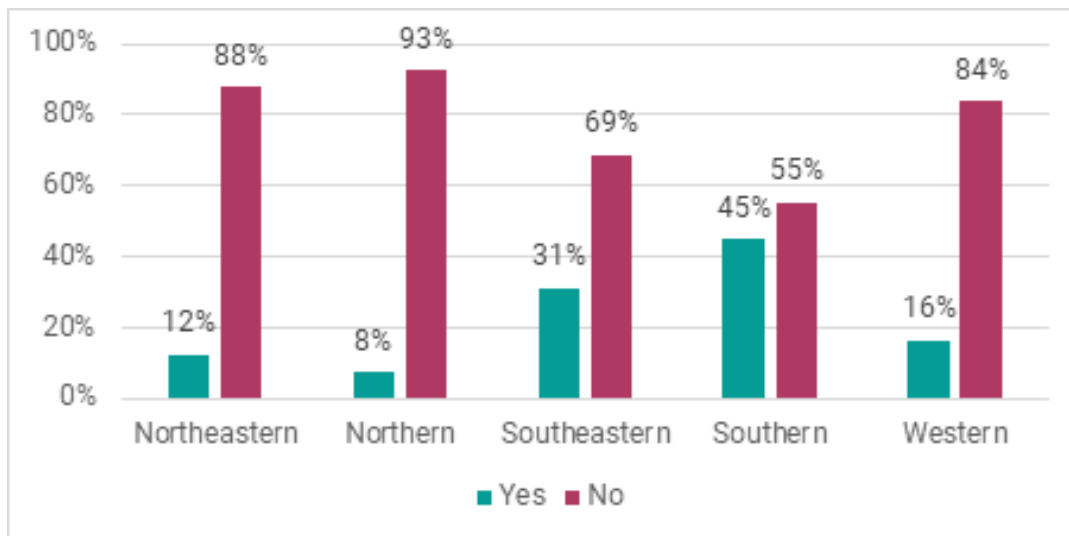


FIGURE 7.4: Did local COVID-19 regulations change the max # of children 0-5 allowed, by region



Trends in Serving School-Age Kids

We included several questions to understand how local public school policies may have impacted enrollment in ECE programs. Figure 7.5 shows a relatively even split across the three standard practices for schools in the second half of 2020: remote learning; hybrid; or all in-person. We asked just the program directors with hybrid or all remote programs in their area about the impact of these new public school models on their program. Figure 7.6 shows that 76% of directors said public school policies affected demand, and 43% reported that their program shifted to serve more school-aged children at that time. Two-thirds noted the public school format disrupted staffing in their program.

FIGURE 7.5: What format of learning is being offered by the public school district?

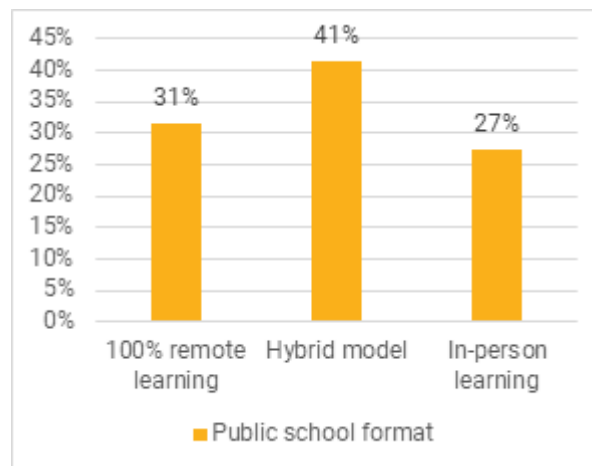
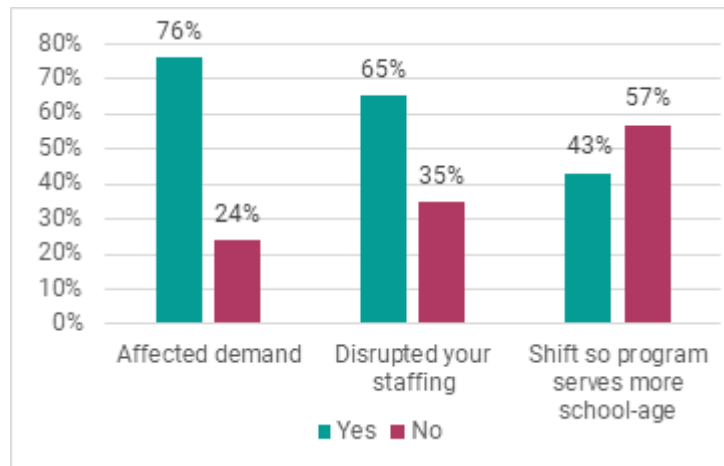
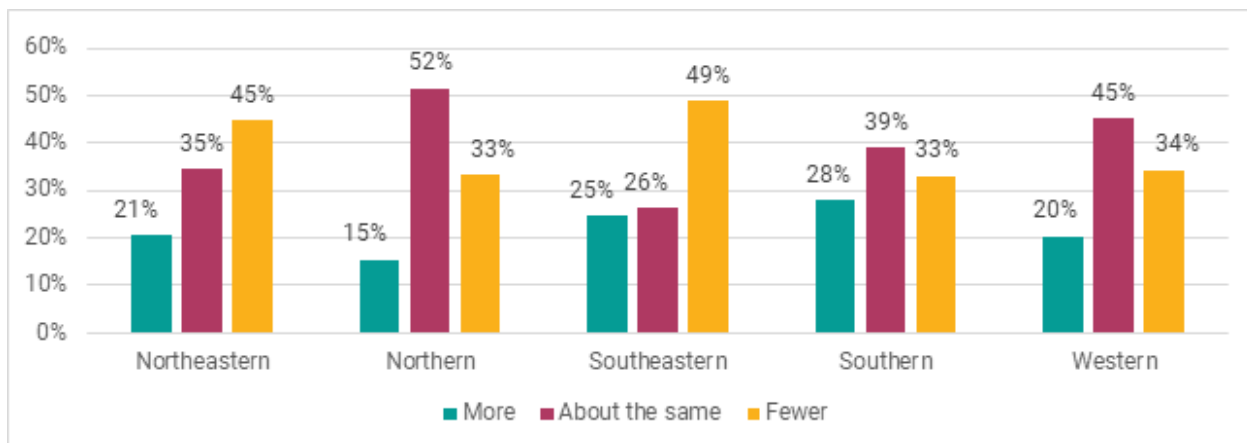


FIGURE 7.6: Impacts of change in public school formatting for districts that were remote or hybrid models



We asked all program directors about the number of school-age children served in their programs to understand if COVID-19 had caused a reduction in capacity to serve kids ages birth to 5. About 23% of program directors reported serving more school-aged kids during the pandemic, 36% said about the same and 41% said they were now serving fewer. Similar regional trends emerged on this question, shown in Figure 7.7: the Southeastern and Southern regions had a higher share of programs now serving more school-aged kids, possibly as the many of the schools in these areas provided remote learning only through the end of 2020. The Southeastern region also had the second-highest number of programs serving fewer school-aged kids, so the regional pattern is not entirely consistent with this interpretation.

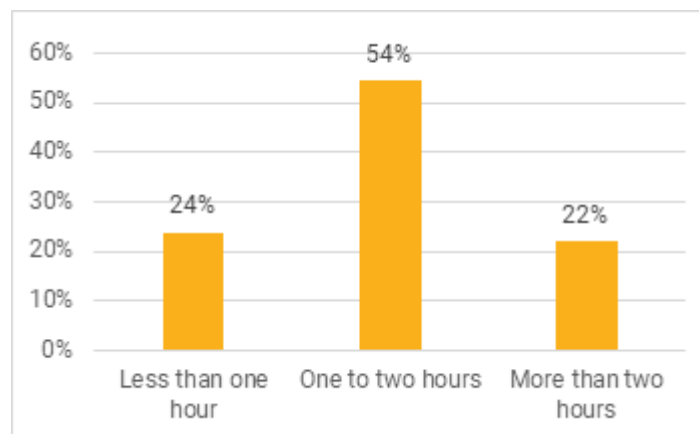
FIGURE 7.7: Number of school-age kids compared to before COVID-19 pandemic



Impact on Staffing

In terms of teaching staff time needed to adjust to COVID-19, 76% of directors report staff spend an hour or more on new duties related to COVID-19 safety. This is a significant increased need that is critical to maintaining safe environments for care and learning, and a new need within an already demanding day. We collected open-ended responses about how the addition of these new duties has impacted programs, see Appendix C. Several hundred directors answered this question, with consistent themes in their responses. Many directors struggled with adapting to the new duties, increased costs, increased time required, unexpected quarantines and class closures, and stress. Some directors reported little change in their programs, while others experienced significant stress and change. Because of the detail in these comments, we suggest preparing a short brief to summarize themes and challenges reported by directors.

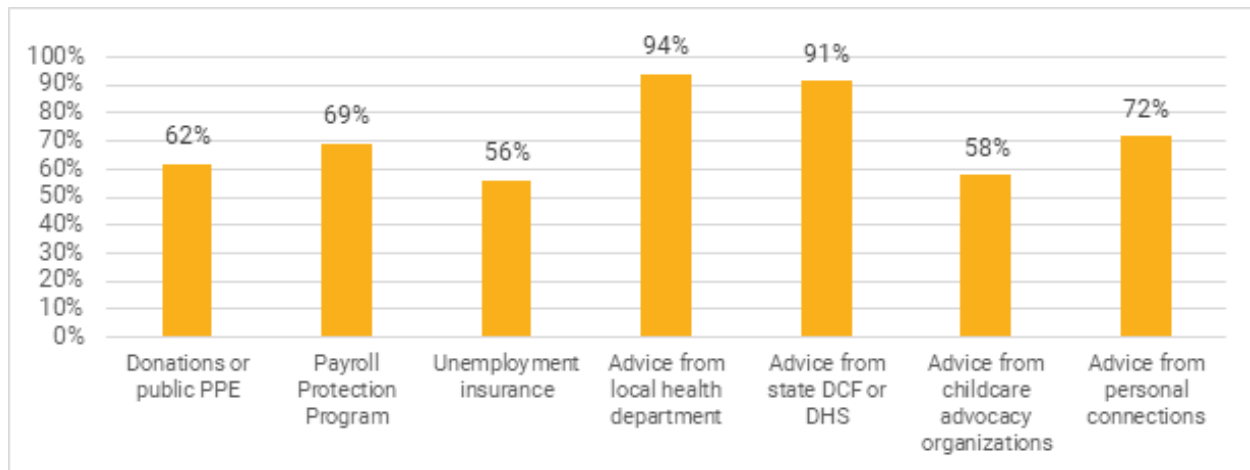
FIGURE 7.8: Daily Teaching Staff Time Spent on New COVID-19-Related Duties



Reliance on COVID-19 Resources

We asked directors about their program's use of the broad set of resources available during COVID-19 to support the program and staff. As figure 7.9 illustrates, for each of the resources we listed, the majority of programs accessed that resource. Notably, advice from the local health department and from state DCF or DHS were the most widely used among programs. It is notable that in a period of such uncertainty in the ECE field, the vast majority of programs relied on outside resources, advice, and materials. We examined regional differences on use of resources but did not observe a regional pattern for specific resources.

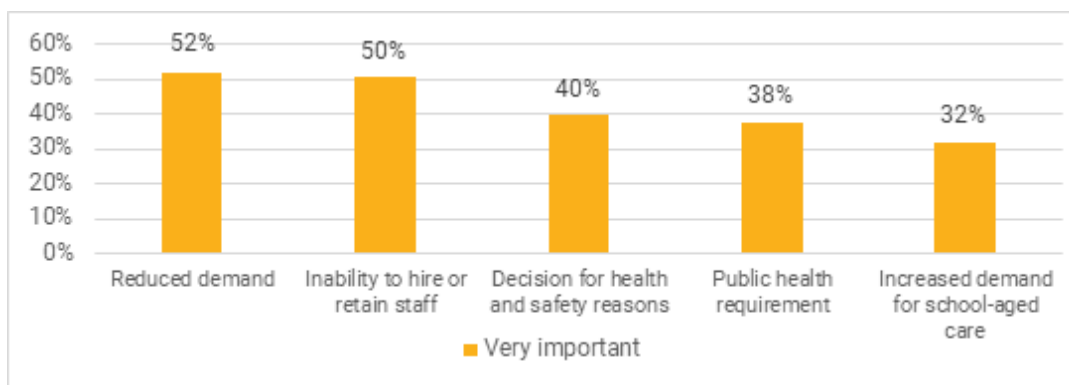
FIGURE 7.9: Rates of Reliance on COVID-19 Resources



Factors in Lower Number of Children Served, ages 0-5

About two-thirds of the program directors reported that enrollment of children ages 0-5 was lower at the time of the survey than before COVID-19. We then asked those directors to rate the importance of the five factors listed in Figure 7.10 in that decline in enrollment.¹³ Statewide, all five factors had between a third and a half of directors listing them as, “very important,” in driving the lower number of children served (figure 7.10). Reduced demand for care was mentioned as very important for more than half of directors and the inability to hire or retain staff was nearly as important, mentioned by half of directors.

FIGURE 7.10: Importance of Factors in Lower Number of Children Served during COVID-19, ages 0-5



¹³ While the survey used a five-point scale to rate importance, we consolidated four of the categories into two for the purposes of reporting here: responses of, “not at all important” and “slightly important” are reported here as, “Less Important.” And responses of, “very important” and “extremely important” are reported here as, “Very Important.” Responses reported in the middle of the scale, “somewhat important,” are not included in either category in the report.

We explored the regional differences for each factor and observed a pattern of regional variation. Figures 7.11-7.15 illustrate responses by region, with factors of less importance in blue and very important in orange.¹⁴

FIGURE 7.11: Factors in Reduced Enrollment: Northeastern Licensing Region

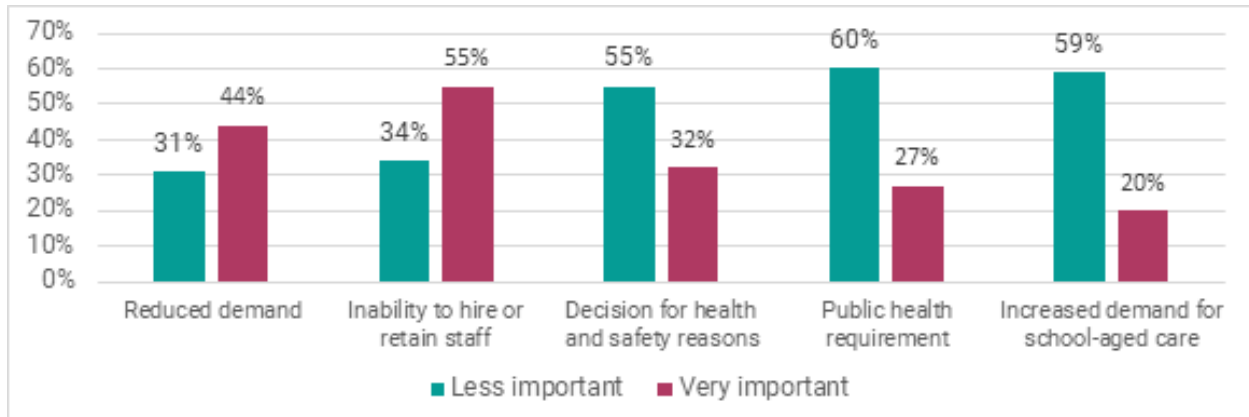


FIGURE 7.12: Factors in Reduced Enrollment: Northern Licensing Region

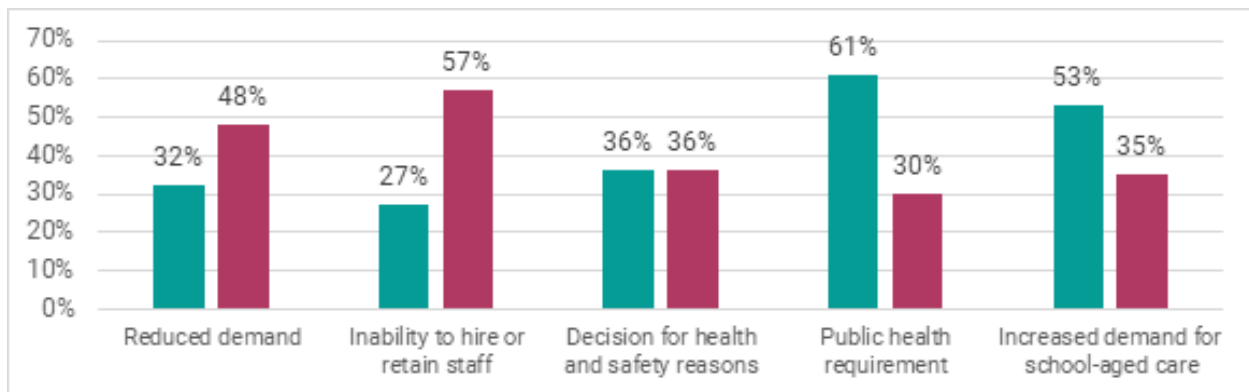
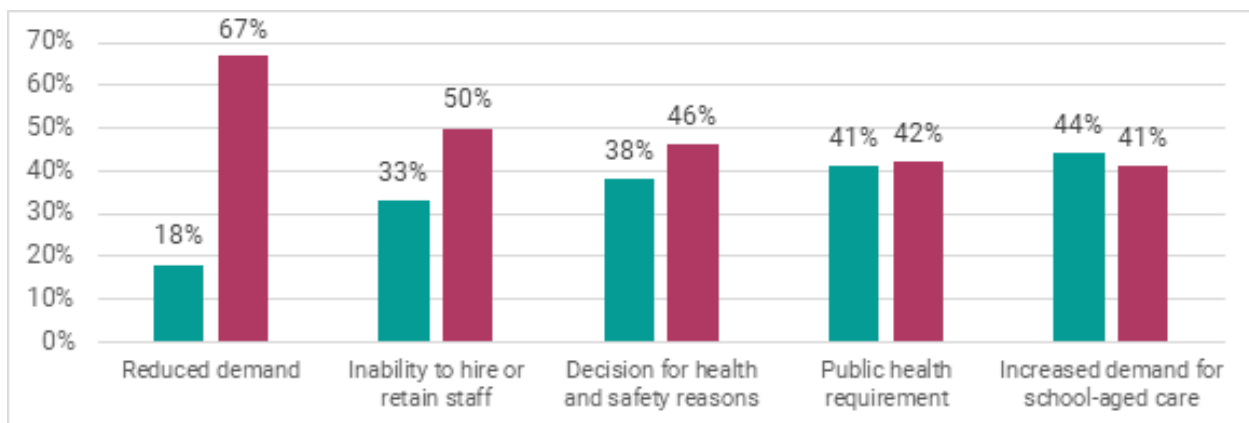


FIGURE 7.13: Factors in Reduced Enrollment: Southeastern Licensing Region



¹⁴ Note this is also a key area for additional research in understanding the impact of COVID-19 locally.

