7/30/2020 Webinar Transcript

Using Child Care Provider Surveys to Inform Policy Responses to COVID-19

OPRE Report #2020-130

>>Julia Isaacs:

Well welcome, everyone. Good morning or good afternoon. My name is Julia Isaacs and I'm happy to be serving as your moderator for this webinar on using childcare provider surveys to inform policy responses to COVID-19. This is the first in a two-part webinar series on building CCDF lead agencies' capacity to use data to inform policy responses to COVID-19. Next slide.

Housekeeping

So as a housekeeping matter I want to let you know that this webinar is being recorded. And we'll post the slides and the recording and the transcript online a few months after the webinar. We do have more than 500 people registered and a number of you have already joined. And so, with that large an audience, we are going to keep you muted. Uh, but we do want to make this interactive, um, and so please type your questions, I see a few questions in the chat already, but type your questions into the chat box at any time and we'll take time for questions at the end of each presentation, with more time, we have a slot of time, at the end for an interactive discussion with our panelists.

So, today's webinar, next slide.

Child Care Research and Evaluation Capacity Building Center

Today's webinar is brought to you by the child care and research, Child Care Research and Evaluation Capacity Building Center. We are supported by the Office of Planning, Research, and Evaluation, OPRE, and the Administration for Children and Families, ACF, the Center is managed by, through, a contract with Urban in partnership with Mathematica. And I want to give a shout out to our project officers, Meryl Barofsky and Alysia Blandon. They encouraged us to pivot our webinar series to focus on COVID-19. We're happy that we've been able to do so. I also want to give a shout out to the folks working behind the scenes on this webinar, particularly Teresa Derrick-Mills who's co-principal investigator of the center and Peter Willenborg, the project assistant, and for those joining late, my name is Julia Isaacs. I am the director of the Center and also, um, your moderator. Um, oh, our goal. Let me tell you our goal of our center is to assess and build the research and evaluation capacity of CCDF lead agencies. So, to learn more about us you can see our Building Child Care Research Capacity webpage, and Peter, I'll ask you to put that in the chat for everyone. Um, you also can find us by Googling.

So that's a little bit about us. I'd now like to learn about you. So, could I have the first two poll questions pulled up? This is where we're asking you who are you. Who is participating. You'll see your choices are CCDF lead agency staff, other state agency staff, external researchers, federal staff, TA providers, other national or state child care organizations and associations, other local child care organizations, or someone else who I haven't mentioned. You could check

that out and then if you scroll down in your, um, poll, you'll see our second question which concerns the reasons you might be listening in. And we particularly ask you to describe your involvement in child care and early education surveys and, in that one, check all that can apply, what's true for you? Are you working on a survey? Are you likely to do a survey in the next year or two? Perhaps you sponsor or fund child care or early education research, or like me, you use or disseminate, disseminate child care or early education research. Or, or, you're interested in COVID-19 surveys outside the child care field, and again there may be others who I haven't identified. So, let me pause and when enough people have responded I think the poll results will come popping up on our screen. I'm going to give you some time to respond to both polls.

Okay. So, many of us are researchers, we like results, oh, in fact, the majority, slight majority, forty percent are external researchers but thirty-six percent are CCDF lead agency staff. Oh, I'm sorry, I read that wrong. Let me, re- um, say that again. Twenty-two percent are external researchers and twenty percent are lead agency staff. We also have eleven percent who are other state agency staff. Um, seven percent federal staff, eleven percent TA providers, eight percent other national or state child care associations. Oh, wonderful. Twelve percent other local child care organizations and nine percent other. And now, do I have to scroll to, yes, I can scroll down and see that the, um, in terms of, goodness, so thirty-six percent are working on a survey. Forty-two percent are likely to do a survey in the next year or two. Five percent of you are sponsors or funders of child care or early education research. Forty-three percent, this is the largest percentage, use or disseminate child care or early education research, and seventeen percent are interested in surveys outside of the child care field and eighteen percent are other. Well great, thank you, for, um, letting us know who we're talking to. And whoever you are, it's great to have you all on the webinar.

So, I have two more slides before I introduce our panelists.

Why Focus on Child Care Surveys in the Time of COVID-19?
Um, first, why focus on child care surveys at this time, at this time of COVID-19. But one reason is that so many of you are conducting surveys at this time. I know this because my colleagues and I have put together a list of COVID-19 child care surveys and data analyses and um I think there are eighty-eight resources and the majority of them are surveys. So, so, some of them are analyses and if you want to find that list, that same website that Peter put in the chat has that list. Um, so, conducting surveys is hard at any time but it is particularly hard, um, to both developing the survey, and fielding it, is particularly hard during the COVID-19 pandemic because of all the uncertainty and rapid change. So, we're hoping this webinar will support you and help you improve the quality of your survey.

Now next slide.

What We Will Cover Today
Let me give you an overview of our panelists and what they'll be presenting. All of our panelists will address an aspect of child care surveys, child care provider surveys. First, we will hear from

Daphna Bassok, the University of Virginia, and she'll talk about why surveys are important for informing policy decisions. She'll be drawing on examples from the state partnerships she's had with both Louisiana and Virginia. Second, Anna Markowitz at the University of California, Los Angeles who has partnered with Daphna on both those, um, studies, will share some of the nuts and bolts, or practical considerations for how you conduct a successful survey and she'll share some findings, um, from surveys they fielded this spring. Third, my colleague Heather Sandstrom here at the Urban Institute will present some tips for developing good survey questions and fourth, we'll hear a state agency perspective on using surveys to inform policy. That will be with, from, Jenna Conway of the Virginia Department of Education and at the end, um, we will have time for questions and we'll also be sharing some resources. So, we've asked the panelists to do two things. First to share generally good practices about doing surveys drawing on their past experience. Second, we've asked them what are we beginning got learn about how to do things in this time of COVID-19 and the panelists have told me that they're not exactly an expert in doing surveys in the time of COVID-19, I mean, who is an expert? This is all a new time for all of us. It's hard to be an expert in something that is so new but we share these presentations hoping it will help you, hearing what they're going through to help you as you're planning and using surveys. [Bell tone].

So, now the next slide.

Using Surveys to Inform Early Childhood Policy: Lessons and Practical Considerations from Two State Partnerships

I would like to introduce Daphna. There she is. Uh, she's an associate professor of education and public policy at the University of Virginia. She studies early education, early childhood education policy. The past few years, as I mentioned, she has been partnering closely with early childhood policymakers in both Louisiana and Virginia. Um, I'm also going to introduce her co-presenter Anna Markowitz, an assistant professor at the University of California, Los Angeles, and co-director of the research they're doing. So, Daphna let me hand it over to you and if the technology works you'll get control of the slides.

>>Daphna Bassok:

Excellent, alright. So, let me see if I can do that. Um, Thanks, Julia, and thanks everyone for coming to the webinar. Um, our presentation is called Using Surveys to Inform Early Childhood Policy: Lessons & Practical Considerations from Two State Partnerships. So, what I'm going to do is give you a little bit of context about those two state partnerships, one in Louisiana and one in Virginia and I'll tell you about the surveys we've been doing for the past few years and also the ones that we are, we have done um since COVID began. And then I'll hand it over to Anna, who is really going to, uh, focus on the nitty gritty, so the practical details of how we get it done and how we are able to get the response rates and get the participation we need to make the surveys useful. Next slide.

