

# Virginia's Family Day Homes in the Early Months of COVID-19: Lessons from Two Waves of the PDG B-5 Workforce Survey



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## Summary:

- This report describes the experiences of 74 Virginia family day home teachers who responded to two surveys: one in May 2020, several months after the start of the coronavirus pandemic, and one in May 2019, one year earlier.
- Most of these family day home teachers (70 percent) are women of color, and most (about 85%) live in households with annual incomes below Virginia's state median income of about \$76,000.
- Most family day home teachers (86 percent) reported that they were still open and serving children at the time of the May 2020 survey during COVID-19.
- However, the majority (77 percent) reported declines in enrollment, and two-thirds stated it was more difficult to cover costs and remain open relative to before COVID-19.
- Even before COVID-19, these family day home teachers experienced considerable financial insecurity: 63 percent said they worried they would run out of money before they were paid again, and 39 percent expressed difficulty sleeping due to financial concerns.
- The financial stability and well-being of teachers in family day homes was even lower during COVID-19. The percentage of teachers who reported they were food insecure rose from 29 percent to 41 percent. While 7 percent displayed clinically relevant levels of depressive symptoms in 2019, this nearly doubled to 13 percent during COVID-19.

The coronavirus pandemic (COVID-19) created huge disruptions in the early care and education system, profoundly impacting the lives of young children, their working families, and the economy. In Virginia, as well as in many other states, school-based early childhood education (ECE) programs were shut down by state order starting in March 2020. Many child care centers closed their doors as well. In contrast, the vast majority of home-based child care programs, typically referred to as "family day homes" in Virginia's licensing system, remained open, continuing to serve children and their families.

While COVID-19 has raised national awareness about the importance of child care in supporting children, families, and our economy, the home-based child care sector has continued to receive little attention. Home-based child care providers, the majority of whom are women of color, play a crucial role both in general and during the pandemic. These programs offer smaller care arrangements, typically in the home of the provider. Because of their size, they may have felt like a safer option for some families during the coronavirus pandemic.<sup>1</sup>

This report describes the experiences of 74 women who run family day homes in Virginia, adding to the small body of evidence that examines the impact of the pandemic on this often overlooked sector of child care.<sup>2</sup> Its key contribution is that it draws upon data collected from surveys administered before and during the pandemic as part of Virginia's Preschool Development Grant Birth through Five (PDG B-5) initiative. The first survey was conducted in May 2019 at the start of the PDG B-5 initiative. The second was administered to this same group of educators in May 2020. Although our sample is small, data from these two surveys provide a unique look at the experiences of family day home teachers during the COVID-19 pandemic, capturing *changes* in their well-being relative to before the pandemic.

This report is organized into three sections. The first section briefly provides context about Virginia's PDG B-5 initiative, its pilot communities, and these surveys. The second section explores family day home site operations during COVID-19 and the realities that teachers at both open and closed family day homes faced in light of the pandemic. The final section examines changes in teacher well-being and job satisfaction since the baseline survey.

## The PDG B-5 Initiative

In 2019, Virginia received a federal Preschool Development Grant Birth through Five (PDG B-5) award, which funded a set of efforts to improve early childhood education (ECE) opportunities across the state. This initiative, a partnership between the Virginia Department of Education, the Virginia Early Childhood Foundation, and the University of Virginia, aims to build more cohesive ECE systems throughout the state. During the pilot year, 26 cities and counties across Virginia participated in PDG B-5, representing about one-third of the state's population. This diverse set of communities spans urban, suburban, and rural settings and is generally comparable to Virginia's population as a whole in terms of racial and ethnic diversity, although the median household income in these communities is slightly lower than the state overall.<sup>3</sup>

All publicly funded ECE programs in these pilot communities were invited to participate in PDG B-5, including school-based, center-based, and home-based programs. At the beginning of the PDG B-5 initiative, 213 schools, 202 centers, and 99 family day homes participated in the pilot year.<sup>4</sup> This report describes the impact of COVID-19 on family day homes.<sup>5</sup>

The primary teacher at each of these family day homes – typically the owner – was invited to take the baseline and follow-up surveys. Each survey was available in English and Spanish, could be taken online or on paper, and could be completed in about 30 minutes. Teachers who completed the May 2019 survey received a \$20 gift card; those who completed the May 2020 survey received a \$25 gift card.

For the May 2019 baseline survey, we received completed responses from 86 teachers, a response rate of 87 percent. In the May 2020 follow-up survey during COVID-19, we received responses from 82 teachers, a response rate of 83 percent. These response rates are high, as surveys of early educators oftentimes do not exceed 40 percent.<sup>6</sup> In this report, we focus on the 74 family day home teachers who completed both surveys and were either still serving children at the time of the follow-up survey or had closed their sites for reasons related to COVID-19.<sup>7</sup> Together, these two surveys allow us to explore the changes that this group of early educators experienced over time.

Table 1 presents descriptive statistics for these 74 teachers, 88 percent of whom worked at publicly funded family day home sites. All surveyed teachers were female, 70 percent were women of color, and their average age was 50. The sample is diverse; over one-third were Hispanic, 30 percent were White, 19 percent were Black, and 12 percent were Asian.<sup>8</sup> About half of teachers (51

percent) did not have any post-secondary degree, and 21 percent of the sample reported total household incomes under \$25,000 per year (before taxes).

The sampled teachers had considerable experience caring for and teaching young children. On average, teachers had spent over 10 years working at their current family day home. About 20 percent had worked at their current family day home for less than three years, but even among these relatively new teachers, the majority still had at least three years of experience teaching and caring for young children at any site.