FIGURE 7.14: Factors in Reduced Enrollment: Southern Licensing Region

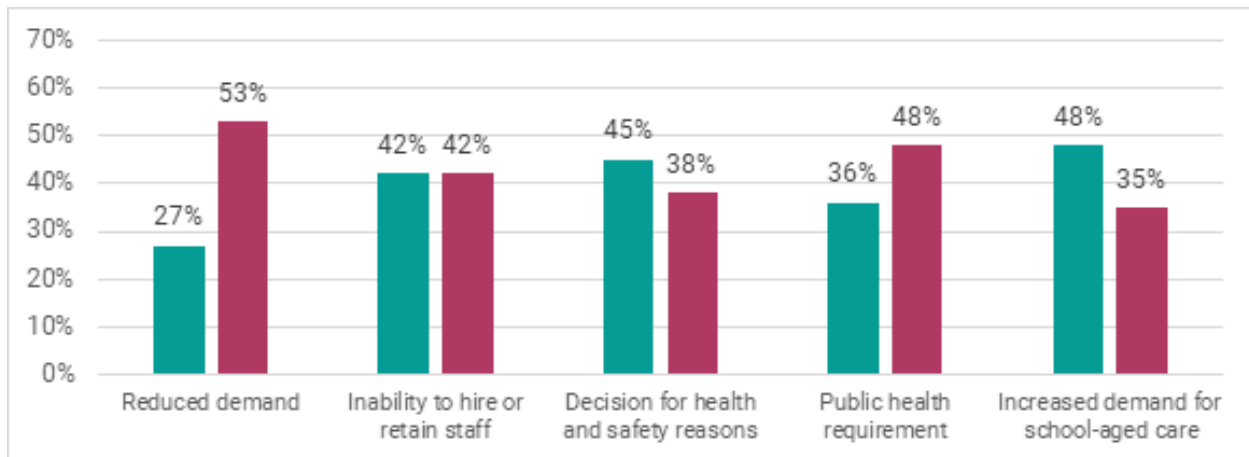
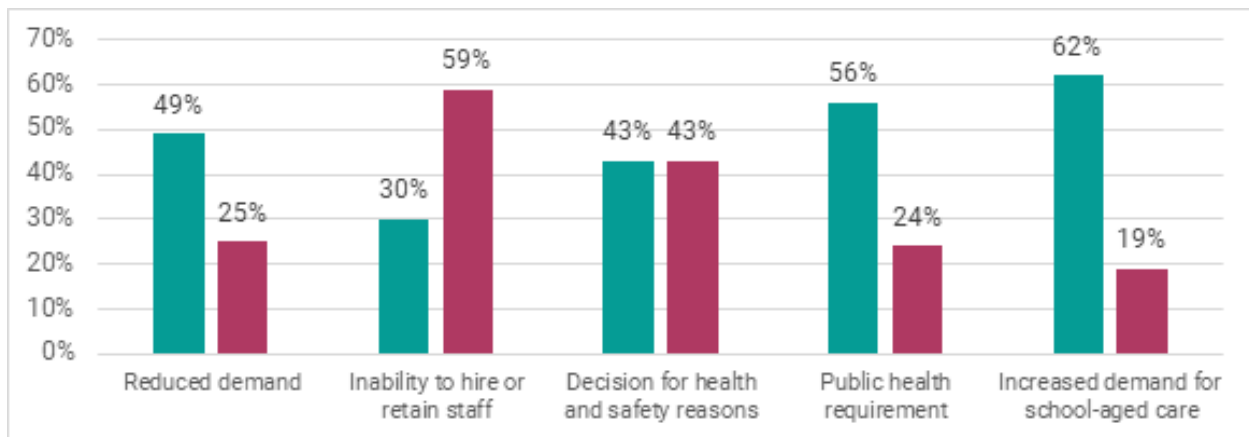



FIGURE 7.15: Factors in Reduced Enrollment: Western Licensing Region



Reduced demand was the most important factor in reduced enrollment in the Southeast and Southern parts of the state. Whereas for the Northeastern, Northern and Western regions, inability to hire or retain staff rated as the most important factor in reduced enrollment. (This also rated high for the Southeast and Southern, but not as high as in other areas).

Public health requirements were not important factors in reduced enrollment in the Northeastern, Northern and Western regions. Public health requirements were significantly important in the Southeastern and Southern regions, where know there were more county regulations affecting indoor capacity. In all regions, about one third of ECE directors reported that programs decided to reduce enrollment due to health and safety reasons. Increased demand for school age care seems to have been a significant factor in reduced enrollment for 0-5 children in the Northern, Southeastern and Southern regions, though not as much in the Western and Northeastern regions. Program-level choices based on health and safety were more important in the Southeastern and Southern regions, where population is (and thus, ECE programs are) more concentrated.



Taken together, the data we gathered suggest that the reduction in enrollment is due to the interplay of various causes with some regional variation, including reduced demand, inability to staff programs, and mandated reductions in capacity. There is a growing body of evidence from national and state studies on the impact of COVID-19 and ECE services and the ECE workforce. This is an area we would be interested in pursuing further as a future avenue of work. Appendix C also includes the summary of open-ended comments, in this same question, as directors identified, “other factors in reduced enrollment.” Many of these responses echo the rankings, with answers that relate to reduced demand as a very strong theme.

We have identified several other areas for possible future work and a deeper dive on topics related to this survey. As noted above, the open-ended responses we received to the question of how new COVID-19 duties impacted ECE programs resulted in hundreds of responses that give insights into the experience and stresses faced by program directors and teachers during the pandemic. A short brief summarizing themes from these responses (included as Appendix B) would help make a stronger picture of programs' challenges and adaptations in COVID-19. Some time coding open-ended questions regarding key reasons for reduction in children served might also better inform this important question.

The coming reports will create a more complete picture of wages, job quality, and the pandemic challenges faced by ECE teachers in Wisconsin. Once all the reports are in, important work will draw from across these sources to explore consistencies, contradictions, and challenges going forward.

We have learned this year to be wary of predictions of what will be the "new normal" or when it will come. There is, however, a consistent reality in the ECE sector. Wages and job quality are low for teaching staff. This has been true for decades and these jobs were not fundamentally reshaped or repositioned by the upheaval of the global pandemic. As we come into what is hopefully a permanent and stable decline in the intensity of the disease, we will still face this fact. Indeed, open positions and wage increases in low-wage service labor market suggest that the challenge of staffing these positions could very well increase in coming months. Public attention to this sector and investment in improving these jobs and the quality of care will continue to be essential for these essential workers.

APPENDIX A: Study of the Wisconsin Early Education Workforce

1. As we ask questions about the number of children served by your program, please do not consider children in 5 Year Old Kindergarten, report only for children age birth through five years old, but not yet in 5 Year Old Kindergarten.

Have local public health regulations in your area related to COVID-19 changed the maximum number of children age birth through five that you can currently serve in your program?

- Yes
 No → Go to question 3

2. Considering current COVID-19 group restrictions in your area, what is the maximum number of children age birth through five that can now be served by your program?

Maximum number of children age birth through five

3. How many children age birth through five are currently served by your program?

Current number of children age birth through five

4. How many children age birth through five were served by your program in early March, 2020, before COVID-19?

Number of children age birth through five enrolled before COVID-19

5. Is the number of children age birth through five that you currently serve higher, about the same, or lower than it was in early March, 2020, before COVID-19?

- Higher → Go to question 7 on page 2
 About the same → Go to question 7 on page 2
 Lower

6. How important were each of the following factors in causing the reduction in the number of children age birth through five currently served by your program? How important was...

	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
a. ...reduced demand for your services in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...inability to hire or retain staff in order to meet demand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...a public health requirement to have fewer children served?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...your program's decision to serve fewer children for health and safety reasons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...increased demand for school-aged services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...some other factor? → Please tell us:	<input type="text"/>				

7. If your program serves more than one school district, please focus on the one that is most relevant to you for the next questions.

Which one of the following best describes the format that the public school district in the area your program serves was using for the first quarter of this school year?

- 100% remote learning
- A hybrid model of in-person and remote learning
- In-person learning, as normal → Go to question 9

8. Has the change in public schools' formats...

	Yes	No
a. ...affected demand for your services?	<input type="radio"/>	<input type="radio"/>
b. ...disrupted your staffing?	<input type="radio"/>	<input type="radio"/>
c. ...resulted in a shift so your program serves more school-age children?	<input type="radio"/>	<input type="radio"/>

9. Currently, is your program serving more, about the same, or fewer school-age children (5K and up) than you were in early March, 2020, before COVID-19?

- More
- About the same
- Fewer

10. How has the addition of new COVID-related duties for teaching staff impacted your program?

11. In general, about how much time does teaching staff spend each day on new duties related to COVID safety?

- Less than one hour
- One to two hours
- More than two hours

12. Has your program and staff relied on any of the following to get through the COVID-19 crisis?

Have they relied on...

	Yes	No
a. ...donations or public distributions of personal protective equipment, including masks, hand sanitizer, face shields, gloves, or cleaning supplies?	<input type="radio"/>	<input type="radio"/>
b. ...the Payroll Protection Program?	<input type="radio"/>	<input type="radio"/>
c. ...unemployment insurance?	<input type="radio"/>	<input type="radio"/>
d. ...advice from the local health department on how to continue to safely provide care during COVID-19?	<input type="radio"/>	<input type="radio"/>
e. ...advice from the state Department of Children and Families or the Department of Human Services on how to continue to safely provide care during COVID-19?	<input type="radio"/>	<input type="radio"/>
f. ...advice from state or national childcare advocacy organizations like WECA on how to continue to safely provide care during COVID-19?	<input type="radio"/>	<input type="radio"/>
g. ...advice from personal connections to other providers or online communities?	<input type="radio"/>	<input type="radio"/>
h. ...some other source? → Please tell us:	<input type="text"/>	

13. For the next questions about the teaching staff at this program, please report only for the staff working mostly with children age birth through five (but not yet in 5K).

Are you currently limiting the number of children you serve because you cannot find qualified teaching staff?

- Yes
 No → Go to question 15

14. At this time, how many full-time teaching staff would you need to hire to be fully staffed?

FTE Teaching Staff Needed

15. Have you worked in the field of early education as an administrator or director for at least 3 years?

- Yes
 No → Go to question 17 on page 4

16. Compared to three years ago, would you say the work of staffing your program, including both hiring and keeping teaching staff is now...

- ...getting much easier
- ...getting somewhat easier
- ...staying about the same
- ...getting somewhat more difficult
- ...getting much more difficult

17. In the next six months, would you estimate that the number of families in your community who will need your services caring for children age birth through five (but not yet in 5K) will...

- ...increase
- ...stay about the same
- ...decrease

18. For questions about teaching staff wages, we are asking you to answer only for staff that are working with children age birth through five. Do not include substitute teachers or volunteers in your responses.

You may have different titles in your program for the roles described below, but please remember the following definitions when you think about your answers to these questions:

When we say Lead Teachers, we mean those who are responsible for a group of children or a classroom, and who may or may not have administrative duties. There can be multiple lead teachers in a classroom.

When we say Assistant Teachers, we mean those who work under the supervision of a lead teacher, and who do not independently supervise a classroom or group of children.

These two groups together should make up your program's total teaching staff.

	Step 1 Currently, how many teachers does your program have in each of the following roles?	Step 2 How many of the teachers in this role identify as female?	Step 3 How many of the teachers in this role are full-time, and how many are part-time?	
Teaching Role of Staff Working with Children Age Birth through Five	Number of Employees In Each Role	Number of <u>Female</u> Employees In Each Role	Number of <u>Full-time</u> Employees In Each Role	Number of <u>Part-time</u> Employees In Each Role
a. Lead Teachers	<input type="text"/> or <input type="radio"/> None	<input type="text"/> or <input type="radio"/> None	<input type="text"/> or <input type="radio"/> None	<input type="text"/> or <input type="radio"/> None
b. Assistant Teachers	<input type="text"/> or <input type="radio"/> None	<input type="text"/> or <input type="radio"/> None	<input type="text"/> or <input type="radio"/> None	<input type="text"/> or <input type="radio"/> None
c. Total Teaching Staff (Should = A+B above)	<input type="text"/>			

19. For your staff teaching children age birth through five, what is the typical starting hourly wage paid at this program for each of the following?

\$ Lead Teachers

\$ Assistant Teachers

20. For your staff teaching children age birth through five, what is the typical hourly wage paid at this program after one year for each of the following?

\$ Lead Teachers

\$ Assistant Teachers

21. For your staff teaching children age birth through five, what is the highest hourly wage paid at this program for each of the following?

\$ Lead Teachers

\$ Assistant Teachers

22. Is the typical hourly wage paid by this program for your staff teaching children age birth through five now higher, about the same, or lower than it was three years ago? If you did not work at this program 3 years ago, please give your best estimate.

- Higher
- About the same
- Lower

23. If you were to hire a new lead teacher or assistant teacher today to teach children age birth through five, assuming this candidate had at least one year of early education experience, what is the typical starting hourly wage you would pay someone with each of the following educational qualifications?

\$ Lead Teachers with a high school diploma or less

\$ Lead Teachers with some college, but no degree

\$ Lead Teachers with an Associate degree in Early Childhood Education (ECE)

\$ Lead Teachers with an Associate degree in any other field

\$ Lead Teachers with a Bachelor's degree in Early Childhood Education (ECE)

\$ Lead Teachers with a Bachelor's degree in any other field

\$ Lead Teachers with a Master's degree or more

\$ Assistant Teachers with a high school diploma or less

\$ Assistant Teachers with some college, but no degree

\$ Assistant Teachers with an Associate degree in Early Childhood Education (ECE)

\$ Assistant Teachers with an Associate degree in any other field


\$ Assistant Teachers with a Bachelor's degree in Early Childhood Education (ECE)

\$ Assistant Teachers with a Bachelor's degree in any other field

\$ Assistant Teachers with a Master's degree or more

24. Next, we have some questions regarding benefits offered by this program.

In the past 3 years, has this program ever offered health insurance benefits to any of its employees?

- Yes
- No  Go to question 27

25. Does this program currently offer health insurance benefits to any of its employees?

- Yes
- No  Go to question 27

26. Of those eligible for health insurance benefits, how many lead teachers and assistant teachers actually take part in the health insurance plan offered by this program?

Number of Lead Teachers and Assistant Teachers


27. Does this program put money into a retirement plan for any employees, independent of employee contributions?

- Yes
- No

28. Does this program offer free or reduced-cost care for the children of any employees?

- Yes
- No

29. Which of the following best describes the paid time-off policy at this program? This would include vacation time, personal days, and sick time, but not holidays.

- Paid time-off offered ONLY to full-time employees
- Paid time-off offered to full-time and part-time employees
- No paid time-off offered  Go to question 32

30. For a full-time employee who has completed an initial probationary period, how many paid days off per year does this program typically offer? This would include vacation time, personal days, and sick time, but not holidays.

Typical Number of Paid Days Off Offered Per Year

31. Does this program currently provide more, about the same, or less paid time-off for sick leave or family caregiving than you were in early March, 2020, before COVID-19?

- More
- About the same
- Less

32. Does this program offer paid holidays?

- Yes
- No

33. Which of the following professional development opportunities are offered by this program?

Do you offer...

	Yes	No
a. ...curriculum planning time during working hours?	<input type="radio"/>	<input type="radio"/>
b. ...professional development time during working hours?	<input type="radio"/>	<input type="radio"/>
c. ...paid or subsidized training for professional development ONLY for full-time employees?	<input type="radio"/>	<input type="radio"/>
d. ...paid or subsidized training for professional development for full-time and part-time employees?	<input type="radio"/>	<input type="radio"/>
e. ...other opportunities? → Please tell us:	<input type="text"/>	

34. Next, we have some questions regarding the T.E.A.C.H. and REWARD Programs.

How familiar are you with the T.E.A.C.H. Program?

- I have never heard of the T.E.A.C.H. Program → Go to question 37
- I have heard of the T.E.A.C.H. Program, but I do not know much about it
- I am very familiar with the T.E.A.C.H. Program

35. Has this program ever participated in the T.E.A.C.H. Program?

- Yes
- No → Go to question 37

36. Does this program currently participate in the T.E.A.C.H. Program?

- Yes
- No

37. How familiar are you with the REWARD Program?

- I have never heard of the REWARD Program
- I have heard of the REWARD Program, but I do not know much about it
- I am very familiar with the REWARD Program

38. Now we have some questions about you.

What is your gender?