Goals of the Presentation

Okay, so the goals of this presentation today, um, our piece of the presentation, is to highlight how surveys can inform early childhood policy and I'm going to give, uh, a few concrete examples from the work we've done, sort of pre-COVID, of how findings from our surveys have been useful to our, um, partners. We're going to share tips about how to collect survey data, how to write surveys how to get them to the field, we'll, uh, share, uh, findings from our first round of COVID-19 surveys, and those went out in April and May, so pretty close to the beginning of the, uh, pandemic and also talk about the surveys we are in the process of preparing now which will be, um, in the field in the fall around October and describe how this next round of, uh, surveys can inform policy action. Uh, next slide.

The Study of Early Education through Partnerships

So, before I tell you about the surveys, um, we've done, I'll tell you big picture about our project called the Study of Early Education through Partnerships. So as Julia mentioned, we've been involved in two large research, um, policy partnerships one with, uh, the Department of Education in Louisiana and another with the Virginia Department of Education, and so those are two, um really different contexts. But they are both states that are working on really, um, purposeful *system-wide* improvement efforts in early childhood education and trying to bring together the entire system, uh, of child care, pre-k, head start, family child care homes. And another thing they have in common, um, Julia mentioned that Jenna Conway is going to talk at the end of the, um, webinar. Jenna is the, um, Chief School Readiness Officer for Virginia but before that she led the learn childhood program at the Louisiana Department of Education so she was our partner there and what she really brought to both contexts is a real focus on data and evidence to inform policy so a really tremendous partner for us to have, um, to try to do work that really shapes policy.

Our Surveys: Pre-COVID-19

Okay, so what I'll tell you, oh you're good, um, in this, uh, I'll start by telling you about the kinds of surveys we were doing before COVID-19 hit and then I'll sort of pivot and talk about the ones we have, uh, done since. So, um, in Louisiana our project was the Study of Early Education in Louisiana, or SEE-LA, and before COVID-19 started, um, we had collected workforce surveys in fall 2018 and fall 2019 in two, um, Louisiana parishes. And what we did is we went in and surveyed, um, all early educators in Head Start, Pre-K, subsidized private childcare centers serving children birth through five. And that included the leaders, which would be like school principals, childcare directors, as well as teachers, assistant teachers, anyone working directly with kids and in those surveys, um, we were able to from all those different groups get response rate sort of up over 80 percent. Um, and then more recently, starting in the spring of 2019 we have, uh, been, uh, leading the Virginia preschool development grant plans birth through five evaluation which we will call PDG birth through five, or B-five. And so, last May, in

spring 2019, we did a survey as part of that project and that one of the sample a little bit different. It's basically all publicly funded, um, early childhood setting serving children birth replies in communities that are participating in the PDG. So that included again leaders, principals, childcare directors, teachers, assistant teachers, family child care home, teachers, basically anyone working directly with kids, um, over 30 hours a week was included and in that context too we were able to care for more than 75 percent of teachers and so, um, the response rates in both contexts has been one of the things we are um have been super excited about Anna will talk a little bit more, um, in her slides about how we were able to achieve those. But I think in general, what that means is we were able to get a really kind of, uh, detailed comprehensive look at how early childhood educators did their work, um, prior to, uh, COVID. And these were large detailed surveys. So, thousands of teachers and, um, within them fairly long surveys roughly in the 20 to 30 minute range. Um. Next slide.

Our Surveys: During COVID-19

Then COVID-19 hit. And we sort of our research agenda sort of um blew up as it may have for lots of other, um, folks on the line as well. And we really had to, um, talk to our partners and figure out what it, what is it that they needed to know in response to COVID-19 and how we could help and where we landed is that it could be very helpful to get out in the field quickly and do a new round of surveys, um, right as a pandemic was starting to understand how it was being experienced by early childhood educators. So, during COVID-19 for both of our projects SEE-LA and PDB birth through five we fielded a set of early childhood surveys in April and May of this year. In, um, Louisiana, we focused on child care, in particular. So again, we were in those same two communities and serving all subsidized private childcare centers, uh, serving children birth through five, and we invited all leaders and teachers, and assistant teachers who have taken our previous survey. So, whether they were still employed or their center was shut down or anything like that, we were able to, um uh, invite them, including those who are working in sites that had been shut down. And here we were able to get a 60 percent response rate at that time. Um, and in Virginia, we similarly went back to the people we had surveyed in uh May, the teachers we surveyed in May 2019 and the same teachers, family day home, child care, Pre-K, um serving children birth through five in the PDG communities were invited to participate. And we were, um, thrilled to get over 75 percent of the teachers and greater than 85 percent of the family day home teachers to participate in this COVID survey. We were very uncertain um in such a difficult time, uh, when so much was happening for the child care sector what levels of participation, uh, we would be able to achieve. And so, we're really, really pleased with those. Next slide.

Surveys as a Tool to Inform Policy

So, um, as you can see, we, uh, have done quite a few large surveys, um, through this partnership work and what I wanted to highlight now is how the surveys have served as tools to

inform policy and I'll share some of that, but then, uh, Jenna will talk at the end about how that's, uh, been the case from her, her lens and how it's, uh, particularly for post COVID. So, there are a number of ways I think surveys in general and our surveys, um, have been useful so they can provide concrete evidence on topics that often are informed by anecdotes. And they can powerfully articulate the scope of challenges facing early educators. So, I think a lot of people on the call have, um, a lot of sense from their own experiences about how intensely difficult, um, the work of early educators can be especially right in this moment. But for us, we found that when we were able to, as an example in Louisiana, um, tell our partners pre COVID that 25 percent of, um, their, uh, early educators their teachers were retired reporting clinically relevant level of depression or that 40 percent of their teachers, um, had reported that in the last three months, they weren't able to afford their medical needs that kind of concrete, um, those numbers were things that they could take and they could use to advocate and they could use, um, in their funding proposals and as kind of a way to get resources and shape, uh, policy.

The other way that I think surveys can be, um, really important is in sort of measuring the impacts of policies and Jenna wants to give an example, particularly excited about through our work in Virginia, and again, Jenna say more. But in Virginia, we're in the midst of doing a really, um, interesting experiment where Virginia is, uh, piloting a program to, um, a recognition program that gives early educators up to 1500 dollars for teachers who are able to stay at their own sites and we've been able to do an experiment, a randomized control trial to understand the impacts of these, um, recognition payments which has been very, very exciting. A big goal of that was to test the impact of those, um, recognition grants on teacher turnover. But what our surveys allowed us to do is also test the impact of the recognition program on a bunch of other outcomes that states typically don't have data on so teachers' well-being, or teachers' stress, so surveys can sort of give you the measures that you can use to test the effects of policies you're working on. Um, another thing we can do with surveys is target resources to those who need them most. So, I'll give you a concrete example on the next slide and also talk about how surveys can help, uh, refine programs to better meet, uh, providers and educators needs.

Examples from Virginia's Teacher Recognition Program: Surveys as Tools for Targeting Resources
So, an example from this, uh, Virginia teacher recognition program. Um, as I mentioned, the recognition program, um, gives teachers up to 1500 dollars, um, when they remain at their site over a period of time. Um, but when we finished the first year of the program and we're getting ready to start the second year, we realized that, um, we have limited resources. And so, in many contexts policymakers have limited resources and have to determine how best to target resources to those who need them the most. And our survey findings gave us a really concrete way to do that one of the findings on our survey was that 40 percent of childcare tea- lead teachers have a household income below 25,000 dollars. Um, we also saw that over a third of

child care lead teachers report running out of food and not having enough money, uh, to get more food and so seeing those figures and seeing particularly how they compared to, uh, teachers working in pre-K programs where levels of food insecurity were, far, far lower and household income was far, far higher allowed us to have a really concrete way to deal with limited, uh, resources such that in year two of the recognition program when we weren't able to get the resources for absolutely everyone only teachers and family child care homes and child care centers will be eligible based on kind of the findings from the survey. I'll just give one more example on the next slide.

More Examples from Virginia's Teacher Recognition Program: Surveys as Tools for Programmatic Improvement

Uh, the last example here, also from the same recognition program, is around how surveys can be used to improve policies. So again, um, one thing we learned that helped us refine a program to better meet providers and early educators needs that is that many of the, uh, teachers, a quarter of the teachers that participated in the recognition program, um, said that the eligibility rules for the recognition program, were not at all clear, or only a little bit clear and, um, another quarter indicated they did not know they need to stay their site to receive the recognition payment. So that sort of highlighted for us a problem in how we were running the program such that in year two our partners at the Virginia Department of Ed or VDOE are enhancing becomes communications for sites and teachers. And we're also investing in a text message, um, effort as a communication tool to address the program, uh, the problem we sort of uncovered through the survey.

The Role of Surveys in the Wake of COVID-19

So those are kind of like, uh, a summary of some examples of how the surveys have been useful in the past. And I think our sense from our partners and from the work we're doing is that all those, um, examples of reasons for doing um surveys those justifications for surveys are even more pronounced in the current context. So, the, the need to understand, uh, people's experiences and the need to move beyond anecdotes, the need to get evidence about what is working and what isn't, the need to target resources directly, are even more pronounced now than they were before, and our partners need concrete information about what, uh, is happening on the ground so they can effectively target resources and support. And so, they were really interested in continuing with survey work both immediately and moving into the fall and we had to find yourself thinking how can we collect useful survey data in the current context, what do we have to change relative to before, and will, uh, early educators even be willing to, uh, participate during such a hard moment. And so what Anna's going to talk about in the, uh, next few slides is really what we've learned from doing this work both before COVID and how we've adjusted and learned, um, in the period since. Take it away.

>>Anna Markowitz

Great. Um, thank you very much, Daphna. So, I'm going to pivot a little bit to talk about the practical considerations for administering surveys. Um, and we'll see if I can control the slides. There we go. Apologies. So just to, uh, give a quick outline. Ah. Sorry about that. Just to give a quick outline. First, I'm going to talk about some key concerns for data quality and three strategies we've used to address them. Specifically investing in partnerships, identifying and recruiting a specific sample, and using incentives and communicating clearly. I'll briefly discuss some COVID-19 specific concerns. And finally, I'll present the preliminary findings from our COVID-19 surveys.

Key Questions for Data Quality
So when conducting a survey, we always need to know, um, we always need to keep in mind some key questions for data quality. First, who are the people that we wish to survey and how do we get answers from hard to reach participants. If we only get answers from folks who are eager to take our surveys, we might not be getting a representative look at child care providers. As Daphna mentioned many surveys of child care professionals achieve response rates of about 25 to 30 percent and this should really raise red flags from a policy perspective. Do the participants who responded capture what the majority of childcare teachers and leaders think or is that really just a selected subgroup. High response rates are going to be essential for informing policy. I think of it like this, if we generate a policy using data from a survey with a 25 percent response rate, even if the policy works incredibly well for the surveyed population, it just might not work for the 75 percent who did not respond, and the policy, though effective could look like a bust. Our response rates, as Daphna mentioned, have ranged from about 60-85 percent. Response rates like these help ensure that results are applicable to the whole group you're surveying. And this is likely to be very important particularly during the sort of COVID era where resources are just going to get tighter.

So, the second thing that we ask ourselves is, how can we ask questions that are clear to all of our participants? Asking clear questions linked to participants' lived experiences is going to be really essential for gaining actionable information. I'm not going to talk to you much about this, but Heather will in her presentation and I kind of wanted to hold these up as two goals.

Build Partnerships to Boost Participation
So, our first concrete tip is to build partnerships is to build partnerships to boost participation. Essential to all of our survey efforts in Virginia and Louisiana has been making real partnerships with the folks we were surveying to build community buy-in. In Louisiana, our community relationships helped us map out the strategies would need to gather high quality data. Partnerships do require you to communicate with the community throughout all phases of the

survey, both before and after. So, before the survey we met to talk through what child care leaders wanted to know. We incorporated their feedback into the surveys. We workshopped specific survey drafts with community leaders. And, thus far, we have gone back to the communities after the surveys to share those results you know in meetings and with actual child care directors. Doing so after the 2018 survey really helped um lay the groundwork for the 2019 and 2020 survey efforts.

Finally, as part of a partnership, um, you can co-create a strategic follow up plan. Introduce the community to the survey before it goes out, and send several scheduled, timely reminders. Enlist other community members to help with these reminders. Folks might take your survey if they are reminded in the right moment by the right person. And, a co-created plan is nice, um, because it helps folks feel engaged rather than imposed upon when they start getting lots and lots of survey emails.

Identify and Recruit a Specific Sample
By building a strong partnership we learned more about the context and the people we were working with, um, and that also helped our partners sort of understand the purpose of the survey and empower them to make it useful. But it's going to be more useful if we can identify and recruit that specific sample. To build a strong response rate, it's really important to understand sort of exactly who you're trying to reach. Um, use your partnerships or other resources you might have at your disposal to create a very specific list of whom you intend to survey.

In Louisiana, we were able to work with our community partners to generate a list of every single child care program we wished to work with, and of every adult working in that program. This gave us a very clear baseline understanding of who we wanted to hear from, which helps us calculate our response rates really easily, and identify problem areas where we needed more specific or alternative follow up strategies, so if there's a program that we're not hearing from we know that we need to reach out, um, really specifically. It also allows us at the end to make generalizations, um, because we know who you did and did not hear from, so we had a sense of who was missing from our survey. This list will likely be quite difficult to gather, but um, we'd argue that it's essential for knowing what you have learned from your survey.

Use Incentive and Communicate Clearly
Our last tip is to just use incentives and communicate clearly. We think it is important to provide incentives if you have the funding to do so and that using incentives was a major driver of our high response rates. We provided everyone who filled out a survey with 25-dollar gift cards. Uh, this is 2020, and people know their data are valuable, and the folks we're trying to survey particularly right now are very busy and experiencing a lot of stress. Paying them for their time and effort feels right to do, but it also gives you access to folks who might not spend

15 to 20 minutes on a survey if they didn't receive compensation. These are folks I want to highlight are folks, are group you really want to get in your sample: a group that is motivated by an incentive is a very policy-relevant group.