Gender

39. Check all of the following categories that describe your race or ethnicity:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other

40. What is the highest level of education you have completed?

- High school diploma or less
- Some college, but no degree
- Associate degree Is this degree in ECE? Yes No
- Bachelor's degree Is this degree in ECE? Yes No
- Master's degree or more Is this degree in ECE? Yes No

41. What is your current yearly salary?

\$ Dollars Per Year

42. For how many years have you worked as the administrator or director of an early education program?

Years

43. When do you see yourself leaving work in the early education field, and what is your anticipated reason for leaving?

- | Do you expect to leave... | | Anticipated reason for leaving | | |
|--|---|--------------------------------|------------------------------------|--|
| <input type="radio"/> ...in the next 2 years? → | <input type="radio"/> Moving to work in another field | <input type="radio"/> Retiring | <input type="radio"/> Other reason | |
| <input type="radio"/> ...in more than 2 but less than 5 years? → | <input type="radio"/> Moving to work in another field | <input type="radio"/> Retiring | <input type="radio"/> Other reason | |
| <input type="radio"/> ...in 5 years or more → | <input type="radio"/> Moving to work in another field | <input type="radio"/> Retiring | <input type="radio"/> Other reason | |

Thank you for completing this survey! Please place it in the enclosed, postage-paid envelope and return it today.

APPENDIX B: Data Note

Data were drawn from a survey administered to early care and education program directors in Wisconsin by the University of Wisconsin-Madison Survey Center. Missing data, blanks, and “I don’t know” responses were excluded from all analyses. For some specific variables, cases were deleted. For the variable containing programs’ YoungStar rating, observations were deleted for programs which were recorded as “participating, not yet rated.” In addition, in order to analyze components of the data, some new variables were created from the data provided by the Survey Center. For variables that needed to be cleaned, a new variable was generated from the original variable so that any changes made would not be made to the original data. Two variables were created to analyze the difference between enrollment numbers currently and pre-COVID-19 pandemic, both for centers noting that their enrollments had been impacted by COVID-19 regulations and for all centers in the dataset.

Variables were cleaned in other ways. Data from question 6, which includes parts a through e, was recoded to combine responses; the categories “not at all important” and “slightly important,” and “very important” and “extremely important” were merged into two categories, “not important” and “very important.” For question 38, an open-ended question which asks about respondents’ gender, responses were recoded to fall into either the “male” or “female” category. Question 39, which asks about respondents’ race, respondents who marked more than one racial/ethnic category were recoded as “other.” For questions asking about lead and assistant teachers’ wages, responses under the state’s minimum wage (numbers between 0 and 4) were deleted as they were assumed to be erroneous. Question 41, which asks about directors’ current salaries, was cleaned in order to remove responses \$12,000 or below; it was determined that these salaries, which would indicate sub-minimum wage pay, were likely erroneous.

Open-Ended Answers to Question 6f: Other Factors in Reduced Capacity during COVID-19

- “2 families moving chose to do so early-COVID.”
- “4 families relocated to a different state.”
- “4K students only go 2 days a week for 3 [hours] each day.”
- “4K virtual.”
- “A lot of families are working from home + watching their students.”
- “A lot of families we serve were furloughed.”
- “A lot of parents working from home.”
- “A lot of parents working from home or afraid of COVID.”
- “A new childcare YMCA was opened.”
- “Adequate to serve virtual learning.”
- “All around safety, try to reduce contact.”
- “Basic need for quality care.”
- “Cannot hire staff.”
- “Cautious families not wanting to risk it.”
- “Center Closed parents found other alternatives.”
- “Change of hours.”
- “Changed staffing models to not merge groups + need for staff prevented further enrollment.”
- “Chose 4K option instead.”
- “Children doing virtual learning at home.”
- “Church where we are located has been closed since March 2020 so not able to hold in person classes.”
- “Community needs and subsidy families.”
- “Community needs decreased.”
- “Company closed center for a few months.”
- “Cost.”
- “Cost of operating on reduced budget.”
- “Cost, wanted children at home.”
- “COVID - we lost a lot of families not needing care.”
- “COVID 19 safety guidelines.”
- “COVID closure.”
- “COVID concerns + exposures.”
- “COVID-19”
- “COVID-19 - people stayed home - worked from home or lost jobs. Extremely important.”

- "COVID-19 fears."
- "COVID-19 has made families not enroll child, due to health concerns."
- "COVID-19 scramble."
- "We didn't choose, parents chose to withdraw b/c of virus concerns."
- "Decline in preschool enrollment due to COVID."
- "Decreased demand for service."
- "Demand for school age."
- "Demand switch from full time to part time."
- "Demands of online Montessori School."
- "Did not have a lot of staff to have more school-agers so I could not accept more school-agers."
- "Different enrollment structure to limit cross exposures."
- "Difficult to make payroll."
- "Do virtual learning because school stopped."
- "Due to COVID our business decrease."
- "Families choosing to keep children home."
- "Families choosing to keep children home."
- "Families deciding to stay home."
- "Families just quit + stayed home cuz scared."
- "Families keeping children at home while working at home."
- "Families losing jobs!"
- "Families not enrolling due to COVID."
- "Families out due to COVID. Waiting list people choosing to wait until after COVID."
- "Families pulled because of COVID."
- "Families pulled early & didn't come back for financial reasons."
- "Families pulled to stay home because of COVID vulnerability."
- "Families staying home/virtual."
- "Families staying out due to COVID."
- "Families were afraid of COVID spreading."
- "Families working from home."
- "Families working from home."
- "Families working from home no need for care."
- "Family's unease about the safety of child care."
- "Fear."
- "Fear of COVID is the main reason."

- "Fear of COVID spread caused withdrawals."
- "Financial burdens on families."
- "Gov Evers shutdown - many parents working from home."
- "Had to close rooms for lack of staff."
- "Had to temporarily close - needed other care so went to different daycare."
- "Head Start Guideline."
- "Head Start Standards."
- "High unemployment in our area."
- "Hiring staff!"
- "In need of teachers has been issue."
- "Increase in essential worker environment."
- "Interest was there, parents/guardians being."
- "It takes so many staff to maintain ratios due to COVID-19 with teachers out on quarantine."
- "Job loss - working from home."
- "Job loss, safety fears by parents."
- "Just to explain A: most families are working from home or lost job."
- "Large group that is now in 5k."
- "Less of a need due to more families working from home."
- "Loss of jobs."
- "Lower #'s due to COVID."
- "Many children who need more one on one it's hard to take more children out w/out more staff."
- "Many families lost jobs or feared they may get sick."
- "Many families withdrew children."
- "Many parents are working from home & don't need care."
- "Many parents home school older children which then they also home school younger as well."
- "Many parents were laid-off."
- "Many parents working from home reduced the demand for us."
- "Maximum Group size of 15 - really hurt us."
- "More people working from home/Alternative Care."
- "New moms staying home more."
- "No baby in the baby room for the virus."
- "No enrollment."
- "Normal changes."

- “Numbers were starting to decline because parents were working from home or could not afford care.”
- “Only offering PM shift at one location.”
- “Operate on college campus so follow college guidelines + expectations.”
- “Other daycare closed temporarily now is open families went back because of location.”
- “Our numbers fluctuate each year. We can still serve 20, we just didn’t have the demand this year.”
- “Our unique model which created high risks.”
- “Parent interest in virtual learning.”
- “Parent working from home.”
- “Parent’s unemployment.”
- “Parents able to work from home are keeping children home.”
- “Parents are afraid.”
- “Parents are worried about COVID.”
- “Parents are working from home.”
- “Parents being laid off.”
- “Parents choosing not to send.”
- “Parents chose other options for care.”
- “Parents chose to keep children home due to COVID-19 concerns.”
- “Parents chose to un-enroll because of COVID.”
- “Parents concern for health & safety.”
- “Parents could not afford.”
- “Parents did not feel safe bringing children out into community.”
- “Parents don’t feel safe sending kids because of COVID-19.”
- “Parents fear of COVID.”
- “Parents getting scared, working from home & lost jobs.”
- “Parents home due to COVID.”
- “Parents keeping children home.”
- “Parents losing work, parents not feeling safe.”
- “Parents lost jobs.”
- “Parents not comfortable with a group setting + many still working from home.”
- “Parents not interested in virtual 4K.”
- “Parents not sending their kids because of their fear.”
- “Parents not wanting to deal with virtual - deciding to wait or fear of COVID.”
- “Parents not working due to COVID.”

- “Parents pulling children - safety or lack of work.”
- “Parents started working from home.”
- “Parents stayed home.”
- “Parents still collecting UE or work from home.”
- “Parents still out of work.”
- “Parents were afraid of sending their kids.”
- “Parents were hesitant on sending the younger kids due to COVID-19.”
- “Parents were not working because of COVID.”
- “Parents work at home – do not need care.”
- “Parents work from home.”
- “Parents working from home.”
- “Parents working from home.”
- “Parents working from home due to COVID.”
- “Parents working from home due to COVID – keeping their children home.”
- “Parents working from home needing less care.”
- “Parents working from home now.”
- “Parents working home based.”
- “People were scared cause of media.”
- “Program is closed because of virtual learning.”
- “Protocol put in place by the college.”
- “Reduce demand for services. Took a while to enroll new students.”
- “Reduce of kids because family decided to keep kids at home.”
- “Regulated to how many children we can have in each classroom.”
- “Requirement for fewer staff.”
- “Safer at Home order.”
- “Safer at home/parents
- “Working at home/fear to have children in care – stay home.”
- “Safety.”
- “Scary families for COVID-19.”
- “Schools going virtual and losing 4k kids care.”
- “Schools having virtual learning - siblings normally in our care stayed home.”
- “Seems to be a smaller number upcoming.”
- “Sifting of age groups in Sept.”
- “Social distancing.”
- “Some ‘enrolled’ parents are not coming.”

- “Some children learning virtually or parents work at home.”
- “Space issues due to increased school aged.”
- “Space to separate ages + then enough staff to cover additional rooms.”
- “Staff fears of getting COVID.”
- “Staffing - not COVID related.”
- “Students choosing virtual 4K.”
- “Supplies for health requirements.”
- “Switched to bigger room for 4K kids lowered # of 3’s from 24 to 18 (room size).”
- “Teacher’s did not come back.”
- “The primary school closed.”
- “The quarantine time for families & staff.”
- “This age needs one on one w/ school work.”
- “This facility does not serve 4K.”
- “To stay safe.”
- “Transportation.”
- “Try to reduce contact/spread.”
- “Unemployment benefits better than working.”
- “V. important: to hire staff qualified for YoungStar requirements.”
- “Virtual learning.”
- “Wanted to reduce the number of college student employees in building.”
- “We are connected to the school and the school went to virtually.”
- “We are on a college campus - classes are virtual.”
- “We are only a summer program.”
- “We do not have school age children.”
- “We do not serve school age children.”
- “We have fewer school age.”
- “Parents are staying home with them + keeping younger ones at home.”
- “We opened in September 2020.”
- “Working with school district.”

Open-Ended Answers to Q10: COVID-19 Duties for Teaching Staff Impacted Program

- “Required extra staff meetings. But we had been doing many of the safety precautions before.”
- “Need one extra staff member to take care of cleaning duties cook also stays longer in day for sanitizing as well.”
- “Social distancing, more cleaning, disinfecting our room. We are getting through this as a team!! :)”
- “The children here all day and we see that they are online and ready for their classes.”
- “We are not allowing parents to enter the building, so temperature checks at the door requires a staff person.”
- “It has affected programming because teaching staff, school age, works with all youth. Currently, the teaching staff works with the same youth daily. The previous schedule allowed for transitions to different areas. Currently, teaching staff have to perform all areas of subjects delivered.”
- “Just new ways of staffing and accommodating less children has made it easier to abide by distance.”
- “Our staff have made the change without complaint, everyone understands how important it is to follow guidelines and help our students understand and follow the state guidelines.”
- “Our staff are working mandatory overtime in some age groups, with fewer hours in other ages. The stress of extra safety protocols has caused fatigue. We lost many staff due to COVID between March-May.”
- “We have increased cleaning more often + sanitizing more often along with stronger enforcement upon arrival for staff + children so that’s for the better. The disruptive part is having them keep masks on + proper handwashing at all times constantly.”
- “Increased stress level. More time cleaning than spent with children.”
- “They are more stressed not as much time to do activities due to needing to clean extra also limits on what can be done.”
- “We have changed our drop off and pick up procedures to parents waiting outside of the building and that causes teachers to have to deliver and take children at the front door. We’ve added stricter disinfecting procedures which takes more time away from teachers getting extra prep times.”
- “More time needed - temp [check]’s - 2-3 x’s daily more cleaning than previously done.”
- “Increase labor longer work days increased cleaning new roles created for health checks.”
- “As administrator I have been working 50± hours each week to cover additional school-age children with virtual learning and/or covering for employees either sick or quarantining. Fewer toys made available to children, but need to be disinfected multiple times. Employees have become grade school teachers/tutors for many children, spending minimum 2 hours with 1-2 children to help them complete virtual learning.”

- “Staff are frustrated w/ all the extra cleaning & longer days due to not enough staff.”
- “More time is spent sanitizing, less with children. Less time for teachers to focus on lesson planning. Due to being non-profit we have to raise rates higher than expected to cover the cost of the tuition we are missing out on.”
- “Staff are checking temperatures of all children as they arrive as well as cleaning toys + commonly touched surfaces more frequently throughout the day.”
- “Additional staff and staff hrs needed to meet required sanitizing to keep center safe. Additional time spent meeting w/ management on ever changing guidelines, expectations, orders, company policy changes etc.”
- “Because we can’t combine classrooms at the beginning + end of the day, we have to have increased staff during those times. We spend more time cleaning + making sure certain supplies aren’t shared.”
- “The biggest change is trying to make use of cohorts to limit exposure from group to group. Teachers are sanitizing more than their previous routines (although what they were doing before would remain sufficient).”
- “Additional cleaning, temps every morning, no visitors/parents in the building. Has added a little more stress, but manageable.”
- “Finding new staff has been hard and everyone is cleaning more than working on education.”
- “Due to more cleaning and disinfecting happening on a daily basis, it takes them away from time to work on lesson planning + interacting with the children. Masks make story + music time challenging.”
- “The demands of different individual schedules has been difficult in the center. So many children having e-learning meetings at different times has made outside + meal times difficult to plan for.”
- “Have to be more acknowledgeable of washing children’s hands upon arrival. As much as possible (hand washing). More cleaning wearing mask. Not let parents pass the front of entrance.”
- “Considerably - sanitizing non-stop, mask reminders, cleaning and disinfecting, staff shortage, stressful environment, quarantined staff, hyper-anxious parents, technology communication.”
- “Teachers must have mask at all time and children as well. Cleaning sanitizing much more daily all areas of the room. Taking temp. Be more aware of signs of illness.”
- “Our payroll has increased due to COVID-related duties, with increased hours for cleaning, limiting ‘floating’ staff and not combining groups now. Temp checks and parents dropping off and picking up outside also.”
- “Hard to get teachers to wear their masks. Child care cleaning requirements have always been high.”
- “Teacher in school-age classroom is having struggles to be helpful to all the children at different grade levels and learning styles.”

- “I think the new COVID-related duties are ridiculous and over-blown and is difficult on parents and children.”
- “Teachers need more time to clean & disinfect. Running out of PPE. Staff is stressed about all the new regulations.”
- “More stress on staff, scheduling requirements to separate groups for less exposure.”
- “More stressful, some staff were scared to continue employment. More cleaning and less social bonding with children.”
- “It has been very tough to find good quality teachers that actually want to work/teach.”
- “We increased cleaning requirements + have added hours for weekend cleaners to do more. Owners also do extra cleaning.”
- “More time needed for cleaning and sanitizing duties for staff -needing additional staff for morning check-ins at the door and temp checks/monitoring throughout the day.”
- “*Daily health questionnaires *extra cleaning + sanitizing.”
- “Due to the extra duties staff need to perform, teachers need additional time in the day to conduct thorough cleaning, we need additional staff to assist with online learning when this occurs, we need additional staff to escort children to and from their classrooms due to not letting families in the building, and we need additional staff support with/for administrative tasks in the office.”
- “We have needed extra support staff to help facilitate remote learning. We have also needed additional staff to cover for teachers who may be quarantined or showing signs or symptoms.”
- “Has not affected teachers much but has greatly changed my job as a director. I am stretched very thin with added responsibilities (curbside drop-off + pickup, temperature checks).”
- “Requires additional 1:1’s, for example, children receiving speech services are completing it now virtually so staff needs to sit with the child during session.”
- “We have always had a rigorous cleaning program. Takes extra time for cleaning, having to walk children to their classrooms no parents allowed past wellness station, added overtime not enough staff.”
- “Less children, less responsibility, but we don’t have as much assistant staff helping lead staff.”
- “Increased cleaning/sanitation, change in daily schedules to reduce density in classroom, wearing masks indoors + out ages 2 + up (more training required) weekly antigen tests.”
- “Staff increased their sanitizing and disinfecting routine. Take temps, and modified some learning areas/room arrangement.”
- “*increased work time due to daily cleaning procedures *no increase in pay (salaried employees) *increase in substitute usage/pay due to COVID protocols.”
- “More cleaning + disinfecting on a daily basis, disinfecting napping mats daily, washing soft item more often, etc.”