Second, please be sure that you can ensure anonymity and confidentiality to your survey participants. This is something we were surprised to have heard over and over again from folks in the community. But again, it's 2020, and people have heard about data leaks and they get a lot of telemarketer calls and they want to be sure that what they are saying is confidential and that their data are secure.

Third, think about branding. Um, this seems kind of fluffy but making sure you and your survey efforts are connected, helps folks sort of ping to what's going on when they get your reminder emails. It helps if can you become a "household name" in that community that you're trying to work with. We did this by using logos and consistent acronyms and sort of always introducing ourselves in the same way, um so people understood who we were, and we became a brand they could trust.

Fourth, do be prepared to reach out in creative ways particularly during COVID. We really wanted to meet people where they are with our survey efforts. So, not everyone can get on a laptop and check emails. So, in Virginia we sent surveys via text message, um, in both communities we ensured mobile compatibility for all our surveys so folks could take them on their phones. Um, in Louisiana we spent a lot of time um driving paper copies of surveys to centers and to community meetings. Some folks are just more comfortable with paper and pencil and it is important to hear their voices as well. Our attitude was really how can we make it as easy and stress free as possible to respond to our survey? And what typical survey barriers can we get rid of, how can we get folks who might not typically respond?

Key Issues for COVID-19 Surveys
The strategies we're talking about are definitely relevant during COVID-19, but there are likely also some additional key issues for COVID-19 surveys. First, um, no surprise that everyone is constrained: it is important to ask is the survey worth participants' time and energy? And if the answer to that is no, you need to do something to make sure it is. Even in the context of our established partnerships, our partners did not have the same amount of time and attention to give to the survey. We encourage you to think hard about providing incentives both for participants and for the communities you are working in. What can communities do with the data that you are collecting to make it feel empowering to them to have it? We provided incentives, send out reports out to our partners quickly, and we do rapidly respond to requests for data from community members and that sort of helps build um that trust and relationship

as well. Um, to be very frank we also wrote shorter emails during COVID and we reduced our survey size by about 25 percent.

Um, second, we encourage the use of questions from other surveys, and scales that have already been tested and validated to facilitate comparability. To learn about COVID impacts, many of us won't have these sort of before and after community snapshots, so it will be helpful to be able to compare your results to the results from existing data, and using popular scales will help you do that. Um, they will also just sort of help you collect better data. And again, Heather will touch on this in a moment.

Um, third, pay attention to language in your surveys, and use the same words for policies and programs um, as are being used in your communities. Especially for us in research institutions, we're not always using the same words as child care providers are and we want to make sure that again, we're meeting them where they are. Um, so we spoke a lot with our community partners, we called in to state child care meetings, um, and webinars, to make sure that we we're talking about, you know, grants and other policies in the same way.

Another key learning for us uh in COVID has been to be sure to gather key socio-demographic data. Nowhere in America is it unimportant to know respondents' race or gender identity. And during COVID it has also been important to think about which of your respondents who have their own young children at home, and of course about educators' ages.

Fifth, um, during COVID it will be important to get even more creative in getting surveys to participants. We used a lot of paper and pencil surveys as well as online uh survey options, we'll do that again, we'll be mailing paper packets, we'll also use text messaging, mobile compatibility, and other strategies, and of course, if folks want to give us strategies we would take those as well. Um, finally, we do suggest using some write in questions. Despite your best efforts, it's just going to be impossible to ask about something that's feeling really important to folks on the ground. A good write in, um, or sort of free response question, gives participants an opportunity to voice issues that could inform other surveys or sort of ping you for future follow up.

Findings from Our Recent Report

With these ideas in mind I wanted to share just a very few findings from our recent report to sort of give you a sense of what this looked like for us.

So here you can see our cover page of our report it's got a picture of an empty swing on it, the report is called Child Care Leaders' Experiences with COVID-19: First Findings from the Study of Early Education in Louisiana. Um, it was released in June and then we released an update July 1, 2020.

Three-Quarters of Leaders Reported Closing Sites; One-Fifth Continued to Pay All Staff

Um, I saw someone ask this, um, in the chat earlier, earlier, in our data, three quarters of leaders reported closing their sites. And, um, of these the ability to pay staff during closure varied. As you can see from the bar graph here, starting with the first blue bar on the left, 44 percent of leaders reported that they were unable to pay any staff, 26 were able to pay some staff, twenty percent were able to continue to pay all staff, and 9 percent responded with other, which was predominantly that they could pay staff briefly for part of the closure.

Most Site Leaders Did Not Receive a Salary

Most site leaders, uh, reported that they did not receive a salary. As you can see in the bar graph here, starting with the blue bar on the left, of the sites that closed, 56 reported I have not received a salary, 15 percent reported I have received part of my salary, and 30 percent reported I have received all of my salary.

Leaders' Financial Well-Being and Mental Health

This rapid drop in income for leaders was reflected in their responses to several items about their financial wellbeing and mental health. 78 percent of leaders reported that it was at least somewhat difficult to live at their current level of income. Um, nearly one-third of leaders reported that they were food insecure. Nearly one third, one quarter, excuse me, one-quarter of leaders currently had no form of health insurance. And one-third of leaders reported clinically-relevant levels of depressive symptoms. I just want to note that these numbers are very different than what we have seen in previous surveys. There was an 18 percent increase in depression, and a 60 percent increase in food insecurity.

Center Responses to COVID-19

We also have the ability to document what centers have already been doing to respond to COVID-19. We know that many centers are sort of doing heroic things to be able to provide care right now. Uh, we saw that 93 percent of centers began new cleaning procedures, 78 percent implemented temperature checks, 60 percent changed group sizes, 28 percent made accommodations for at-risk employees. And it's worth noting that many leaders did fund these efforts with their own money and that in our data the average spent um was about 700 dollars.

The Promise of Survey Data for Shaping Policy and Recovery

So what is the promise of survey data like this for addressing the issues um and shaping policy and recovery? [Bell tone] First, surveys document changes in outcomes of interest to help target recovery dollars to areas of the greatest need including the health and well-being of child care teachers and leaders doing the front-line work. Surveys document what teachers and leaders have already been doing and what care looks like on the ground right now to inform policy solutions. Surveys also provide opportunities to address key issues issue like ensuring high-quality care in a COVID context and addressing the trauma and mental health concerns of

both children and educators moving forward. Lastly, um, as Julia and Daphna sort of both mentioned we will be putting more workforce surveys in the field this fall, with the goal of learning more about ECE during COVID-19.

Lessons Learned/For Next Time…
Um, this slide presents some of the lessons learned that we'll definitely be using for next time. So, something we learned during this first round of surveys is that with COVID conditions, um with COVID happening, conditions in the field are actually changing really fast. And something we struggled with was, um, the fact that is important to consider is how relevant questions will be um, in the context of COVID's uncertainties. Policies and tools, rules and regulations, are changing really, really quickly. Um, but we could've used items, we asked items in our surveys that were not necessarily relevant by the time the survey was in the field and we could've used that, um, survey space better. So we suggest that you talk to policymakers and to folks in the community to learn what issues, issues of enduring concern are.

Um, similarly, we plan to think harder about what employed and unemployed mean during COVID. Um, understanding what COVID does to employment seems like an essential question for the survey but we received a wide variety of seemingly contradictory responses um, where folks would say, yes I'm still working, but then they would say, no I haven't worked in two weeks and I, uh, don't receive money from the site anymore and I'm now, uh, on unemployment. It seems to be, uh, that folks felt employed because they believed they'd be able to back to work, um, when the center reopened. Um, but, unfortunately, we're sort of just guessing on that because we didn't ask the right questions. A series of questions about hours worked in the last week or receiving wages probably would have helped us understand better how COVID impacted employment. Um, and again, Heather's portion of the presentation will be touch a little bit on how to write those good items.

Um, finally, we have learned the importance of communicating results back to the communities we are working with. Communicating results has helped our community partners win grant applications, even now during COVID, and it's helping them tweak policy. But more than it's helping the providers we work with learn about themselves and the work they do, and reiterates that their perspective is of central importance as we try to figure out how, um, as a community to deal with COVID. Dissemination does continue to be a growing edge for us, um, thinking about what the point of the work is, and writing the pieces and sharing the data with the folks that can best use it. Um, so that's all I have and I'd like to turn it back to Julia now for the Q and A. [Next slide]

Questions?
>> Julia Issacs

Thank you, Anna, and thank you Daphna, for sharing what you're been learning and as you're developing these surveys, that's been helpful. Um, so this, we're going to take a few minutes to, um, address a few of the questions that have come in in the chat and then we'll have time for further questions at the end. One question. This is for both Daphna and Anna, either of you can answer this. When you said you cut your survey by 25 percent, can you give us context, either, like was it from four items to start to three. I don't think that's the answer, or 20 or how either in time or items. What can you give us a context for what cutting by 25 percent meant?

>> Anna Markowitz

Yeah, I can do that. So, um, on paper and pencil, the surveys that we were giving, um, in 2018 and 2019 in the fall, were something around sort of 20 pages total. And we estimated that it took about 25 minutes and the Qualtrics estimates that we were getting, um, when we did the COVID survey was more like 15 to 20 minutes, um, and we didn't use paper surveys in the spring COVID, although we will this coming fall and but I think with formatting that looked more like, um, maybe 14 or so pages if that's helpful.

>> Julia Isaacs

Yeah, no, the minutes I think is particularly helpful that after you caught it, it was about 15 to 20 minutes.

>> Anna Markowitz

Yeah, and we were able, um, if you use their surveys, so Qualtrics is a survey software. I'm sorry if I didn't say that. One thing that's nice is it will give you the estimated time but then also as folks are taking the survey, you can see about how long it will take, um, which gives you sort of a better a better estimate in case Qualtrics gets it wrong. So.

>> Julia Isaacs

And one other question about these surveys. Was it a survey firm you hired or did the research team do the surveys directly?

>> Anna Markowitz

[Laughter]. The research team did do the surveys directly, yeah.

>> Julia Isaacs

Okay. Um, let me, um, go on to, we'll, there'll be more time for more questions at the end. Let me go on and introduce, um, and keep your questions coming, please. I'd like to introduce Heather Sandstrom, um, and our next slide.

Tips for Developing Good Survey Questions

She's the principal research associate at the Urban Institute. Her research focuses on early childhood development. There she is. Early Childhood Development and public programs such as child care subsidies, Head Start, Early Head Start, and maternal and child home visiting. So, Heather has experience combining qualitative and quantitative methods and she's worked on a number of childcare surveys and now she's going to share some tips, Heather.

>>Heather Sandstrom

Thank you, Julia. I'm going to share some tips for developing good survey questions. Let me just test to make sure I have control here of the slides. Okay. Um. Looks like it's now working. Okay. There we go.

What Are Your Research Goals? Who Do You Need to Collect Data on to Address Your Research Questions?

So as a first rule of thumb, before you jump into writing survey questions, it's important to first figure out: what are your research goals? Uh, what are you hoping to learn from this study? And who do you need to collect data on to address your research questions? But Anna started to talk about some of these things. I'm going to go into a little bit more detail. Um, but first, I think it's important for us to all keep in mind that child care providers are broad and diverse group. So, as we've been talking today, we've been using just the general term child care providers. But what does that really mean, and we know that providers differ by care setting, licensing, uh, payment whether they're paid or unpaid, uh, the funding sources they receive, ages served, schedules, accreditation, whether they participate in a quality rating and improvement system. Um, so it's really important to understand the characteristics of your target population so that you can write questions that are appropriate and easy for them to answer. So, before you go into any kind of writing mode, it's really important to identify that target group. You also want to consider who you want the who do actually want to have, um, respond to the survey. So, it's important, I think, you know, we've been talking about child care providers, but you want the director to respond or would it be important, uh, for somebody else at the setting to respond. So, something to keep in mind of who is the actual respondent.

How Should You Collect Your Data?

You also want to think about, uh, how people will take the survey or the survey mode. The most common survey modes include a telephone survey. That's when an interviewer asks the questions and records the responses, um, and telephone is the best option when covering a

range of topics that require skip patterns and explanations. Um, it's also good when the survey is long and requires the interviewer to really keep the respondent engaged. Um, but phone surveys are also very expensive and can be hard to schedule with child care providers who are caring for children. Um, much of the day they are very busy with their business.

A web survey allows respondents to answer questions from their computer, smartphone, or tablet, which makes them very convenient. But it may also be harder to reach people with limited computer access or skills. Um, and some people may rush to fill them out or nowadays we're all spending so much time online that there's sort of this fatigue that I think the last thing some people want to do is to respond to a web survey when they're sitting in front of a computer all day with zoom meetings or are using other kinds of technology to communicate.

A hard copy paper survey can be mailed and distributed by hands. Um, they're good for short surveys, but not complex ones. And they're good for reaching people with limited computer access, uh, but they can take longer to administer if you're mailing them or if you have to drive to places to drop them off and pick them up. Um, so in this time of COVID-19 we see that web series surveys are the most common mode that people are using because they can be administered the social distancing and can be quicker and more cost efficient than other survey modes. [Next slide].

Tips for Writing Questions

Next, we'll share some tips for writing survey questions. We know that surveys can collect important information, um, but can be very difficult to design, especially if you're looking to collect data quickly and to help you plan to make decisions, but just keep in mind that data are only as good as the questions that you ask to get the data. So, make sure that you're really thinking about the wording of the questions. Poorly worded questions can lead to messy data that are hard to analyze and interpret.

Um, so as a first point. Keep surveys short, simple and to the point. This is more important now than ever before to respect people's limited time, um, and to help achieve a higher response rate when people are just so busy. Um, so, someone may have 10 minutes to give you, but not 30 minutes, especially if they're doing it for free. So really think about prioritizing the questions that you want to ask. Um, as Anna mentioned they cut the length of their survey by 25 percent and they offered incentives to increase participation.

Also borrow from and rework existing questions. You don't have to start from scratch. Um, look at what's been done already, and adapt it to your needs. The one good place to start, um is the Child Care and Early Education Research Connections website which has a library of resources, including surveys and validated measures used in past child care related studies. The National Survey of Early Care and Education conducted in 2012 and again in 2019 has lots of good

questions that you can use and adapt. Pre-COVID surveys may not have all the kinds of questions that you're looking to ask if you're really trying to get timely information, but could still be very useful in collecting basic information, also because COVID-19 surveys are often written very quickly, we see things coming out like within a week or so it's unlikely that some of them have gone through a lot of testing and validation as other long-standing surveys. So as Anna mentioned, I also find it very useful to use existing questions from national survey studies when I'm collecting data so that I can compare my results to other study results. Um, researchers refer to this as benchmarking. Um, so that you can see if your sample is wildly different or similar to national estimates.