- “Virtual learning takes additional time for planning and preparation. Recording video lessons takes considerable time. Reviewing video submissions takes longer than typical at home work.”
- “Health & Safety protocols heightened, no moving of teachers in same room all day. Longer staff hours.”
- “It takes more time to clean. We cancelled our 3-year-old preschool due to school age children being here all day. So, some PS staff didn’t have a job. We close 15min earlier to help with extra duties.”
- “Increased cleaning and increased exposure to sickness has made things more stressful.”
- “Because of the hybrid model instead of having approx. 40 children before and after school for approximately 4 hours, we now have 5 to 11 all day and I need a teacher for only these children for 10 hours daily.”
- “I come in several hours earlier every morning to disinfect and sanitize anything that did not get done in the evening the day before. We always disinfected and sanitized our classroom anywhere from daily in the infant room or weekly in the older classrooms. Now we just clean sanitize and disinfect every day no matter what classroom it is.” “We do not combine rooms at beginning + end of day resulting in more hours per room. Lots [R underlined ‘Lots’ twice] more cleaning disinfecting escorting children to + from cars.”
- “Lots more cleaning, keeping rooms apart as much as possible.”
- “It has increased the time they spend sanitizing classrooms and washing toys. These were already a part of our daily routines, we just increased the frequency of it.”
- “No impact.”
- “Teachers are frustrated because wearing a mask, disrupts speaking to the children. In the infant room they wear masks that show you lips + the plastic constantly gets wet + foggy. Masks are not fun to wear Also MORE cleaning!”
- “They need more time to clean rooms.”
- “It’s difficult to find staff, need at least 1 staff when schools are remote to teach.”
- “Nothing really has changed. Always on COVID alert, if someone gets it or in close contact then it has impact on us.”
- “Had to hire an additional teacher in order to meet the needs of the school agers who are doing virtual learning. It was too much for one teacher to handle.”
- “We all now wear masks, the cleaning duties throughout the day is more involved. Bathroom 3 or more times a day, door knobs every hour, etc.”
- “More hours are given for cleaning services.”
- “More cleaning, checking temperatures, wiping toys, mats, and not bringing in any personal belongings.”
- “Additional cleaning and precautionary procedures such as temperature taking have added more responsibilities to an already busy staff.”

- “We have been [keeping] 1 teacher in the same room, no one has time off.”
- “Does not allow for us to combine classrooms or use the same common spaces. Teachers also can’t sub as often in other classrooms.”
- “We do more sanitizing, wear masks and constant hand washing.”
- “Teachers are scheduled beyond student hours to do additional sanitizing and safety preparation for the next day.”
- “It’s been OK. Hard to find help.”
- “It really hasn’t impacted our program that much.”
- “Additional paperwork, addition of a door attendant for daily temperature check of students + staff has kept duties to staff not changed.”
- “Virtual learning for elementary children has been very [R underlined ‘very’] difficult. Too many kids logging in & wearing headphones makes it hard to help.”
- “More work for staff. More concerns on COVID-19 effects.”
- “I hired a cleaning person.”
- “Learning Google Classroom and Zoom.”
- “Increased costs associated with staffing, mitigation measures, and quarantined children.”
- “Increased labor costs.”
- “Teachers are scheduled before and/or after students are present to do additional sanitizing and safety preparation.”
- “We are a program that is run through the district. No other cleaning duties - just more diligent on cleaning surfaces. Bldg. cleaning completely sprays down room nightly + additional cleaning throughout day.”
- “Not at all.”
- “Not much - we practice more hand washing; fewer groups at tasks, but we have been creative.”
- “Has not affected much; just social distancing & cleaning more.”
- “We lost one staff member. Less people apply for work due to COVID concerns.”
- “More cleaning (deep cleaning), sanitizing highly used areas more often, temps taken, overall I feel like the adjustments are going well.”
- “It’s hard. I lost some staff due to the scare of COVID, the stress of their children doing virtual school and some just not wanting to do the additional COVID related duties.”
- “It hasn’t. I am licensed for children 6 wks thru 2 yrs. NO SCHOOL AGE [R underlined ‘NO SCHOOL AGE’].”
- “Besides wearing a mask, it hasn’t impacted my staff. My staff are ‘clean freaks’ so everything we do now is just slightly more than we were. Our parents love how clean our program is.”
- “Staff have had a hard adjustment with wearing masks. Social distancing children was hard at first.”

- “We clean + sanitize the toys daily now.”
- “We have built more time in throughout the entire day for teaching staff to sanitize toys and community surfaces to ensure the continued safety of both staff and students.”
- “More time preparing build for attendance (cleaning).”
- “We’ve hired 3 more staff members to help w/ all the cleaning + supervising of children to keep our classes separated.”
- “We have had to hire additional staff for cleaning purposes.”
- “Change the way we open our rooms and cleaning.”
- “The amount of time + overlap of program employees has increased. Higher staff hours lower #'s of children.”
- “Extra cleaning + disinfecting, extra staff to make smaller groups.”
- “Staff is staying longer hours to clean. Wearing mask is hard for teachers - Baby Room as babies cannot see you smile and make faces!”
- “School age children require more academic assistance.”
- “Our program has always used extreme cleaning procedures.”
- “Not at all.”
- “Some teachers are scared to interact with children too closely. Some teachers feel like it’s way more teaching.”
- “Our business has been impacted tremendously, to the point of opening and then closing due to employee having virus and then parents having COVID.”
- “It has been more difficult to get staff to apply & people being out on quarantines has made coverage for groups difficult.”
- “I feel like my staff is more hands on with the learning of school children than anticipated.”
- “It was very difficult due to all different age groups and grade levels.”
- “None at all.”
- “Stressful.”
- “Added more stress to staff.”
- “It adds to the number of hours that each staff person needs to work because they need to clean items in the room.”
- “They haven’t. We practice strict healthy - sanitary cleaning daily even before the pandemic.”
- “We have to focus on virtual learning too much which takes away from other areas. There’s more time needed for cleaning and sanitizing.”
- “Staff has adapted well to new protocols.”
- “Yes, we need more staff for school age & hours.”
- “We’ve had to adjust our program hours of operation in order to ensure proper cleaning * sanitizing.”

- “They are spending extra time at drop offs checking temps. They are spending extra cleaning throughout the day.”
- “Staff quarantined and staff quarantined with their children & families often.”
- “Somewhat.”
- “Having a school age teacher all day instead of part time.”
- “During the first quarter this year the teachers were sanitizing the toys in their classrooms once a week now their doing it daily.”
- “Hours change, more cleaning.”
- “I have had to keep staff on longer to get appropriate cleaning done as well as keep us from mixing rooms. This brings payroll up when income is down.”
- “There was very little change. They function on all levels.”
- “More staff on hand for virtual learning students.”
- “Staff is required to do more cleaning & sanitizing than normal - washing the children’s hands more frequently has also slightly changed the duties of staff as well. More time is spent doing these duties. Taking temps & screening the parents is also a new task.”
- “It’s been rough w/ quarantines, closures & hybrid & in person learning switches.”
- “Made staffing more difficult.”
- “By making sure there is a staff member apart from our program who knows their way around technology to better assist our school-age virtual learners.”
- “Besides cleaning a ton more nothing has really changed.”
- “We use them every day it has helped our program a lot will continue to use after COVID.”
- “Increased stress.”
- “About the same.”
- “More one on one and less hands on. More detailed training for staff (cleaning).”
- “More time cleaning More time wearing face coverings Increased health + wellness monitoring.”
- “It makes it harder for teachers to control groups so spread out children are miserable.”
- “Additional responsibilities to implement COVID-19 -Health and safety guidelines.”
- “They are all day class + camp.”
- “Many staff were not previously trained in the virtual platform. It took some time to train everyone.”
- “It’s difficult to adjust to social distancing while trying to teach the students. Students are having problems keeping 6 feet apart in classrooms, gym, etc...”
- “Program is much smaller, had to let staff go, activities are not as fun, children can’t play together in close proximity.”
- “80 percent fewer students and less staff. Longer time spent sanitizing areas daily.”

- “There has been a lot more cleaning and sanitizing being done. some staff have left because it was too much work.”
- “Less time engaging with students due to more time needed for hand washing, cleaning, and sanitizing program areas and equipment -adjustments to social development -staff turnover is higher due to limited need/enrollment.”
- “Spending more time cleaning finding new activities that are social distanced.”
- “More cleaning more planning to make sure activities are COVID-safe.”
- “More cleaning -More guidelines from school -Stricter pick up policy.”
- “Lunch is now served in classroom & extra cleaning.”
- “Adds time to opening + closing as well ask mask wear.”
- “Longer shifts, smaller ratios, more cleaning.”
- “Shifts are longer, smaller ratio, more cleaning.”
- “Programming has been affected -Figuring out new routines for program.”
- “More time on. # exposure/positive case results in 2-week absences.”
- “Time & loss of income due to illness/quarantine they spend much more time cleaning.”
- “Financial we have to buy more cleaning supplies and pay staff more to do all the extra cleaning.”
- “Because school children are on childcare 1st shift we have to have a staff member help with assignments, log in, schedules. etc.—”
- “A lot of the cleaning procedure for the staff. The students only stay in one room social distance.”
- “There is so much more cleaning after everything a staff or student does or uses. Restrooms, all toys, object anyone uses needs to be cleaned every time used.”
- “Short staff. Program has been extended to all day.”
- “Less consistency, unpredictable, crazy schedules helping student w/ online learning more sanitizing - unexpected staff absences.”
- “We have had to become more flexible with scheduling.”
- “Very extra busy.”
- “Hard to do online schooling.”
- “It took some time away from learning/play at first, but I think we were being overly cautious at first.”
- “Takes more time and attention to detail.”
- “Increase in use of technology w/ remote learning on the child’s off day.”
- “Spend more time sanitizing during teachable hours.”
- “More cleaning, drop off + pick up times are more work w/ screening + having to meet the parents where they are at.”
- “Absolutely! More hourly pay required. More time off pay and more PPE money spent.”

- “It has caused teachers more stress trying to watch all kids + try to help with logging on virtually at same time.”
- “Teachers are working longer hours and more days a week.”
- “The only impact in our teaching staff is that we spent more time cleaning, sanitizing and teaching kids to wash hands and do it often.”
- “Stress and nerves are higher longer hours to keep it clean & sanitized.”
- “The increase in price for PPE and cleaning supplies has been difficult, and the availability for these items is concerning sometimes. -some teachers are working over-time to help cover classrooms without combining classrooms -we hired someone to help with the extra cleaning.”
- “Need more staff now.”
- “The staff helps the children with their zoom meetings, homework packets and speech classes. We are switching our day around to help the children do remote learning.”
- “I am paying our cook for an extra 1hr./day to clean and sanitize. I am also paying my 2 closers an additional 1hr./day to clean & sanitize after closing.”
- “It has added so much more work for my already underpaid staff.”
- “It becomes too much. There are state mandates and then there are public health mandates, and neither are always on the same page.”
- “Has made it harder to do our daily tasks with all the cleaning we do on a daily basis.”
- “We spend additional hrs. cleaning the center and sanitizing toys after use.”
- “Not being allowed to have staff share responsibilities/combine classrooms for ratio purposes has been difficult. The additional cleaning, while tedious, has not been overwhelming as we realize it’s necessary.”
- “Put more strain & stress on staff.”
- “It hasn’t really.”
- “Not at all.”
- “It hasn’t.”
- “It really hasn’t, our staff is great [R underlined ‘great’] about changes due to COVID!”
- “Our cook was able to care for our school-age kids + cook meals throughout the day, but now our school-age + preschool age group are combined to the same classroom with the preschool age teacher so the cook can still prep + make meals.”
- “Had to hire extra staff for helping teachers and cleaning Additional training.”
- “PPE is so hard to find! Staff worries about being safe.”
- “The duties have surely increased with parking lot pick up & drop off. I being the administrator, am trying my level best to fulfill these duties myself. Teachers have to still pack extra stuff & go back & forth with parents usually have diff pick up times teachers have to make multiple trips.”
- “Higher stress levels.”

- “High stress levels.”
- “Definitely more sanitizing + cleaning duties and more protocols in place.”
- “A little. We are pushing hand washing longer and double the sanitizing of the rooms.”
- “Higher stress levels.”
- “The teacher burn-out factor happens earlier + the staff seem more stressed than previous years.”
- “We are working longer hours due to cleaning and doing school work to help parents also takes away time we use to spend on planning so that is now done at home.”
- “Yes - we are all working additional hours to assist with extra cleaning, maintaining separation of all objects used by ‘Pods’ of students as 2 classrooms are shared / AM & PM.”
- “Added more staff for cleaning + added an add’l opener/closer to prevent mixing of classrooms.”
- “More cleaning + sanitizing More care taken to accommodate projects + procedures to allow for safety + social distancing.”
- “Added time for cleaning.”
- “Lot more time cleaning.”
- “More work, more fear.”
- “Sanitation increases are good. But the forever [R underlined ‘forever’] COVID testing is extremely challenging - we have had no positive results.”
- “Schools are currently remote learning for at least the next few weeks. We are in a small town and I don’t feel the children are getting what they need at this time in regards to education. They sometimes have worksheets to work on but with little direction. My teachers here at the daycare are working hard to make up the slack - but not getting paid much.”
- “We have always been cleaning everything the way we should have been. But we have added cleaning duties, more hand washing + mask wearing.”
- “More for them to get done in a day, some having to quarantine - affecting ratios.”
- “I have had to hire an additional full-time staff member just to clean and sanitize all day. She also washes kids hands constantly and monitors health symptoms.”
- “Some.”
- “Minimal. Still cleaning - more, but not enough to impact programming. More paperwork.”
- “There hasn’t been too many duties that have impacted my teaching staff. That was more in the beginning of COVID-19 when there were only 10 staff + 50 kids allowed.”
- “More responsibility for cleaning + disinfecting.”
- “Added a bit more stress + more duties @ the end of the day.”
- “More cleaning for staff daily.”
- “More hours working.”

- “Some staff quit due to COVID fears. -Lot more cleaning, didn’t think we could deep clean any deeper. -Staff but unsociable as they are watchful of surroundings + people do to not get COVID.”
- “Not at all. We are cleaning as usual.”
- “It has gained so much stress for staff, + parents, not enough cleaning supplies funded.”
- “2 staff were laid off for 2 months March-April -more cleaning time.”
- “About the same. More duties for myself, the owner.”
- “We have been doing all that we can to go above and beyond what we were already doing. Staff have been supportive.”
- “Hasn’t really. Just more cleaning.”
- “Has put stress on all of us.”
- “We feel it has been a bit more stressful having to keep up with extra cleaning, working longer hours, and keeping everyone safe from get sick!”
- “We disinfect more regularly which is a positive change.”
- “Takes much longer to clean, disinfect, etc. classrooms, equip., etc.”
- “It has been stressful for everyone.”
- “More cleaning.”
- “Added stress for staff.”
- “Not bad, we have been able to maintain proper cleaning protocols.”
- “Extra cleaning sanitizing meeting parents office only + staff taking child to classroom @ pick-up time parents call, staff get child ready and another staff meets parent in office Steady equipment + toy washing/sanitizing.”
- “More paper work - keeping a close eye on who spends time with who and updating on a regular basis throughout the day.”
- “Staff is helping w/ virtual learning.”
- “We spend more time cleaning + preparing stations to limit the # of kids for station but provide as many options as we can for them.”
- “Additional time is required for cleaning, planning activities that can be done while physically distancing.”
- “I need 2 extra staff on each shift - 1 to be a nurse and 1 to be at the door so parents don’t come into the building. Both also clean.”
- “Less time for programming more cleaning.”
- “Hasn’t seemed to bother them really. We do extra sanitizing but other than that seems the same.”
- “Extra costs, having to pay overtime, very hard as we already have a hard time hiring people with all the requirements we have. I the owner have to go in on weekends and stay late. I am getting to the point that I do not know how much more I can do.”
- “Added stress and lost teachers due to it.”

- “It’s a bit more stressful but our teachers understand that it greatly lowers our changes.”
- “Staff morale isn’t as energetic/excited as pre COVID.”
- “Extra time needed, less ability to combine classrooms early morning.”
- “Longer days - more cleaning - social distance - virtual school - rotating schedule of children - apps for parents - washing carpets - outdoor cleaning.”
- “Try to limit toys and areas the children play.”
- “Overwhelmed. Lack of partnership from parents. Parents expect homework completed however it is a ‘fight’ to complete with YouTube, no chargers, parents not communicating, Zoom meetings, no computer. Staff strapped due to staff quarantining. SO far, no staff with COVID. Very hard to deal with daily.”
- “Added sine extra cleaning and sanitizing. Added sanitizers for parents + kids, teachers need to keep handy. Trying to really focus on extra hand washing.”
- “We had to upgrade our internet service, serve more meals, increase staffing, interact with district teachers virtually who many ‘look down’ upon childcare teachers and tend to be rude.”
- “Has added more responsibilities and less time to do them. Added stress for little pay.”
- “We had to create additional space for our students.”
- “People taking sick days. \$ going to cleaning supplies wear masks.”
- “Needed more staff - which is already impossible to find. Staff uncomfortable working and putting themselves at risk.”
- “We need 1-2 extra staff for bringing children in and out and additional cleaning.”
- “More time is spent sanitizing toys + furniture.”
- “Not too much. Less parent contact was hard initially. We continue to only allow parents into room thresholds, not further.”
- “Increased labor costs, less parent involvement and contact with staff.”
- “Really stressful.”
- “We had to staff our school age classroom with more teachers to accommodate lots of various schedules and for different lunch times.”
- “The school district has changed their plan several times but has mostly used virtual learning. We have many children in different grades from different district classrooms which means our program changes frequently there are many [R underlined ‘many’ twice] changes - more than I have room to write.”
- “We stay in pods this has resulted in additional staffing. We also don’t allow parents in, so start + end of day we needed additional staff. We also have extensive cleaning which has resulted in more staff.”
- “Mask mandate. Extra sanitizing. More hours required with more duties due to less staff. Space constraints. Activity constraints.”