Always consider the providers English language proficiency and if you can afford to make the survey available and other languages common in your area you'll have a much wider reach, but make sure to invest enough resources to get a good translation. If you don't plan to translate then make sure the questions are free from jargon, so nonnative English speakers can understand. Um, an example that I like to use is the phrase quote my job as a stepping stone to another career, um, which is often used as a response option in questions about job motivation and early childhood, but the concept of a stepping stone doesn't quite translate well in other languages, though, which we have learned in cognitive testing for some of our research studies.

Along the same lines, be careful with word choice. Make sure you use terminology that providers or other respondents will use and understand and not technical terms. So, think about things like subsidy or voucher. Will your respondents understand those words or do they call a child care subsidy something else? Also use specific time frames. So, are you asking about pre-COVID-19 or currently? If you're asking about pre-COVID have a very clear date in mind that you can share like as of March 1, 2020, what was your situation like? And I will add that survey experts at the Urban Institute have warned me that it may be hard for people to recall the period before COVID-19 given how different it is from their current situation. So, you have to be very careful and consider whether you're you really want to ask about a date before and be very specific and what you're asking about. Um, the challenges of asking about last week, um, is that, as we know, things change so much, week to week, um, in our current context, so it's hard and with government shutdown and other things happening, um, that last week may be very different from what's happening next week.

Also consider the order of questions. Uh, it's really important to start with the most important questions and prioritize so that if respondents do, um, decide not to complete the survey that you at least have some complete information for the most important questions and then save sensitive questions and questions about demographics for the end. Um, so respondents aren't turned off by your question and decide to stop or not think is hard for subsequent questions.

When writing individual questions, avoid what we call double barreled questions which are two questions in one joined with AND or OR, um, since people may have a different answer for the first part of the question than for the second part. A good example is shown here. Which says please rate how satisfied you have been with your salary and your employee benefits. So instead of asking about salary and benefits in the same question since the respondent may have a different view on each of those things you could ask about them separately to get a better data.

Tips for Response Options
Um, and next, here are some tips for specific to response options. First use meaningful balanced and mutually exclusive response options. You want the same number of positive answers as you have negative and you want to make sure that no two response categories could mean the same thing. Like sometimes and occasionally. And a neutral option is okay, especially if you have an agreement scale. Some people think, you know, research developers often worry that a neutral option is a bad thing that people will always pick the middle. But, testing is actually shown the opposite that most people do have an opinion on most topics, if you design the survey well for your target population. You don't always need a neutral, but it's okay, especially on questions where some people might just might just not have an opinion.

Um, here, I give an example that is designed for child care workers. It says, how much do you agree or disagree with the following statement about working in this program, my coworkers and I are treated with respect a day to day basis: strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. So here we have both a balance of positive and negative options and a neutral option in the middle.

Uh, as a last tip you want to avoid don't know or no opinion. If you're asking the right person, they should know or have an opinion. For some questions, you might be concerned whether respondents will actually know if you're asking very specific information like a count of children or count of staff at a certain point. Um, so it's okay to ask them to estimate if they're unsure. Estimations are usually better than having missing data. Also include a response option for other, specify, you want to give enough response options. So, most people can find a response that matches them, but keep the list short and manageable. Long lists can take a long time for people to read and reread and they can't decide yet which answer to pick.

Um, so here's one example, also from the 2012 National Early Care and Education Center-Based Workforce Survey. The question asked classroom staff. What was your major for the highest degree you have or have studied for? One, elementary education, two, special education, three child development or psychology, four, early childhood education or early or school aged care five, other with a blank to fill in your answer.

Here's one last tip related to response options and that's to avoid check all that apply or all of the above. Instead, create separate yes/no questions for each response. And here's an example, uh, that appears in the 2012 national survey of early care and education workforce survey that asked classroom staff in the past 12 months, have you done any of the following activities to improve or gain new skills in working with children: uh, participate in any workshops, yes or no, participate in coaching mentoring ongoing consultation with a specialist yes or no, um, and attended a meeting of a professional organization, yes or no, enrolled in a course at a community college or for year college or university, yes or no. And I, I like this question because respondents have to read and give a response to each example listed. If it was check all that apply people might rush check only one answer or check just a few and then move on and then not read all of them. So setting it up this way makes it a lot easier to analyze too. [Next slide].

Make Sure to Test Your Survey

For my final slide. I just want to emphasize the importance of testing. Um, I think nowadays, we're just in a rush to get surveys out the door that we're not really thinking about testing, but it's really important to make sure that you test your survey, even in this time of rapid response research to make sure that we have good data and can make good decisions based on those data. Um, so testing identifies problems before launching the survey and can be done at multiple stages. So early in the design phase and may have an expert panel review, like a child care resource and referral agency staff know the local terminology can review the questions and give feedback. During survey development, you can do cognitive testing, like, sit down with people from or similar to your target population have them read the question and give you feedback. And then once you have a full draft of your survey and all the instructions, consent form, you should pretest this full survey as it would be administered in the field to flag any issues such as problems with skip patterns. Um, pretesting is like a dry practice dry run, um, if you have, uh, multiple problems as you're doing pretesting, you should do additional pretests. And if you're surveying in multiple languages, you should make sure that you create test with respondents fluent in each of the languages that you're administering in. And experts recommend that you combine testing. So that's not just one of these things, but it's good to have, um, more than one motive of testing your survey.

So, I know I covered a lot here, um, I just want to mention that Julia and I are soon releasing a research brief on the topic of developing surveys of child care providers that discusses these tips and others. So, we'll make sure that we send a link to that publication, uh, and share that with webinar attendees once it's posted. Thank you. And back to you Julia.

Questions?
>> Julia Isaacs

Thank you, Heather for providing us so much information in such a concise manner, um, we do have some questions. And I also want to get to the, the time at the end for questions. But I'll just ask, this question, could, could have been for Daphna or Anna, but I think I'll ask you Heather because you just mentioned it. With testing, would you be engaging with child care staff for testing the questions?

>> Heather Sandstrom

Yes, you could, um, especially with cognitive testing. It's important to actually have participants, uh, that are similar to respond, respondents that are similar to your target population response. So, I know in some cases, if it's like a census type survey where you're serving everyone from your target population, everyone is invited to participate, you may not want to reveal the questions to someone who could be part of your sample. Um, so you could potentially have somebody outside of that sample, um, you know, even on the research team somebody with some kind of background and experience who can serve as the cognitive testing respondent. But generally, we like to, you know, cognitive tests with somebody who's you know, like the people that you're trying to survey and you know usually cognitive testing is in person. But nowadays, and we've done testing virtually it's okay to do it by phone or a zoom meeting, you know, just to see somebody and just walk through the questions as you would in person.