- “Staff is working with school age children on Google meets and doing homework on Seesaw. We don’t get outside much because of all the different school age schedules.”
- “No change.”
- “Not much impact.”
- “Not that much - all the cleaning/sanitizing was being done before we just stepped it up a notch.”
- “Less time with children, more time cleaning.”
- “It has put a strain on added job responsibilities of all positions.”
- “*many reminders *staff meeting notes/virtual (no more in person) *shift changes.”
- “It has caused them more stress & anxiety.”
- “The only real impact is the decline of enrollment. We always do a lot of cleaning.”
- “Some extra sanitizing/but we already had many handwashing/sanitizing polices in place before COVID.”
- “Staff have more responsibilities with additional cleaning. -Staff have limited hours with their own children ‘hybrid’ learning. -Staff have been quarantined due to exposures at home, only two exposures at the center since March.”
- “The staff spends more time cleaning than being with the children. The staff is worried about speech development when wearing masks.”
- “Staff are checking temperatures of all children at drop-off as well as cleaning toys + commonly touched surfaces more frequently throughout the day.”
- “Short staff due to exposures.”
- “MORE STRESS! Less time to do more duties on top of already doing all [YoungStar] duties. Other classroom duties. Parents & kids are more stressed. It affects the classroom :(“
- “There is certainly more to be concerned about more steps to take to keep staff + children safe. Added policies to follow for staff + parents.”
- “Staffing - finding qualified teachers to keep up with the influx of children.”
- “It is difficult to have so many learning models going on. Staff are very stressed. We are trying to help the best that we can.”
- “Higher payroll. Remote learning is very hard for children. Meal budget.”
- “More sanitizing, no parents in building, drop off/pick up at main entrance and staff running children back to classrooms.”
- “We have continued to do everything we have always done before COVID clean daily, sanitize daily etc.”
- “It’s a nightmare. You never know when the call will come that staff are out for a minimum of 14 days. Staff are putting in extra hours.”
- “There has been an increase in cleaning costs, payroll.”

- “Limited classroom space is keeping our preschool teacher from focusing on preschool students only, to having to teach grade school students combined with preschool in 1 classroom.”
- “Less staff.”
- “Daily temp. checks, extra cleaning.”
- “Overtime for staff because of the extra cleaning.”
- “A lot more expense for cleaning supplies and a lot more time cleaning.”
- “More overtime trying to adjust to changes in staffing.”
- “Longer work days, increased duties, more administrative oversight, better PPE + sanitization products for use, additional staff to assist with drop off / pick up as no parents are allowed in building.”
- “We laid-off 13 staff. They were recently separated services. We have 10 staff that remained employed. We have several parents that lost [their] jobs.”
- “Kids can’t combine to use less teachers as much -extra cleaning -teachers stay on the floor they work on.”
- “We are a small center, licensed for 20 children. I only have 1 employee. I do the majority of the COVID-related duties, so my teacher won’t have much to do in that respect.”
- “School age children demand individual attention as they try to log on and complete homework. We have had to add teachers to help.”
- “We are able to continue on.”
- “We do not have extra staff or room to accommodate the virtual learning in our center- we need more room.”
- “Need a full-time teacher just for virtual school with children all on different schedules w/ different logins. When they return to school, how do you plan for the next shut down? We can’t just keep someone on staff in case.”
- “Staff need to work longer hours to help with cleaning procedures.”
- “We are over [R underlined ‘over’] staffed to keep kiddos more separate, this increases payroll - But Not Revenue.”
- “Classroom cleaning and disinfecting has been increased causing staff to stay later at the end of the day. Staff now meets parents at the door for drop-off/pick-up. Temps are taken for each child before they are escorted to the classroom. This means staff are leaving classrooms more often and parent access to classrooms is eliminated.”
- “Staff are checking temperatures of all children as they arrive as well as cleaning toys + commonly touched surfaces more frequently throughout the day.”
- “We are short staffed, we are asking our teaching staff to also work as housekeeping. We have to increase staff to answer door as parents don’t enter the site.”
- “None - no changes.”

- “Added more cleaning. Staff find it hard to get everything completed in a work day.”
- “It has added a few more duties, all in all we were already doing cleaning and sanitizing in our program on a daily basis.”
- “I feel we are staffed the same before COVID hit. Our cleaning duties during the day has become more, however we built it into our schedule and now it’s a routine.”
- “Additional time cleaning + sanitizing, making sure children are wearing masks, school age room has become an ‘open all day’ classroom rather than just after school hours, pulling another teacher into that classroom when we are already struggling.”
- “Cleaning and sanitizing has to be done more often, which leads to other duties during naptime being put off. The teachers also have more to do at the end of the day to catch up from duties not completed at naptime.”
- “Less staff available - take off more (sick).”
- “It was challenging in the beginning developing a routine for the staff to incorporate into their teaching, but things seem to be going pretty good.”
- “Teachers spend more time cleaning, staff are worried about jobs, they are worried about having conflicts w/ parents when children are sick + required to stay home.”
- “More time is involved for teachers receiving children into the building and sending them home meeting the parents at the entrance rather than the parents entering the building.”
- “It has become more costly to operate.”
- “Short staffed because of quarantine restrictions - very difficult!”
- “Hard to get together for trainings with limited space.”
- “We’ve had to hire additional staff for smaller ratios & extra cleaning.”
- “Longer hours to keep the children in the same group. -More cleaning, keeping children at a safe distance.”
- “More hours for virtual training less hours for assistant with all virtual more time will be needed for deep cleaning.”
- “Cleaning has been stressful [R underlined ‘stressful’ twice]! It has made for a very busy + hectic day for the classroom assistant.”
- “More time spent cleaning; take temperatures each morning; spaced drop-off + pick-ups require more staff hours.”
- “Yes, more duties.”
- “We had to close down our center and combine with another center due to staffing.”
- “Need additional staff for new duties - -at door check in as schools don’t allow parents in. -smaller/spread out groups to help mitigate possible spread of COVID needs more stuff.”
- “Due to not combining classrooms at the beginning & end of the day staff are working longer hours and staying late to clean more & sanitize more. Daily health checks [are] nearly a full-time position.”

- “Teachers are strained and stretched. They are exhausted and sometimes unqualified for the positions with school agers.”
- “Staff are checking temperatures of all children as they arrive as well as cleaning toys and commonly touched surfaces more frequently throughout the day.”
- “Using more cleaning supplies. Had to buy sanitizer stations. Mask for staff.”
- “Our group sizes are smaller and we try to keep the same group of children together with the same staff, as opposed to combining classrooms when capacity allows. We also spend more time cleaning + sanitizing everything!”
- “More work more cleaning.”
- “Not really affected.”
- “Hiring in this industry is horrible always a rotating door. Teachers who used to love their jobs now well not so much it’s more cleaning than anything.”
- “Shortage of teachers - home with their children.”
- “We take daily temps, wear masks, wash hands often, no visitors including parents are allowed entry way - clean clean clean.”
- “Masks More cleaning of the center toys and center multiple times during the day.”
- “Staff don’t want to put in extra work because they don’t feel they make enough already without the extra work. We had to lay off our cleaner due to funds and asked staff to take on some of that work.”
- “School-age demands = teaching = qualified staff.”
- “A lot more cleaning needs to be done daily.”
- “It hasn’t.”
- “So far it has not added additional duties. If school closes again, it will add a great strain on us.”
- “It has not on the childcare level.”
- “Slightly. Changes in cleaning. Temperature checks, sending children home with symptom we [used] to be able to care for them with.”
- “Takes time away from children.”
- “Tougher to find new stuff.”
- “It is extremely hard to have consistent staffing. EVERY day someone is out due to exposure or symptoms. Having a rotation of staff out 10-14 days makes it impossible to keep groups of staff and children separate thus perpetuating contamination.”
- “Just created more staff responsibilities daily.”
- “Temps. additional cleaning, food prep + serving, no parents in our center, so additional prep to leave.”
- “Huge, added responsibilities, stress, changed structure + set routines a lot due to no multiple times together (example: playground).”

- "I have to have 2 [R underlined '2'] staff and only need 1 [R underlined '1' twice] to take kids to their parents – We don't allow parents in the building."
- "More staff for cleaning/sanitizing."
- "We need an extra staff for school age children."
- "Staff are stressed + scared. Unpredictable days cause anxiety."
- "Extra time needed for cleaning and sanitizing some weekend hours required."
- "Makes it hard to keep up with the virtual learning."
- "A majority of parents are working from home. Difficult to find qualified [R underlined 'qualified'] teachers to work."
- "No changes, nurses in program handling all COVID duties."
- "We had to hire additional staff, which affected our budget."
- "A lot."
- "My teachers became public school teacher assistant."
- "Hand on staff with different classes, ages, schools etc."
- "Staff is not trained as school teachers. They had a very hard time with logging children in and making sure we had all schedules."
- "Very minimally."
- "Sanitation is more rigorous and many materials/toys are not made available to prevent illnesses."
- "Finding staff that meets all of the requirements."
- "We have mult. duties ex cleaning, remote learning etc."
- "More duties on keeping everyone safe. making sure the school-agers are maintaining their education and focus and also, still getting to be kids during this uncertainty. I'm just really doing my job and providing the best way I know how."
- "More time into cleaning and disinfect. technology learning. different routines."
- "We, my staff and myself now have weekly staff meetings."
- "Hand washing, more and everyday deep cleaning. Frequently hand washing, wear mask all the time. Picking [up]/ drop off kids at the door."
- "Extremely difficult at first. The teachers were not informed about the school children's schedules until last minute. It's much better now."
- "Lack of children, reduced hours."
- "More cleaning, temp. is taken at the door."
- "All the mandates (mask) are ridiculous with children - it is near impossible for the masks to stay on their face, be clean and they touch their face more than they ever did before."
- "More cleaning recording temperature."
- "The pandemic has impacted our program by the school teachers and parents expecting providers to assume the responsibilities of a school teacher."

- “Takes away from other kids hard to keep up with each child individual schedule.”
- “Just made us have to adapt to all the changes.”
- “It has impacted because our cleaning routines has been [increased] to fewer more times per day.”
- “More cleaning + disinfecting.”
- “More cleaning. Keep school shoes here.”
- “Not so much because the staff were already responsible for the cleaning requirements, which we hold to a high standard day to day. The masks are a pain, and children (infant/ toddlers) are nervous around them.”
- “Less efficient staffing in early AM’s, late PM’s to avoid mixing groups has caused need for teachers to work longer hours/days -cleaning/sanitizing is more demanding, less time for lesson planning/classroom prep.”
- “It is difficult to care for the school age children virtual learning because most of them has difficult schedules + this makes it impossible to care for the 2-5-year-olds.”
- “Higher costs to maintain being open- we now need to purchase more hand sanitizer/wipes/ gloves + @ higher prices!”
- “Had to add more staff for supervision -teachers have more responsibility with S/A children -provide space for virtual learners.”
- “It’s difficult to get experienced, qualified staff to hire. The teachers have enough to do besides extra cleaning and sanitizing everything.”
- “Very minimally; many sanitation practices were already in place.”
- “I need more staff to help with virtual learning and I’m losing a lot of money doing that.”
- “Lots of staff call ins.”
- “More time is need for cleaning/disinfecting. The 24/7 mask mandate, is not good for infants + small children. They need to see staff smile, laugh and lips move for positive development.”
- “More time spent cleaning.”
- “The teachers at the daycare are quite stressed out they are not used to monitoring the school-age kids doing virtual schooling.”
- “More sanitizing, hand washing, multiple cleanings of bathrooms, classrooms, common areas.”
- “It’s added stress to an already stressed industry of workers.”
- “One preschool teacher now supports school age online learning. The initial transition was very stressful to the whole center.”
- “Staff use more of their time to clean and sanitize the center and classrooms, leaving less time for lesson/curriculum planning. Quarantine periods due to COVID-19 cause large amounts of overtime.”

- “Not a major impact. We have been doing ok with all the COVID related changes. But finding reliable staff has been the issue for my program.”
- “Communication w/ parents have been limited face to face (drop off + pick up) so more attention is taken by teachers to message + email. Mask wearing is interesting w/ infants + toddlers. Temp. checks @ drop off.”
- “Virtual frustration 2. Children constantly being reminded to wear the mask 3. At times inability to maintain social distancing 4. Children coming to center, requesting teachers to recharge chromes. 5. Sometimes level of noise is high. 6. Coordinate of children’s teachers when system goes down. 7. Parents wanting staff to totally provide teaching assistant. 8. Parents lack of education assistance. 9. Scheduling much variance due to parents request to work (restaurants, Wal-Mart, Healthcare) challenging.”
- “More duties - each child information about their virtual learning - login - what site etc.
- confusion of staff.”
- “Many of our enhanced procedures, like temperature screenings and new cleaning protocols have increased our expenses and lengthened our time of completion on certain tasks.”
- “Staff attendance is lower due to COVID-19. Staff need to isolate or quarantine.”
- “Cleaning is a must so just putting away to ensure safety. Financially - cost (staff to float more cleaning/opening doors etc.)”
- “Putting stress and anxiety on staff and families.”
- “More stress and anxiety -less time for teaching.”
- “We are taking more precautions, pick up/drop offs are handled differently. We are flexible with parents schedule changes.”
- “COVID-19 has affected us in many ways. The education of students. It is hard to find teachers; therefore, we are losing children.”
- “More time is spent cleaning surfaces, wiping down equipment and making sure masks are on, hands are washed etc.”
- “Our teacher had to learn the many different apps, teach children to get on those apps, trying to get children to focus on the teachers on the screen, not having enough staff to help the children, children on different recess schedules very problematic.”
- “Additional cleaning/sanitizing -Difficulty wearing masks 8-10 hrs per day -Social distancing with parents & coworkers -Causes emotional hardships.”
- “Stressed underpaid not valued from school system teachers often rude.”
- “Put a tremendous strain as the online school is awful, and many have 2-3 hr down times that are hard to accommodate.”
- “Added staff hours for cleaning.”
- “Masks are an issue, some find it difficult to work, no problem with cleaning, temp taking. Just scared to get it.”

- “In regards to the school age program - we need two + teachers and an aide to keep the children focused and completing assignments. The children have breaks and lunch at different times so it requires more staff.”
- “I need to hire more staff to help with school agers to make sure masks are on, make sure parents are following the center procedures.”
- “Teachers are doing 2 jobs now - their regular work with our children and helping other on [virtual] learning.”
- “We had 4 teachers now we have 2 because of low enrollment.”
- “Education of staff regarding PPE’s + COVID spread; virus education in general; more time dedicated to additional cleaning as needed.”
- “The staff has adjusted well to new policy and procedures and program is doing well.”
- “Very little. Masks are the biggest change!”
- “Hasn’t - a few center requirements but nothing that complicated. We were already cleaning + sanitizing prior to COVID.”
- “In general, it has become more stressful to operate and requires time on duties to shift to more sanitation and cleaning.”
- “Restriction on amount of can goods and cleaning supplies.”
- “The time consumption of additional cleaning/sanitizing. Classroom regulation w/ required distancing & maintaining throughout class time.”
- “It has impacted teachers to be more aware.”
- “More money to have additional staff/outsourcing cleaning. Staff are constantly changing back and forth different shifts due to school models. Working with kids on virtual learning different grades & different teachers walking kids to the door staff conducts more sanitizing procedures between sessions.”
- “Impacts on the amount of teaching staff in the building every day. The planning of the day is done day by day.”
- “It is incredibly hard to hire and retain staff, since this is not an occupation where social distancing is possible. It is incredibly stressful for teachers.”
- “Keeping us more alert to deep cleaning all the time. Trying to keep mask on children gets challenging, 4-year-olds.”
- “Coming in early to disinfect. Setting up UV lights at the end of the day.”
- “It has caused us to reduce hours of care increased stress of all staff.”
- “Increase costs + more work for certain people.”
- “More time needed for cleaning + sanitizing. Staff leaning for better pay + less hazardous positions.”
- “More vigilance in sanitation practices.”
- “Very difficult with weekly switching of in person/hybrid learning.”

- “Education of staff regarding PPE’s + COVID spread; virus education; more time dedicated to cleaning as needed.”
- “We spend more time sanitizing surfaces and have changed procedures for parent pick-up and drop-off.”
- “Teachers are left exhausted. More work because of no volunteers allowed into the program. Stressed teachers because they have to rely on family and friends to watch their children due to remote learning.”
- “The mask just makes it hard to communicate with the children it’s almost like we are yelling sometimes.”
- “It has made us more aware and made the staff have a routine when it comes to sanitizing regularly & many times throughout the day.”
- “For our students in grades K5 - 2nd the demand to assist in online learning is taking 3 staff people for seven students. Because our students are in a Montessori program they require a lot of one-on-one assistance. It would be very hard to service children ages 3 & 4 at this time.”
- “Forced school age teachers to learn web based V.K. platforms to provide educational needs.”
- “Staff spend more time cleaning + disinfecting materials we reduced capacities to allow more distancing in program.”
- “No kids, no work.”
- “Because of virtual learning, school has not opened for us to work w/ children.”
- “More cleaning - less sociable - distance - seem more separated - stress on technology.”
- “We have incurred more expense but taking in significantly less.”
- “Deeper cleaning.”
- “Having adequate space for social distancing policies while creating quality learning environments! -For example, 10 students with 2 staff!”
- “Trying to make a quiet place for children to do homework and virtual videos while still having younger kids in the same room.”
- “We have one extra staff per day to take care of cleaning & to be available to help staff in classrooms with any extra cleaning that they may need.”
- “Sanitizing toys Washing items Wiping surfaces Scanning children.”
- “More sanitizing. Trying to get kids to social distance. Struggling with masks.”
- “Teachers do not like wearing masks, facial expressions are so important and are now hidden.
- more cleaning masks - kids have hard time understanding words.”
- “Teachers needed off due to being tested for COVID.”
- “Just additional cleaning and illness checks for children and staff - affects staffing and consistency.”

- “Not so happy staff, masks all day biggest impact extremely difficult to communicate + build relationships.”
- “Several teachers have had to be off for weeks at a time due to exposure.”
- “Required one extra staff member just for cleaning.”
- “Shifted teachers to new classes -More work trying to keep masks on kids -Very trying to support virtual learning -MMSD very unorganized + not [R double underlined] streamlined.”
- “Cleaning & sanitizing a lot more throughout the day.”
- “Constant cleaning, constant worrying, constant outside. Stressful environment day to day.”
- “School age kiddos doing 100percent virtual causes more work for staff.”
- “It added more cleaning and sanitizing duties.”
- “Complicated our days as we are already short staff.”
- “Not at all, we clean and sanitized regularly before. Masks took some getting used to but much better now.”
- “Teachers are more stressed.”
- “Our 4K teacher must juggle in-person and virtual lessons which doesn’t offer a lot of planning time. We don’t combine classrooms or share spaces anymore.”
- “Additional cleaning, more so at the end of the day.”
- “Parents having the fear of sending their kids to school/daycare.”
- “More time spent cleaning + screening. Less time spent planning + though process has changed b/c of mask wearing/not seeing teacher faces.”
- “I have a great staff that has stepped up all the extra precautions. I have hired an individual that greets at the door morning/night. Temp checks and wash hands before they enter their assigned room.”
- “More, more cleaning.”
- “Staffing more hours so we can clean more often throughout the day.”
- “Teachers require more time for cleaning. We needed more staff to prevent combining and to provide a staff person just for delivering children to and from classrooms. Staffing to help with virtual learning has been a huge increase as well.”
- “More stress. More cleaning.”
- “Staff are doing a great job maintaining all the COVID related guidelines & recommendations.”
- “It impacts teachers from different pods to interact and team work, impacts team meetings and collaborating to support each other due to social distancing and pods.”
- “More staff needed to operate the center.”
- “Spending more time cleaning.”
- “Less children in attendance.”

- “Assisting with virtual learning takes time away from other tasks. School age needs constantly changing makes enrolling other age groups more difficult.”
- “Additional cleaning and sanitizing. Additional hand washing.”
- “Need of PPE -Stress -Extra time for cleaning.”
- “Have 1-2 staff on just for cleaning, our daycare is on 3 floors.”
- “More frustration, burn out.”
- “Expenses are up due to higher costs and amount of cleaning supplies. More payroll for cleaning & disinfecting purposes. Extra staff member for monitoring the door & temp/health checks.”
- “We have one teacher that the majority of her day is no longer in the classroom - now she is cleaning most of her day.”
- “Not too much, we have a cleaning schedule.”
- “Teachers quit.”
- “We implemented new systems that raised the bar for our environment to be & maintain safety & good health. We made these implementations to be systems & did not impact the time children; teaching had on our program.”
- “Hours - 10 hr days vs 8 hr days for 40 hr weeks. Time spent on extra cleaning.”
- “Teachers from preschool classrooms have to go help with full day school age program.”
- “Staff work about 2/3 hrs. more per week to accommodate more cleaning.”
- “Mask wearing, temperature checks, and extra sanitizing.”
- “We have always been very aware of cleaning + hand-washing. The only changes have been distancing, room arrangement, face masks + temp taking.”
- “Virtual learning creating a demand for more teaching staff.”
- “More cleaning/very stressful changes + regulations + COVID updates.”
- “Never allowing children or staff to intermingle; is very hard and expensive. We need more staff to meet families outside the building, take temperatures etc. and then bring the children into their respective classrooms and help children to wash up etc. in the evening before bringing them back out to their families and then all the cleaning & separating of items throughout the day.”
- “More time needed for constant sanitizing. More training for staff on safety health issues.”
- “Harder to make connections between admin. staff and parents.”
- “Since we have school age children here all day, our demands for staff have increased.”
- “Much more sanitization, need extra staff.”
- “We have added tasks to monitor + prevent the spread of COVID, such as: temperature, taking as school-agers dramatically increased, sanitizing procedures for the facility have increased.”
- “More time needed to clean + sanitize the center.”

- “Our cleaning protocol has stayed the same-clean classrooms are a top priority. The 2-week quarantine is what has mainly affected my program.”
- “It is very challenging for staff to assist school-agers with virtual learning from many different grades + schools. Keeping staff + groups more separated is also challenging. Sanitizing is very time-consuming. It is also very difficult for staff to take vacation time due to a lack of subs.”
- “More hours for cleaning, disinfecting, pick up and drop off.”
- “Extra cleaning measures is tedious. We need to plan in time for the extra cleaning. Keeping kids separated requires more planning for use of facilities including the playground.”
- “Requires much more cleaning + safety measures.”
- “Handling it very well.”
- “The teachers rely on our help more now for days that have been changed to remote learning days to help carry out lessons.”
- “Not much: we had high standards to start.”
- “My teachers are stressed.”
- “Has required them to wear masks all the time. Additionally, cleaning of facility + toys.”
- “My teachers are stressed.”
- “Communication with parents is a challenge b/c we are not allowing anybody besides staff and children into the center. Mask mandate makes some of the communication between staff and children a bit harder.”
- “They are now doing regular temp checks, more hand washing, and wearing masks. All drop offs happen in one area so staff need to help children to their rooms.”
- “More work.”
- “We have always cleaned a lot; however, now dealing with staff on quarantine and being short because staff are off is challenging.”
- “We have a very clean + healthy center, now we have tripled our time in cleaning.”
- “More hours for sanitizing.”
- “They have less time to interact w/ children.”
- “Caused much more work. Deeper cleaning more often.”
- “They have taken it in stride.”
- “Staff are working more hours to keep up with extra cleaning & things.”
- “More curriculum changes.”
- “The additional cleaning has increased hours for staff or caused us anxiety as we feel we aren’t doing enough.”
- “Parents don’t come into building, wearing of masks, extra hand washing, no field trips, no family-center gatherings, no ‘guests’ allowed.”
- “More costly to pay for deep cleaning.”

- “More stressful. Longer hours w/ more duties away from children like cleaning.”
- “We have had to struggle to keep classrooms staffed due to quarantines. We are unable to offer full day school-age care due to staffing.”
- “Some people left because of virus concern. We have lots of extra cleaning especially in the morning before children arrive.”
- “Longer hours, more cleaning. Loss of staff.”
- “It is taking more time to clean/sanitize everything. Which is adding to payroll.”
- “Staff spends much more time cleaning and sanitizing. Masks, although required and necessary, make everyone’s job more difficult.”
- “It has required us to have an extra staff working each day for extra duties. Temp doc/cleanings/smaller groups of kids during activities/stagger lunch time & outside/inside time.”
- “There is more to do and less time and funds to do it.”
- “Very little.”
- “Sanitize with electric sprayer daily, sanitizer for hands before entering center, mask wearing.”
- “More hours.”
- “Yes, it is very time consuming.”
- “Extra sanitizing/cleaning.”
- “More emphasis on health-screenings and cleaning; less on educational activities.”
- “New policies for drop-off/pickup, new sick policies, and more cleaning staff. Wearing masks required for everyone & more frequent cleaning duties, as well.”
- “There really hasn’t been an impact other than having to wear a face mask.”
- “It has added stress and uncertainty.”
- “Added stress.”
- “Just more cleaning, disinfecting, + sanitizing.”
- “Greatly - Significantly more hours used for cleaning and overtime used to cover staff for close contact quarantines.”
- “Teachers are more stressed, spend less, one-on-one time with students.”
- “We clean a lot more. In our rural area we are just now really getting effects.”
- “Extra cleaning -added food service duties- pre-plating meals.”
- “Increased cleaning time takes away from planning time.”
- “We are lucky to have an industrial dishwasher on site and already had a good routine in place for washing toys on a regular basis. We also purchased a disinfecting fogger which allows us to disinfect an entire classroom quickly & efficiently.”
- “Need to hire more staff (cleaning, sanitizing).”
- “Employees are stressed by trying to care for children, keep everyone safe, and keep the program germ-free while trying to stay within budget. Many more rules.”

- “Longer work hours. Teachers are exhausted with no breaks.”
- “We have built new routines, which take more time + effort. It was complicated at first, but now is second nature.”
- “Drop off & pick up duties, more cleaning, less breaks.”
- “More cleaning, less interaction w/ children, more separation with a less close feeling of community. Children have their own toys to reduce contact spreading. Social distancing between ages where before we were blended. Doesn’t feel like the kids are learning.”
- “Many older educators in the program are contemplating or have retired early. Younger staff question their decision to be in this field.”
- “It has not severely impacted our center.”
- “We added more TA’s and custodians to assist teachers with any and all extra duties.”
- “I need to have more staff at times to clean, and for drop-off and pick-up times as we do not allow parents in the building.”
- “I’ve not enrolled new kids because I’m keeping contact to a minimum. I don’t want to run with 2 teachers in a class.”
- “When the school was remote for a short time, I had to schedule more staff to help with that. It put a financial burden on my center.”
- “As we socially distance, we have fewer staff meetings. Teachers spend a lot more time cleaning, as well as taking temperature checks. The time adds up.”
- “Staff shortage, as 1 teacher dedicated to school age teaching. Less time for planning due to extra cleaning.”
- “We have to have additional staff for cleaning, staff wearing masks is difficult to teach emotions & to read & have the kids see your face.”
- “Cost has gone down in enrollment tuition profit + up in payroll to keep teachers + not combine + rotate as fast due to wanting not to expose other rooms etc...”
- “It has impacted our programs drastically. We are utilizing all staff to help with virtual learning and it has been challenging.”
- “Teachers needing more hrs for cleaning, so spending more money. Staff needing to be off with kids. Lack of stuff.”
- “It has been a difficult task as our teachers are not trained in the format the School District has chosen for our children for virtual learning. We also do not the amount of staff required/ needed for more personalized learning.”
- “It is more work for them. Staffing is already stretched thin but we are a good team and everyone works together to get it done.”
- “Staff are working longer days. Staff doing different roles. Staff are more stressed in completing tasks. More staff absent due to illness -> staff shortage.”
- “The major factor was doubled unemployment (state and federal). Staff while posturing for unemployment some were paid up to \$22.67/hr. on unemployment and not have to go to work while staying at home watching their own children.”

- “Yes, we need more staff all times of the day so we can keep the children separate, so as soon as a child comes from each age group we need a teacher, also to stay later to do all the cleaning in each classroom.”
- “We were already using these practices so no new impact.”
- “Increased cleaning protocols added to an already busy schedule. Trying to keep older + younger children separated means more staffing; as does trying to get children at the door and keeping parents only at entrances.”
- “More cleaning + sanitizing. Having the same amount of staff but less children enrolled.”
- “Other than the inconsistent wait time for COVID test results, they have not been impacted. They are a very dedicated team + do what needs to be done to keep the kids safe.”
- “Our teachers spend much more time devoted to cleaning and virtual learning help. We have had the need for more staff, but are shorted by staff being out w/ COVID or COVID testing.”
- “We have lost a couple long time teachers due to the stress of new rules and their comfort level.”
- “Less available.”
- “Added a great deal of stress.”
- “Much more time consuming with cleaning & sanitizing classrooms, outdoor play space, keeping groups completely separated.”
- “Teachers need more ‘no-kid’ time for cleaning/sanitizing. Careful planning of playground, extra playroom time so fewer kids (or just one class) is there @ a time.”
- “Assistants have more teaching duties and teachers are managing more physical rooms as we split children into smaller groups.”
- “More program restriction.”
- “Heightened cleaning, splitting of children to smaller group sizes, talking with parents re: concerns, preparing activities to send home to children in quarantine.”
- “At first, it was tough. Now we have adjusted.”
- “It has put more work on our staff with added safety measure - causing stress.”
- “It has put more stress on them, with extra duties. Not having parents coming in building has made staff feel safer, yet it [has] added extra duties for all to pick kids up at door, get their things put away, wash hands - then to classroom. More sanitizing toys, wiping down areas + some items taken out of classroom.”
- “I have to have one more staff 6-7 hrs a day to take kids out to their families.”
- “We have implemented more cleaning procedures on top of what we were already doing, trying to social distance our 4K program classroom has been very difficult.”
- “Increased earlier start times, added on more cleaning duties, school is spraying down classrooms daily.”
- “Staff are working longer days. Not enough staff.”

- “We lost 1/2 of our children which required less staff. We’ve cleaned more, time consuming.”
- “More stress, increase in demands and staff, increase in expectations by parents, increase in behaviors, staff morale decreased due to isolation in classrooms.”
- “Low enrollment.”
- “We need extra staff to maintain our new COVID procedures. For example, we have one or more persons taking the children to and from the classrooms to keep parents out of classrooms.”
- “It’s difficult to do virtual learning for multiple children with multiple schedules.”
- “Difficulty with each child with different work to do.”
- “Heavily impact, staff working under pressure, virtual learning. Parent involvement, increased expenses for sanitation cannot safely transport children from home to center resulting in losing child/children to other providers.”
- “New learning adjustment to schedules of day.”
- “My staff has to know or have computer skills to help with the demand of virtual school.”
- “Limited time + PPE, more responsibilities and same pay.”
- “The COVID related duties have not only made extra work for my staff (re cleaning of materials), it has made it more difficult for the teachers to communicate w/ parents. My school age staff also has had to take on more responsibility.”
- “Time is being taken away from planning time and has more cleaning time.”
- “Many of our cleaning & sanitizing practices are similar to what we practiced pre-COVID. The extra duties seem to be offset by having less children involved.”
- “Teachers are technically challenged. The kindergarteners are not able to navigate the system alone, and the differing schools’ schedules is a problem also.”
- “It has put a lot more stress on staff.”
- “More time spent cleaning but really has not impacted our program.”
- “The really is afraid to come to work, when a child has running nose, or a cough they ask us to call the parent.”
- “Trying to keep more separate, not combining rooms creates more overtime.”
- “It has put more cleaning responsibility on them.”
- “One staff member was hired to work with children doing virtual learning from other school districts. Shared duties by staff in exceptional sanitizing and cleaning in the building.”
- “Our staff is made up of teachers who have embraced the changes. However, the added staff costs for keeping groups small and separated is hurting our budget.”
- “Trying to keep up with extra cleaning has admin. assisting -Virtual learning added the need for more staff for extra help -Keeping up with job duties are harder based on all positions due to extra duties, quarantine, layoffs, etc.”
- “More cleaning and disinfecting duties.”

- “More cleaning and sanitization. Same amount of staff but lower children enrolled.”
- “Not at this time. Based on the amount of children that are enrolled.”
- “I have two people to meet + health check the children + to clean + sanitize.”
- “Have had to have 1.5 more staff working shifts to meet cleaning requirements and provide more homework assistance.”
- “We had to hire a cleaner. Staff needed to get used to the new way of doing procedures for health & safety.”
- “Spend a lot more time focused on keeping distance, sanitation, rearrange or substitute learning activities to accommodate COVID related duties. Have not been able to combine because we are all staying in our own classrooms so less help in that way.”
- “Temp. hours of operation for extra cleaning time in AM + PM.”
- “Our teachers are now expected to carry out the lessons of elementary school teachers. We are unable to open some of our early education classrooms because some teachers are supporting in our virtual learning classrooms.”
- “Stress. More cleaning duties.”
- “Masks & PPE have scared the children & made working w/ them very difficult.”
- “On a cleanliness level we are operating the same. Health practices have increased but not overly demanding.”
- “Separate staff + kids more so we need to pay staff more to work longer hours staff has to clean more.”
- “Yes. It adds an additional stress to an already stressful day, but we know how important it is.”
- “I have staff working with 5K [upward arrow] + trying to help them learn virtually - it has been a huge learning process for us. We open 30 min late + close 30 min early to make sure all needed sanitation is happening. Huge disconnect from parents - communication is harder. I have to use one of my best asst. teachers to be a ‘runner’ to bring children in, temp, wash hands.”
- “Teachers have taken on all cleaning, can’t afford company. Had to reduce staff which reduced planning time. Staff are working more now for fewer kids & trying to hire new staff is extremely difficult. Finding anyone with even general qualifications for ECE is impossible.”
- “The cost for payroll has gone up because we need staff longer to accommodate smaller class sizes.”
- “More work for staff in areas of cleaning and sanitizing. Masks are managed but staff reported feeling more hot and increased headaches from wearing them all day while busily caring for children. Feeling of ‘team’ is down because less adult interactions.”
- “More time each day spent on cleaning classrooms. Fewer materials available each day. Materials & toys are beginning to break due to harsh cleaning.”

- “Better cleaning, disinfecting, and sanitizing for toys + equipment. Controlling universal precautions. Better hand washing.”
- “Need to hire & staff school age all day programming.”
- “More staff needed for avoiding co-mingling, cleaning *challenging*”
- “It has really decreased our mental health. There is more time spent on cleaning procedures, less physical contact w/ students more stressful.”
- “We are doing more things at the center + not going on outings. They get less time out of the classroom which means teachers need to spend more time coming up with alternatives + try keeping things clean/sanitized.”
- “It has added on about 6 hrs/day to screen - bring children in + out of the building each day. Additional staffing needed to keep groups separate all times of the day and for cleaning.”
- “A new hire was necessary for remote-virtual learners from elem. school. -Patterns of isolation, quarantine, recovered staff, required a doubling (2 staff for exposition).”
- “Staff feel less value as K-12 is closed due to safety concerns for adults but yet Birth-5 is told we have to stay open.”
- “Longer work hours. Stress of cleaning.”
- “Initially yes - getting staff to up cleaning + sanitizing now it’s just part of their daily routine.”
- “Extra cleaning has been a continued focus.”
- “Additional attention to hand washing + sanitizing. Many of the procedures recommended by CDC had already been in practice. Taking temperatures before entering.”
- “Daily health questionnaires for staff -daily temps for all children -extra cleaning duties -covering for quarantined staff.”
- “More daily responsibilities, cleaning, daily health screens, temps at shift start.”
- “They are stressed, PTO time had to sometimes be not granted due to staff shortage due to quarantine of other staff. Because of this staff are getting burnt out. We already had strict standards for cleaning so we didn’t have to do much on that front.”
- “Extra time allocated to drop off + pick up times -Ensuring children have individualized materials + equipment -Additional sanitizing.”
- “More stress more cleaning more worry + anxiety. There is a heaviness in the air at times. Many, many constant conversations + check-ins.”
- “We need to schedule more staff to keep children from mixing with other age groups resulting in over-time. We also schedule more staff for extra cleaning.”
- “Cannot mix teachers in different classrooms -older staff did not want to work due to health issues.”
- “Very difficult to retain teachers or train new staff correctly. Need teachers to meet demand for care.”
- “Following a POD structure has made my staff have to work longer days.”