>> Julia Isaacs

Thank you. Thank you, Heather. Well, let me, um, turn to, to Jenna, and people can keep the questions going because we do have 15, 10 minutes maybe at the end for questions and when you send your questions you may want to send them to everybody, not just the panelists to keep up the conversation on the chat, but um, let me now turn to Jenna Conway, who is the Chief School Readiness Officer in the Division of School Readiness at Virginia's Department of Education. Her agency works with other state agencies to build a more unified birth to five early childhood care and education system. Um, Jenna, let me turn it over to you.

Comments
>> Jenna Conway

Thank you, Julia. And thank you, to Heather and Daphna for a tremendous amount of information over the last hour. Um, this is a real opportunity for policymakers. I don't think we've seen something like this in our generation in terms of the uncertainty that comes along with this pandemic and surveys can be an incredibly valuable way to get information, um, about what's happening in the field to track the changes in that information over time to get, as Anna spoke about, representative information, right, so that you can address all the variable ways in which this is affecting people.

And so, I just wanted to share my thoughts more from the policy maker-perspective. Um, you know considerations for folks who are on the webinar, who are, you know, represent the policy making side of this. So, the first point wanted to make is I think it's really important to identify the kind of the core questions up front. Your researchers are going to come with the research questions, right. What is this survey going to help us answer? I would really sort of encourage my policymaker colleagues to think about those policy questions up front. Right. And so it really needs to be a balancing act between how much of this is for the purposes of research and how much of this is to really inform policy making and if we're not clear up front on the policy questions that you're trying to answer you end up with a lot of valuable research information, but it may not actually, you may be in the best position to inform your policy making. And so really thinking up front, what are the policy regulations and practice that you, that could be subject to change, right, that you might be willing to adapt or work with stakeholders to adapt. And then from there, think about what are the questions. What was, what information would you need to know in order to shape that policy, right, but really kind of making sure you have that specific policy intent upfront.

I will say, as folks have said before, do not treat surveys like going out to eat, right, and do the sort of all-you-can-eat buffet. That's a disaster. Right. I mean, not only is it not respectful of folks' time but you just end up with way more information you might actually miss out. So, you should try new things, um, and really kind of go into the process around identifying the overarching research and policy questions up front, um, with an open mind and think sort of differently about the questions, but then be rigorous and relentless about scaling it down to the most essential questions. What is the questions that you can't get that information any other certain format and hone in there. So, as you're thinking about kind of, how you wanted to change policy.

The second point for policymakers is it's really worth the investment in quality. Um, there is survey fatigue out there, right. There's Survey Monkey for free. We do a little survey at the end of every webinar and professional development we participate in there. And it almost cheapens the effect of a survey, but real sort of comprehensive, well thought out surveys are priceless and they involve some investment and so, you know, part of the work, the reason that Anna and Daphna's work in Louisiana and Virginia has been so influential is that it's truly representative, right, it makes it harder to dismiss. It helps us build a better narrative in terms of explaining, you know, why this information matters, why it's sort of is credible enough to base policy and regulatory decisions on um, and kind of build that case over time. It can be hard, right, to convince a policymaker to invest in a gift card for you, particularly when you get the scale of sort of how much that costs. But I think we need to really put our money where our mouth is and to advocate for these dollars to go to, for instance, our educators or our leaders,

right, for which their input is so valuable, um and, we, and the best way to say that you know is the gift card.

With that, I do think it's important that as policy makers, we reframe how we think about surveys. And again, I said before, sometimes we think about it as a sort of a quick and dirty way to figure out whether somebody likes something or not. This is not that. And some of us think of it a research, right. And we sort of we delegate it to our research department and, you know, we use it kind of once a year as a as a sort of, oh, I have to read this thing and you know it's research. Right. It's not core to my work.

I think of surveys as core stakeholder engagement, right, this is a way to get insights from the people that you, serve, right, the people that you touch, the people that you impact and there's no better way to get representatives information, particularly if you invest in incentives to get people to participate. And really think of like, how do I build this as a core practice within my team, right. How do I make sure it's not just delegated to research and I read the report at the end. But I'm there at every step in the process, identifying the policy questions, looking at the actual questions, hearing from the researchers, as they say, I went to stakeholders and here's what they like, here's what we changed and why. Sort of paying attention to the response rate over time and seeing how you can bring your support, right, in order to kind of increase those response rates.

And then the making sense of the information I didn't [inaudible] thinking about how do I share some of this information with the media. How do I share other pieces of information with policymakers, elected officials, and others, and I go back to the field, um, and share this with those who are doing this work right and demonstrating that we listened to you right we gave we cared about your input. We gave you a gift cards. We're doing it. And then we're actually going to do something with that input. That's how valuable it is to us, you know, and to that point, I think the other key piece is, and Anna sort of had it at the end of a slide, put the open-ended questions in there and get your, your leaders to read them. In Louisiana and even with these most recent COVID surveys I always take some time to read all of the open-ended responses. It is literally like people talking to you, right. You've asked them to say what's going on, you've asked them to express things that sometimes are really personal and private to them and you get such unadulterated feedback almost better than even being in a stakeholder meeting or listening sessions, people will say what they want in those open-ended question and really thinking about how you make sure that you get your staff and others to kind of read some of those results.

Um, and lastly, you know, even though this is a time of panic part of why we were able to work quickly and why the folks in Louisiana and us here in Virginia and sort of to be able to respond

to the survey is because of a long-standing research policy, policy partnership and I just think that's really important. Each of our agencies whether they were social service agencies, human service agencies, or ed agencies have a research department. But we sometimes think of that is ancillary and I really kind of encourage all of the administrators, the others, sort of a policy, you know, those who sort of help shape policy at the state level to really think about long term relationships with research partners so that you cannot just do a one and done survey, but build capacity within your teams to do this over time have pre- and post- data, which is sometimes much more important than point in time.

Um, and be able to kind of build a narrative, both within your team and with the field on how your policy making work is continually guided, not just one off, not just like sort of made a bunch of policy changes based on this one survey. But how your policy work is continually guided by those who are doing this work, those who are closest to kids those who are on the front lines.

And so I've worked with Daphna and Anna for upwards of 10 years and that work has allowed me to shape policy that I truly believe reflects the interest and that's more of the people who are doing this work, right, all of us can get stuck in our ivory tower but surveys provide this way to get this this level of insight that you can't get any other way and you able to use that if you take it seriously, making investments, both financially, in your team, and in the communication and marketing strategy around this to really inform the work and that is more important now than ever, in terms of what's going on for the child care sector, it's an unprecedented crisis and our need to kind of support them in every step of the recovery.

>> Julia Isaacs

Thank you. Jenna, that's, that, that's inspiring. Um, surveys as a way of really getting great feedback from people so that you can be making sure their programs work for them. Um, we do have been getting questions from, from folks. So, let me jump to those questions. They're a little bit jumping around, but I think this is for Anna, or and Daphna, what types of questions no longer seem relevant in the context of COVID? I think you mentioned that there are some questions that you just don't seem relevant in the COVID context. Could you give us a concrete example of what you meant?