- “Can’t use teachers across pods when someone calls in sick, meaning we need to close classrooms, or reduce # of children. Some teachers part time, some overtime. Teachers don’t have interaction w/ parents.”
- “I have 2 staff with 18 children now due to virtual learning. They feel overwhelmed with the expectations from some teachers for the children. Children are bored and stir crazy.”
- “Labor has needed more hours more staff out longer due to illness lack of consistency for children.”
- “Longer staff hours. Limited access at drop off and pick up for parents.”
- “We are over labor hours every week. *Staff cannot cover each other so people are working long hours and some days do not get breaks.”
- “Extra work for the teachers for sure. Teachers are getting burnt out.”
- “More work - but it’s OK and everyone understands.”
- “Need more staff for less kids -staff to get kids @ door -staff to temp check kids, change their shoes -more breakers so one person doesn’t go room to room.”
- “Losing teachers to quarantine.”
- “Positively. More safety protocols.”
- “Costs of needed supplies. Split of attitudes (COVID beliefs). Teachers nervous about some families. You cannot help all people. Sometimes families expect more than you can give.”
- “Subtracted from time w/ kids & meaningful experiences.”
- “Have not seen a change.”
- “Need to have 1 additional staff just for frequent sanitizing of common areas, toys etc.”
- “Need more staff to follow all of the new guidelines, etc.”
- “Our teachers have less time for prep and planning. We have reduced our child assessments which were used for individualization. Staff are working longer hours, are stressed, and burning out from juggling responsibilities at work & home.”
- “Hours per day shortened so staff can do more cleaning at the end of day.”
- “We have hired extra staff and increased part time staff hours, so we are able to disinfect.”
- “We have needed additional staff to ensure classrooms are getting cleaned thoroughly.”
- “We have needed additional staff to ensure classrooms are getting cleaned thoroughly.”
- “New duties, added tasks and responsibilities increase the amount of time staff has to complete all requirements (increased time on cleaning reduces time to plan and prepare new materials for lessons).”
- “We were cleaning a lot more and changing toys throughout the day. Now, being virtual, I have had to learn more + more about teaching virtually.”
- “More stress on staff.”
- “More cleaning/sanitizing. More handwashing. Mask wearing. Language - understanding the kiddos wearing the mask.”

- “Lots more cleaning - NO parent volunteers to help.”
- “More time needed for cleaning/sanitizing, daily health checks, individualization, food service, communication with parents.”
- “Center is temporarily closed.”
- “Teachers have more responsibilities of teaching virtually in addition to face-to-face.”
- “Teachers are working very hard keep student safe & healthy. Extra cleaning, virtual lesson plans, in-person lesson plans.”
- “At Seymour Head Start only - changed meal service, eliminated toothbrushing, changed routines, staff spend more time cleaning.”
- “More frequent cleaning, replacing, meal service duties.”
- “Added more stress/job duties as we are doing both in person (Head Start) and virtual (supporting 4K) plus additional cleaning.”
- “It takes additional time to develop, train, and implement safety, cleaning, and screening protocols. Finding staff and subs is difficult. Covering quarantined staff is difficult.”
- “The teachers are working very hard to keep students safe and have extra protocols to follow.”
- “Increased cleaning + sanitation duties. Implementation of child screening process at arrival. Increased need to offer remote/virtual services + learning.”
- “A lot more responsibilities. Even our in-person teachers are offering virtual services and deliver educational & food bags to families that are quarantined. We also add one additional hour to clean/sanitize rooms.”
- “Health + Safety takes priority over education. Very high expectations for team members + changing policies + procedures. They change as COVID knowledge changes, masks are difficult to keep in place.”
- “Lots of additional time spent cleaning.”
- “Contact Tracing + COVID-related issues require 1-2 more EXTRA staff a day.”
- “It is added work load to an already stressful job.”
- “Increased focus on cleaning and sanitizing.”
- “Increase depression, increase cost of supplies, cannot hire people- no one applying, constant threat of closing, not having staff coverage, licensing visits & non-compliance.”
- “Increased their hours worked which is draining and stressful.”
- “More time needed for cleaning/sanitizing, daily health checks, individualization, food service, communication with parents.”
- “It has added a lot of stress - we were able to lower class sizes (no more than 10 per room) but keep staff size (3 teachers per room) the same. This extra staff has helped with the added requirements and when staff need to quarantine.”
- “Makes it harder to have personal connection with children. Kids do not know other staff other than the teacher.”

- “We are a Head Start program. We have the same (about the same) with reduced days. 4k/2 days a week from 4-3PK 2/days or week to 2 days.”
- “It was a transition to allow for virtual services. We needed more staff to ensure cleaning was done properly.”
- “More time needed for cleaning/sanitizing, daily health checks, individualization, food service, communication with parents.”
- “Door monitor.”
- “We were already prepared to teach the children and assist with virtual learning. It was a small transition, but wasn’t too hard.”
- “Increased cost of payroll in relation to enrollment.”
- “Teachers continue to sanitize + disinfect toys in classrooms. Follow guidelines as established by CDC regarding new COVID-related cleaning guideline - teachers impacted by new duties related to daily cleaning.”
- “They cannot focus on teaching full enrolled children because they have to help all the virtual learners get onto tablets + homework. There are more behavioral issues as, children are frustrated w/ virtual learning.”
- “Sanitizing more often; more stressful keeping children separated; more planning + prep to organize things for children individually.”
- “We have shortened our hours of operation in order to ensure that our classrooms are staffed to meet state regulations. The shortened hours also provided the time necessary for thorough cleaning + disinfecting at the end of every day. We also have staff stationed at entrances for temperature taking + health screens.”
- “More prep/planning time needed. Which means extra staff.”
- “Need to have a full-time school-age teacher.”
- “Basically, not much. Just some extra cleaning for them.”
- “It has added more stress to the teacher daily day we have also had more teachers out to quarantine.”
- “Staff are focused on individual children more than the group. Play based programming is now secondary. The demands of certain teachers (school based) are challenging for my staff.”
- “Time spent on cleaning reduced social skills reduced clear communication due to masks.”
- “Time spent on cleaning reduced clear communication due to masks.”
- “More cleaning and sanitizing of materials throughout the day for teachers takes more time away from children. We actually have need to hire another staff person assigned to cleaning throughout the day.”
- “We changed our hours.”
- “Extra funds needed for cleaning. Extra funds needed for staff. Extra hours for teachers to clean.”

- “It has become part of our routine, but the stress level is higher due to anxiety around COVID/quarantines.”
- “We have had to turn away care for families looking who have children 4 + under.”
- “We have always taken great pride in disinfecting/cleaning but have even taken it a step further. We disinfect toys during nap time, temp check at lunch time, labeled all chairs with children names + have labeled all art supplies etc.”
- “None/hired extra staff. for current and old staff.”
- “We require more labor hours to ensure safety and cleanliness.”
- “No impact at this time.”
- “Increased stress levels causing burnout.”
- “Teachers are less present in the day to day relationships with families.”
- “We are taking more safety precautions and routine health checks. Staff are working longer to sanitize and do laundry.”
- “Health screenings for staff + children -rigorous cleaning/disinfecting throughout the day -wearing PPE.”
- “We feel that our center is cleaner but it has also caused some additional stress for staff. We do not combine rooms and staff are not able to float to other classrooms. Virtual learning has also been a challenge.”
- “Increased staffing cost. 2. Increased number of staff needed. 3. Limited enrollment based limited staff available because of other duties.”
- “Need more staff for less kids -Keep groups separate -Someone to work the door, take temps, bring children in -Staff who do breaks cannot do all breaks, for to reduce risk of spread.”
- “We have doubled our need - we keep all staff w/ only their group + we need AM + PM door staff to bring children from the entry to classroom + then @ pickup back to their parents. + more time for cleaning.”
- “We are wearing masks, and taking temperatures at the door. We are using a lot more gloves and now doing all food serving to children instead of them self-serving. Teachers additional duties have been manageable.”
- “We have added an extra staff member to sanitize equipment, furnishings + high touch points daily.”
- “Right now, two of our employees are also school district employees, when the schools switch to virtual learning these employees are still required to work at the district. They are both para-professionals that are required to teach virtual. They can’t work full-time for us, so we don’t have enough staffing to care/teach school age during remote learning.”
- “Less time spent with children due to the constant sanitizing, cleaning everything, a lot of stress [R double underlined ‘a lot of stress’].”

- “Not much because all our teachers have degrees and most of our parents are front line workers.”
- “Time and cost for staffing hours -cost for cleaning products -PPE supplies, extra janitorial costs -Enrollment because parents afraid to bring children -Quarantine for staff, children and parents -ratios -rearrangement of rooms to allow for social distancing.”
- “It has added additional non-teaching hours to our payroll so we can ensure we are doing extra cleaning and sanitizing, as well as taking temperatures at drop-off and walking children to/from classrooms.”
- “Time consuming, and straining our budget as PPE + sanitizing supplies are significantly more expensive.”
- “We serve children up to age 6 despite COVID-- some families chose to keep their children here until 1st grade because we are a specialty school for children w/ special needs. We have more parents who transitioned to Kg wanting to come back for services since their districts are virtual. Parents have changed their IEP’s so that our kiddos who are in school can come 2 days per week here in person.”
- “Hard to maintain staff in general. 10+ want out of the field.”
- “Longer hours, less staff, higher stressed children and parents and staff.”
- “We are not combining ages of children at the beginning or the end of the day so each classroom has to be staffed from opening to closing. It creates much higher staffing costs than March 2020 when we had many more children.”
- “Staff is required to do more cleaning and serve lunch + snack. In the past we did family style dining.”
- “Required more staff for cleaning + sanitizing classrooms + resources they use, plus since no parents are allowed in building, we have greeters that temp. + sanitize hands of children + escort them to classrooms, plus take children to parents at pick up time.”
- “More hand washing. We moved a lot of duties to the director and office staff to help with cleaning. This allows our teaching staff to focus on kids as much as possible.”
- “Reduced # of hours children are in attendance -curb-side pick-up - drop-off: less/different parent communication.”
- “More stress, less focus on education, fear in staff, less activities available.”
- “At the beginning we shortened our operating hours to ensure there was enough time to clean. We have changed our outside schedule to allow time to clean equipment between uses. Our other common spaces are closed. Parents are not allowed in the building + we do multiple building wide ‘wipe downs’ multiple times a day. We also do laundry for everyone daily. Our sense of community + connection w/ families has changed. We are also always short-staffed b/c of COVID. Finally, our teachers are not doing as much teaching because they are facilitating virtual learning all day.”
- “Many of our partnerships (Head Start/Early Head Start) are requiring sites to provide both virtual + in-person options. While this may work for school settings it is challenging for child care.”

- “It put a focus on sanitizing + keeping their classrooms clean + organized more than the usual. Also added more tasks during the day which caused exhaustion in some staff along with anxiety + safety concerns for themselves.”
- “Need more staff to not float or share staff between classrooms; more staff retired, some staff left because of COVID. Staff need to have higher qualifications to work in early head start which deters staff applicants from following through and/or retaining. Majority of staff and leadership work multiple jobs and the majority of staff are in a vulnerable health category resulting in additional staff needed & cover all signs of ‘illness’, not merging groups of children results in additional staff needs and costs.”
- “They embraced the shift. They feel safer at home while instructing.”
- “It has taken away from quality interactions at time while we maintain health + safety protocols.”
- “Yes.”
- “Some staff wouldn’t work. Also had to hire full time staff for school age children.”
- “Cleaning + disinfecting has added to teachers already full days. -Keeping social distancing has + continues to be challenging.”
- “All COVID related duties has improved everything, esp. cleaning + screening in children.”
- “It has added stress and anxiety. Less time for quality related interactions with the children. Less time for need breaks to decrease adults in same room. All teachers are solo teachers now & have less support.”
- “We have had to reduce center hours to sanitize rooms and clean all materials on a daily basis.”
- “We have shortened our operational hours to allow for daily sanitizer of each classroom at the end of the day... -Teachers needed to find alternative outside activities because playgrounds can’t have more than 1 group @ a time and all equipment gets sanitized between each group.”
- “Teachers are fearful but great about enhanced health + safety protocols.”
- “Takes more time for cleaning and less for instruction -smaller class sizes -costs more to operate -director spends 2 hrs per day doing temps and entrance. Not available to help with rooms during that time.”
- “Had to clean before, have to clean now. Teachers spend more time reminding parents *children to wash hands.”
- “They are very over taxed and tired! We have had to over staff classrooms in order to give teachers time to adhere to the protocols.”
- “Parent communication is mostly through email and Zoom -teachers are separated and unable to have the same contact/support they would if they were able to move about the center freely -teachers are more fatigued from lots more cleaning (etc.) and constant stress/ worry about contracting the virus :(.”

- “Staff doing a lot more cleaning, sanitizing, disinfecting.”
- “Added staff per room.”
- “Higher stress.”
- “It hasn’t impacted much besides extra cleaning and staying on top of quality in the Health and Safety Policies that are now in place. We don’t take this lightly no matter if it is COVID-19 or something else.”
- “More hours added to payroll. Additional stress for teachers instead of focusing on teaching only.”
- “Staff have done great taking on new + additional duties.”
- “It is extremely stressful. Hours are long and erratic. Shutdowns and quarantines are happening and tough on all. We have had to learn how to be virtual K-3 teachers with little to no help from the actual teachers/schools. Parents are frustrated too. Very costly to have S-A children there all day - food + supplies.”
- “Our cleaning procedures are much more rigorous, and the restrictions that require us not to combine children mean my staff have to work much longer days.”
- “Don’t feel safe to work.”
- “Teachers are working longer hours to reduce the amount of adults in program and to lower exposure.”
- “Limiting staff in classrooms is impossible. No one gets in on time and sometimes a lunch break b/c we have to limit who goes in rooms.”
- “Longer days, crafting single break times too.”
- “We have needed to increase staffing by 30 percent to cover pods and rooms.”
- “It has been more difficult because we have to clean and disinfect more than normal. Teachers spend a little more time to keep all necessary cleaning care.”
- “Really impacted all the staff.”
- “More paid time having to clean/disinfect. Laundry doubled due to washing everything every day.”
- “One building support staff has to work with the school age children full-time. One of the admin. staff has to spend a significant amount of time w/ the school age children.”
- “It has caused stress, frustration & staff to quit or not want to work. Due to COVID, staff have to work longer hours because we don’t consolidate the children in the AM’s or PM’s to prevent cross exposure.”
- “More work, constant changes from DCF & Health Dept.”
- “The cleaning routines, although increased will continue after COVID-19. The virtual learning format is increasing stress, anxiety in staff and children.”
- “Need to clean more in classrooms, not collaborate with others, disconnect amongst teachers.”

- “Added staffing is required = added cost of wages more stress/demand on teaching staff in daily routines.”
- “Increased stress among staff -required more flexibility in shifts/hours -reduction of hours (early on).”
- “We shortened our hours to allow for staff to clean and sanitize am & pm - reducing tuition rates. After 10 days closed b/c of COVID per classroom, we have to reimburse families their tuition.”
- “Our staff has to do more cleaning. They have less opportunities to meet with other teachers. Two of our admin. staff are teaching school-age classrooms, which leaves admin. short. Admin. has had to take on cleaning and health checks. We had to hire more specific cleaning staff.”
- “We have reduced operating hours to allow for more cleaning time. Teachers who would typically help staff in preschool classrooms are covering school-aged programs, changing our ratios. We have lost staff members and have few sub options, greatly [R underlined ‘greatly’] impacting office staff. School owner is teaching full time.”
- “Staff are stressed.”
- “It has caused stress, isolation, a demand of time to clean/sanitizing taking away from teaching.”
- “Huge learning curve (for staff) - managing schedules + technical issues for virtual learning - especially serving multiple grades + school districts.”
- “Increased support staff to help teachers manage class cohorts and clean our environments.”
- “Less time for planning.”
- “More staff needed for fewer children.”
- “It is sad to have to separate children into groups that cannot mix. It has dampened our sense of community.”
- “Technology learning - Zoom, SeeSaw, Google Accounts meeting SEL needs remotely is challenging.”
- “Lower enrollment has caused staff layoffs.”
- “They are doing more cleaning.”
- “In addition to the COVID related duties, we have seen a couple of impacts: staffing time (they have school age children at home), stress in the way of ups and downs (the coronacoaster). Professionally, of course!”
- “We have been unable to hire needed staff. Existing staff is stressed by being alone in classrooms.”
- “More cleaning to be done and we now have to employ someone for 4 hours a day to bring children from the front door to their classroom (and the reverse in the afternoon) because families are no longer allowed in.”