>> Anna Markowitz

Yeah, so when I was talking about that I was talking about sort of specific policy movements that we saw happening that we thought were really going to matter and then because COVID was moving so quickly and ended up mattering less. So, one example is that when we started drafting the survey there was a lot of talk in Louisiana about whether or not there was going to

be enough care for essential workers and there was sort of this big push to allow folks to be able to open up their homes to become family child cares really quickly, um, they were sort of smoothing some of the red tape in that process if folks had already been licensed providers that sort of thing. And so, we asked a bunch of questions, sort of about would you consider doing it, and do you know the process and things like that. But by the time the survey ended. I think our survey was in the last week our survey was in the field, the state had been reopening a bunch of things and just, we were sort of like, these are very irrelevant now. Um, so it felt very timely and of the moment when we were drafting the survey, but by the time we were done, it, it didn't really resonate.

>> Julia Isaacs

Thank you for that concrete example. Um, another question we have on a different, for any of the panelists, is what do you think about sampling when you're trying to get surveys out to people sort of going to everybody versus to a sample of them. That's how I'm interpreting the question about sampling. Who wants to answer that?

>> Anna Markowitz

I can start and then folks can jump in. Um, so I, sampling is great. I mean, it's going to be essentially what you can do with the resources you have and, um, you know the time, the money, the energy you have on the ground and obviously, you know, we're, we're sort of in the tank for high response rates and representative samples. So, trying to do that as randomly as possible feels, uh, pretty important to us. But obviously, in, in most cases, you can't get the universe. I see someone in the chat so that they have an incredibly large 23,000 square mile service area. So, they're not going to maybe be able to get everybody, so sampling there, I think, makes a lot of sense. But just making sure that they're doing it purposefully, uh, and of course we're all going to be restricted by our resources during COVID so sort of maximizing the information that you can get and sort of putting the money towards, you know, maybe doing more follow up and providing more incentives for a random sample as opposed for going big enough, being able to get as much of a touch is something that, I think, you know I love that idea.

>> Julia Isaacs

Great. Um, I think we have time for one more question and, um, any tips for using surveys to create time series data sets. So, you're getting responses from the same providers over a period of time to understand changes.

>> Anna Markowitz

I, I, can start, or Daphna. you can. Or Heather, you can. Sorry, I don't want to

>> Daphna Bassok

Heather, you go ahead and then we'll share some of ours

>>Heather Sandstrom

I think, again, it just goes to your study goals if you're really interested in looking at change over time. You know, especially with COVID- 19, if you want to capture what's happening now and then a year from now, with recovery. I mean, if that is a research goal, then you may need multiple rounds of data. Um, and I think it's a question of whether you'd be following the same participant over time, like longitudinal series, as you've been talking about, or if it's more like cross-sectional waves of, you know, maybe comparing the workforce before and after COVID-19 or something like that where you're not necessarily serving the same person, but you're going out into the field, maybe with a similar battery of questions twice, um, because of the research question that you have in mind.

>> Anna Markowitz

And there I might

>>Daphna Bassok

[Inaudible]

>> Anna Markowitz

Oh, sorry Daphna

>> Daphna Bassok

I was just gonna add that it really does depend on the purpose of the survey and we've done it both ways where we're either we're trying to longitudinally track programs sites' directors versus the teachers themselves, but as kind of a concrete example, um, in the work we've been doing in Virginia, we've been really interested in issues around teacher turnover. And so, in that context, it really was about following the same individuals over time and seeing this person that we surveyed at one particular time point, are they still working at their site afterwards? So as far as the concrete tips, um, what works really well for us is to, on the first survey, ask for quite a bit of contact information. And so, things like asking for a cell phone number. We had their work email from participation in the PDG birth through five, but we asked them, do you have another email, do you have another phone call, phone number, where we can reach you, and

by sort of investing in collecting a lot of that information at the beginning, we could then sort of circle back so that even if they were no longer working at their site, once we came back, we were still able to sorta track them.

>>Julia Isaacs

Well thank you, I'm going to have to jump in, and cause we're supposed to end in like three minutes and I want to pull up the final slide. I want to thank all the panelists what you shared so much wonderful information and pull up the slide because I know people want more resources. I did see there was a question on how to, engaging with family child care providers, home based providers.

Related Resources
And I will say that if you go to our, this is my slide on Related Resources, our web page, Building Child Care Research Capacity, we do have a brief on there. We have a blog on nine tips for engaging with home based providers, but that, on that web page, you, that's where you'll find, "A List of COVID-19 Child Care Surveys and Data Analyses," we released that a week ago. So, it should be at the top of the page, you, also, we're going to continue to release that and so, um, you'll see on that page a request for you all, if you want, we invite you to share additional surveys and data analyses and I hope and Daphna will be sharing their surveys as, as, as, as, as they become public. Um, the brief Heather and I worked on, "Tips on Developing Surveys of Child Care Providers" is not quite out yet. We will be emailing you when it's out, but it will also appear on that same website and the webinars.

So, these slides, we need to go through a review process. So we can't email them to you quite yet, but they will come up and we'll email you when they're out. We do have slides from our past webinars. And as I mentioned, other resources. The OPRE website. We just put the slides up for our webinars. But OPRE actually puts the audio recordings and the transcripts of our past webinars and they're usually posted a few months after the webinar. I know at least one person was looking for more on the findings of that, that Anna showed. You can see the Study of Early Education Through Partnerships web page for the Louisiana, it's just got Louisiana and it's got more things on it. I think if you Google that you will find it or, or maybe Peter is going to put that, oh, he's put that in the chat. If you have questions, feel free to email me and I put my, I'm Julia Isaacs, my email address is j-I-s-a-a-c-s-at-urban.org. Sorry to talk so fast, but I think I have one more slide.

Related Webinars
Oh yeah, I want to let you know that this is part of an ongoing series. And so, we will let you know how you can join us for part two, which will be early in the fall, maybe what we'll see, we'll send you the date. It's on conducting rapid analyses for database decision making to

support policy and practices for COVID-19. So that will be part two of this series on "Building CCDF Lead Agency Capacities to Use Data to Inform Policy Responses to COVID-19," which we should have named our surveys, our, our webinar, a shorter title.

Last thing I'll say is that we do have slides, we did an earlier three-part series that was not on COVID-19, obviously, but was on generally, "Building Capacity for CCDF Lead Agencies to Use Data in Policy Decisions." That, that also can be found on our "Building Child Care Research Capacity" web page. Now, if you can stay on one more minute, we have a poll to find out how, effective our webinar was, although as Jenna pointed out, it's not as scientific as if we had Daphna and Anna do a survey of you, but here. Let's see the poll because we wanted, we will use the results from this poll to help inform the next one. So please select the option that best represents, represents your perspective: Was the webinar a good use of your time? and like Heather's example, we have strongly agree, agree, neutral, disagree and strongly disagree. Nice. Hopefully it's a good survey question with balanced responses. And again, select the option on our second question, you have to scroll down, my knowledge or skills have increased as a result of this session. And you can have the choices of strongly agree, agree, neutral, disagree, and strongly disagree, um, and we appreciate your filling out that poll and thank you for all the comments and questions. Um, I'm sorry we didn't quite get to all of them. Um, but I hope this was still informative and we got to a number of them, so thank you more, I see, um. Yes, we will try to have more Q and A in the next round. I have that on my list too, that we will say a little bit less and have more time for a and a in our next webinar. Thanks everyone for joining us. Bye. I shouldn't…you don't need to go, if you're still filling out the poll. That's fine. I don't need to close you out. I'm just, uh, trying to be respectful of everyone's time. Bye.