- “They have to teach remotely so they have learned to zoom etc.”
- “Additional cleaning fewer hours with children more subbing in different areas.”
- “More cleaning.”
- “Additional workload inconsistent communication with families without technology or who have to work.”
- “Physically, emotionally, mentally, financially.”
- “Many meetings need to be on Zoom limits the amount of staff at the site. Lots more cleaning daily.”
- “More cleaning 2. Try social distance children 3. Wearing to teach 4. Unable to serve family style.”
- “Social distancing - room arrangement + routines mask wearing/hand washing - teaching children proper handling. Additional cleaning + sanitation, health questionnaire.”
- “More work cleaning and sanitation of toys. Keeping environment safe.”
- “Increased cleaning duties, changed how class is conducted (no group time), no field trips or classroom guests, masks being worn, health checks daily.”
- “When the school district goes virtual for 2 weeks at a time we have to get materials for Zoom conferences ready and delivered to the porches of our families and set up Zoom meetings 2x’s a week.”
- “We had only provided school age care during the summer. Now our kindergarten children that have graduated from Sprout school have stayed. We have 2 college students that usually have 100 percent summer availability, do school age. Since they have limited availability now, we have had to hire additional staff to provide care for those 4 children (those who stayed). The financials do not work to keep the children. Our school district keeps going back and forth for in-person classes, then switch to virtual. We can’t fill our spaces because we have no idea how long those children will be with us.”
- “We have adapted to make it all work.”
- “A lot more time for cleaning + sanitizing. Having a staff grab children at the door instead of allowing multiple bodies in.”
- “Paying high staff wages, we need more staff to cover cleaning, mask breaks, etc...”
- “Extra cleaning + sanitizing.”
- “Cleaning more. Sanitizing toys and other surfaces more often cleanliness for staff has increased as well as masks are worn at all times.”
- “Teachers leaving for fear of the virus - not comfortable working around the high number of people getting the virus.”
- “We are doing well & everyone has adapted to the new duties & requirements well.”
- “For a period of time we separated entrance for different age group. It added up quite a few hours for extra staff needs.”

- “Staff are working longer days to maintain staffing in all classrooms.”
- “More focus on cleaning -no parents in building makes building relationships tough -very [R underlined ‘very’] high stress levels.”
- “We had to decrease hours because of work load.”
- “The teachers are working longer hours for no additional pay because they are salaried. Morale is down in general.”
- “Increased sanitation/cleaning, change in daily schedules to reduce classroom density, wearing masks indoors + out – ages 2 + up more required health + safety training. Weekly antigen tests.”
- “Staff leaving to take FMLA.”
- “Staff having to take FMLA.”
- “Reduced prep time, shortened classroom hours to clean.”
- “More PPE, child and staff screenings, purchase of new sanitation equipment, reduced program hours.”
- “Checking children temps upon arrival, completing a health screener & questions upon arrival. Meals are served wearing PPE and additional face shields. Increased human cleaning. Masks requirements. COVID quarantines affect staff availability to work.”
- “Health check of each child required at drop-off. Cleaning has increased. Disinfecting room at end of day. We had planned on increasing enrollment to 17 but due to COVID we kept it at 10 with one virtual enrollment.”
- “We have had to change our programming and staffing patterns to meet the demands of safety protocol + sanitizing.”
- “More time spent sanitizing, cleaning -More duties if staff member is quarantined. -Run program with very few staff -Director is completing contact tracing duties, health education.”
- “Sanitizing has taken longer.”
- “Need more staff for cleaning, more resources for virtual learning.”
- “We are spread thin and it is negatively affecting our staff’s mental health.”
- “Increase of cleaning, less students less time in classroom so need to work on professional development.”
- “More disinfecting everything every day. Change in number of days serving children (5 days to 2 days). Some virtual teaching - health checks/temperature.”
- “Teachers have to spend more time on cleaning and disinfecting which takes away from their prep time.”
- “Staff are stressed. More COVID duties @ work and more COVID related responsibilities @ home w/ their own school aged children.”
- “Sanitizing between AM & PM classes takes time.”
- “Lots of stress. PreK student virtual learning is not considered a priority in homes with older children. Frustrating for teachers when families can’t/won’t participate.”

- “Less planning time. Different activities.”
- “Currently we are virtual. But when we return face to face it is going to require additional help for cleaning/sanitizing. We need to decide what this will look like.”
- “We are separated from each other requiring longer hours.”
- “Takes longer to clean and sanitize.”
- “My staff is struggling with day to day responsibilities. The Unknown of each day, switching gears constantly parent issues, not giving attention to other families worrying about kids not getting homework done.”
- “Very little impact other than working extra hours for staff that has been quarantined.”
- “More time spent on sanitizing and disinfecting. Also, time spent reminding children to put on, stop play with, and please find your mask...”
- “Spend more time cleaning at the end of each day.”
- “Basically, more cleaning, extra hand washing, and encourage parents to keep children home when they are not feeling well.”
- “N/A My program is a new preschool. We only serve 3-4-year-olds, three days a week.”
- “No significant impact.”
- “More time spent on virtual learning, cleaning. Health screens.”
- “Doing both in person + virtual for a couple children add’l cleaning health screens.”
- “More cleaning needed.”
- “It requires additional disinfecting/cleaning by the teachers. We also had to change the way we do certain things (no sharing markers/crayons/etc., disinfect tables between use).”
- “More training and [reformulated] schedule.”
- “Staff is spending more time cleaning and disinfecting. Less time is left for planning and continuing ed.”
- “Longer hours for staff.”
- “For a hands-on, arts-based preschool, going virtual has been challenging.”
- “Longer hours. My yearly pay is less because of forced shut downs. Loss of income to the school.”
- “Because of COVID, we had to transition to virtual learning which meant a lot of extra trainings, working from home, limited access to school equipment and supplies.”
- “We have additional cleaning duties, helping preschoolers with masks, additional hand washing. We also have to screen parents/students as they enter each day.”
- “My teaching staff is using more time to sanitize and clean each day. One staff member is now doing temp checks each morn instead of helping in the classroom. Social distancing is difficult!”
- “Not much - only 2 staff members - T, W, the program only 9-11:30.”
- “They wear PPE, but the janitor does the deep cleaning.”

- “Had to offer fewer materials so that they can be sanitized + put away materials that cannot be sanitized. Had to create a seating chart so it restricts how children can play + with whom - Takes time away from children to clean + sanitize hot spots. Parents can’t come into program - less interactions with parents.”
- “The demand for school-age care was high + we could not accommodate the requests along with our currently enrolled childcare program. We discontinued our school-age program until summer when the demand we be consistent rather than just high demand 1 day a week.”
- “No impact at all. I, as the owner put in extra sanitation hours which takes any extra burden off all the teachers. They have always followed strict sanitation rules prior to COVID-19 so ‘extra’ cleaning because of COVID-19 has already been in place. + not needed.”
- “They are working longer hours and with same group of students and staff to avoid comingling. There is no shift in classrooms at beginning & end of day when numbers are low so children aren’t comingling either. At the end of their shift & midday they do extra cleaning.”
- “When children are in face-to-face classes there is no impact.”
- “They tire of cleaning more and teaching both in-person and virtual.”
- “More cleaning more planning more work!!!”
- “Somewhat.”
- “We spend more time cleaning and washing hands. It has been difficult to teach while wearing a mask.”
- “There is more cleaning than before in each classroom + also the center as a whole. We have to implement new policies that have fewer foot traffic in our school bldg. so teachers have come up with alternate methods of communicating with families.”
- “Not at all.”
- “More time spent on cleaning room + equipment. More time spent on using sanitizer and wash hands. More time spent prepping individual kits for kids to use.”
- “For us is important to keep our facility clean and disinfected with this being said it takes a lot more time and effort from our teacher and all our employees.”
- “We set up a schedule for our teachers for cleaning. Everyone is very cooperative and are all happy to have a clean center. When we were closed we deep cleaned for two weeks. Now it is kept up daily. Never looked better!”
- “Teachers are frustrated and do not want to work.”
- “Many more trainings (mandatory, paid, after hours), additional cleaning duties, maintaining PODS, ensuring enough staff to run program.”
- “Additional cleaning procedures. Additional time away from work due to symptoms.”
- “Additional staff needed. (Temp checks, curbside pick-up + drop-off, extra cleaning, etc.).”
- “We’ve reduced operating hours to allow teaching staff to focus on COVID-related duties at the start and end of each day.”

- “We added a few 4K children in a virtual learning situation.”
- “More cleaning time for individual classrooms as well as items in each classroom requires more time.”
- “We have far fewer substitute teachers available and are trying to keep our regular teachers confined to pods with limited access to the entire teaching staff.”
- “Added tasks, changing schedules, less teaching time, more cost, frustration, exhaustion, short-handed, indiv. quarantines, cleaning time.”
- “Increased hours because of increase in job duties. Teachers are doing more prep work/ planning at home so as to not be in the building.”
- “Teachers wearing masks makes it difficult to engage with facial expressions, teachers have had to quarantine if exposed, much more cleaning is involved.”
- “Requires about 1/2 hr after school for cleaning & disinfecting. Requires all staff to wear face coverings.”
- “It has required more cleaning/documentation time for staff and custodian. Impact was greater staff time before implementing Brightwheel app which has helped tremendously.”
- “Cleaning and disinfecting add a lot of work.”
- “Drop off is time consuming since we are not allowing parents in, temps taken, etc. - additional disinfecting.”
- “There was some concern with a few staff members having to wear a mask while working.”
- “More time spent cleaning during and at the end of the day. We have cut back on lunch times and specialty classes offered.”
- “More time on cleaning + getting kids to wear masks, more time designing virtual lessons.”
- “Fewer students login daily due to age and they’re going to daycare.”
- “It has challenged staff to become well versed in technology so that they are equipped to teach students virtually.”
- “Alternative schedules, less 1 on 1 time.”
- “Changed our routines and how we deliver instruction.”
- “Extra time required for cleaning, social distancing strategies.”
- “Requires a greater amount of time + more thoughtful procedures.”
- “More staff needed to cover extra cleaning requirements and division of children. More staff needed to implement new drop off/pick up procedures.”
- “It’s more work constantly cleaning.”
- “Extra cleaning has been added. Quarantine for close contacts + posture cases has had the most impact.”
- “All working more hours to minimize adults in the space.”
- “More the stress of not knowing if they have COVID or not and if center will close because of it.”

- “They are working longer hours to do extra cleaning and sanitizing and outdoor drop offs, etc. It causes us to pay more in overtime for staff.”
- “We have had to reduce hours to staff each room independently, so that students don’t mix germ pools. This is extremely hard to do with our program model, resulting in admin typically in classrooms every week.”
- “Early on we planned and implemented additional health, safety and social distance protocol that was received well. Many have complimented us and acknowledged our measures. We have seen effectiveness in limiting exposure and illness. We also have had to quarantine classrooms at times. Training was key.”
- “Increased amount needed [R underlined ‘needed’] for labor/operation hours.”
- “Yes.”
- “We are not allowed to mix staff and teachers that requires a lot of extra staff and work every day.”
- “Some additional cleaning duties and laundry. Director does almost all health screening Custodial staff do almost all cleaning.”
- “Without parents coming in, we need additional staff to run children in AM & PM. We are also spending significant time with extra cleaning and health monitoring.”
- “We have had to adjust background times, the number of children per group. Extra sanitizing.”
- “We are spending hours every day cleaning. We do not mix children or staff. So, we are now only open 4 days a week. We cannot afford overtime.”
- “Less materials available to use (have to be able to sanitize) less flexibility working in pods/cohorts to reduce cross contamination. More time spent cleaning then planning + or parent communication. (no F2F).”
- “Virtual learning for school age teachers requires a much higher teacher student ratio. Cleaning, sanitizing, taking temperatures.”
- “Yes - subs not available due to their age/risk factors. Extensive cleaning.”
- “Extra cleaning and keeping kids from separate classes separate.”
- “We are no longer able to get subs during this time, if a teacher is sick that classroom closes until the teacher returns.”
- “Had to keep some number of staff but with smaller classrooms - too many kids for 1 teacher but not enough to justify (financially) two teachers for 15 kids (should be 20 kids to make it financially).”
- “The staff is tired, stressed, + overwhelmed.”
- “The extra duties just create more to do but does not have effect on our program itself.”
- “Staff has had to work longer and clean after hours more than before. Some staff is also doing virtual teaching and in person.”
- “More cleaning and sanitizing jobs & duties throughout the day.”

- “Increased cleaning daily by staff.”
- “Less engagement.”
- “Additionally cleaning, practicing social distance so ratios differ, masking of staff + children, monitoring symptoms – communication with families, regular handwashing.”
- “The high demand of cleaning, less children and individual learn tubs and learning space has increased stress.”
- “Teachers have higher workload, have to take off more, call in more.”
- “Extra cleaning, more PPE.”
- “We are doing the same duties as before COVID.”
- “The biggest impact was when we had to close the center due to a staff testing positive for COVID I had direct contact w/ the rest of the staff.”
- “Staff hours have increased, more parent newsletters required. Thankfully after a few months we have a good routine down + everything runs smoothly with most parents on board with all changes.”
- “More school aged children -> more staff full time needed.”
- “The program’s additional duties because of COVID has been built in to hours of services with children. An example is 2 hours are built into an 8-hour day of work, but classroom sizes are limited to 10 children is our usual 17.”
- “LOTS more cleaning. Need to employ staff longer. Need to help 5k children with their Public School work.”
- “All the cleaning. Switched teachers around one teacher took leave to school her own children at home.”
- “Extra time cleaning wearing masks.”
- “We have a small staff that works together to keep the school sanitary.”
- “More time cleaning toys + room.”
- “Kept us more busy. Adding a lot of cleaning requires more time.”
- “It has not impacted us.”
- “Not much, staff were worried they would contract the virus + so they took FMC + then our center was short staff.”
- “Cost - longer day for cleaning. More pay to cover these hours.”
- “Not much at all. Teachers wear a mask and we clean more. We social distance as much as possible but sometimes it’s unlikely with the age group we have.”
- “Director takes care of sanitizing. Lack of facial expression hard. Masks are our new socks. Lack of touch is awful.”
- “More cleaning, less time with children.”
- “When teachers are teaching virtually from their home they do not bring their children.”
- “NO.”

- “NO.”
- “Not many changes. The biggest change is our hours have been reduced down to 10 hours a day.”
- “We are all very used to the additional cleaning, sanitizing etc. each day. Staff have additional time for duties.”
- “It is financially impactful but otherwise not much of a hassle.”
- “Moved rooms, lost some staff to teaching responsibilities.”
- “More responsibilities, cleaning/disinfecting.”
- “More time, more staff needed.”
- “More health precautions, more quarantines-- causing short staffing, more closures-- causing lack of care & unemployment claims.”
- “Extra time cleaning throughout the day.”
- “Currently need more staff due to district cohort guidelines.”
- “Longer hours, more staff needed as group don’t combine.”
- “Majority of time is spent sanitizing or hiring someone has cause financial concerns for budget. Also hiring for virtual learning is difficult.”
- “It has impacted my staff by not feel adequate for the job. More stress from parents because high demand on paperwork and virtual learning. It also has given my staff the notion that they are babysitters because the lack of time allotted.”
- “They were scared at first but now they are used to it.”
- “Yes. Teachers are not so enthusiastic to do virtual learning with the children. Has become a disciplinary issue.”
- “It is more challenging managing the unique requirements of each school ages. It is also challenging managing school agers as part of our daytime programming. Much of our summer staff was not available during the fall and winter months.”
- “It hasn’t. We opened in Aug. so all the teachers knew there was expected COVID precautions that needed to be taken care of.”
- “Daily cleaning more sending kids home for being sick.”
- “Increased the need for more teachers, the need for quieter space for digital learning.”
- “Greatly we, had to hire more teachers.”
- “It hasn’t impacted my staff at all.”
- “Teachers have been working long hours due to short staff; teachers must take on perform additional duties.”
- “Pick up and drop off procedures are more labor intensive and we are not combining classrooms in the AM & PM as much.”
- “Cost of materials and supplies and equipment and wages.”
- “None at all - staff have accepted new duties and are implementing them very well.”

- “Cost of materials, supplies, equipment and wages.”
- “The virtual learning has affected the entire center, especially trying to follow the daily schedule.”
- “More time needed for prep + take down. More staff for smaller ratios - company policy.”
- “More training & learning about all the safety measures.”
- “Wearing masks is annoying + not conducive to communicating with children. Staff do not have interaction with parents as we would like to.”
- “Not a ton, more staff are needed though.”
- “Staff need a lot more sick time to be with their school aged children but extra staff is hard to find.”
- “Mentally & physically exhausted staff. (Long hours to avoid any extra exposure). Anxious staff.”
- “We just opened Sept 1, 2020, 2 years ago I did not think we would have COVID-19. They say I be full, due to child care in Watertown not in service and here I am struggling to pay bills, 5 kids as of 11-18-2020, center can have 30 total ages 1-9-year-olds. But I feel with COVID-19 it has been a struggle to get children. Am the only one working at this time my daughter works some hours to give me breaks and so I can get office work done. I do all office, parents, lesson plans + work with kids.”
- “Increased time to disinfect, clean. Addition of one staff member (part-time).”
- “With virtual learning we have had to switch staffing around to accommodate those children. It has increased staff responsibilities in cleaning and how they conduct their personal lives outside of work.”
- “Much more staff time cleaning - increased costs + staff time. No interactions between groups + keeping kids in smaller groups = more staff time + expenses.”
- “We are staying on top of cleaning. We purchase[d] a[n] electrostatic sprayer. We have drier hands. A plus - the parents talk with teachers better.”
- “More often cleaning of high touch areas, ordering more cleaning supplies and gloves, having a custodian come in evenings to spray the rooms, of individual water bottles for drinking (not using drinking fountains). All staff wear masks. Discontinue our music holiday programs and use of volunteers.”