Table 1. Descriptive Statistics, Measured in May 2019

Characteristic	N	Mean
Female	70	100%
Age (years)	66	49.7
Race / ethnicity	69	
Hispanic		36%
White, non-Hispanic		30%
Black, non-Hispanic		19%
Asian, non-Hispanic		12%
Other, non-Hispanic		3%
Education	73	
No post-secondary degree		51%
Bachelor's degree or higher		34%
Household income	67	
Less than \$25,000/year		21%
Less than \$45,000/year		51%
More than \$75,000/year		15%
Married/living with partner	70	74%
Have children under 18 in household	66	64%
Years of experience at current family day home	57	10.7

Note: Based on responses from 74 teachers who took both the 2019 and 2020 surveys

## Changes in Site Operations as a Result of COVID-19

Governor Northam's executive order called for public schools in Virginia to cease in-person instruction in mid-March 2020, but it did not apply to private or publicly funded child care centers and family day homes who were left to make their own decisions about whether to stay open. As of mid-May, about 11 percent of licensed, publicly funded family day homes and 21 percent of all licensed family day homes statewide were temporarily or permanently closed.<sup>9</sup> In contrast, 51 percent of licensed, publicly funded child care centers and 62 percent of all licensed child care centers in Virginia were closed at this time.

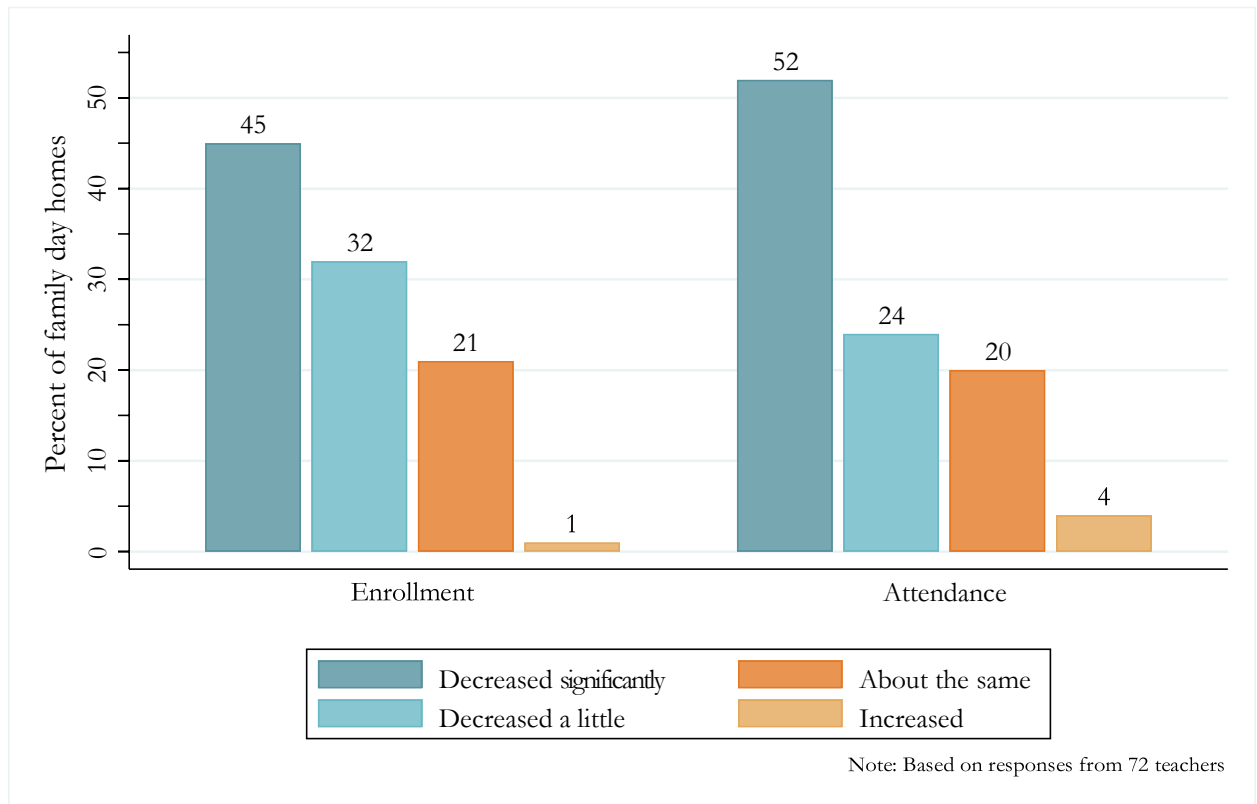
This section describes the effect that COVID-19 had on the operations of family day homes. It then gives a more detailed description of operations at sites that continued serving children as well as a brief description of the small number of family day homes that shut down as a result of the COVID-19 pandemic.

### Site Operations

In May 2020, the majority of family day home teachers in our sample (86 percent) reported that their sites were open and serving children. Ten teachers, or about 14 percent of the sample, indicated they were no longer serving children for reasons related to COVID-19. This closure rate is just slightly higher than what was observed statewide among all publicly funded family day homes.

Although most family day homes remained open, both enrollment and attendance generally decreased. Figure 1 shows teachers' perceived changes in enrollment and attendance across all sites since the start of the pandemic. In May 2020, about three-quarters of teachers (77 percent) reported that enrollment had declined, with 45 percent saying it had decreased significantly. Changes in enrollment at family day homes corresponded with changes in attendance. Again, three-quarters (76 percent) of family day home teachers experienced decreases in attendance, with about half (52 percent) saying that the decreases were significant.

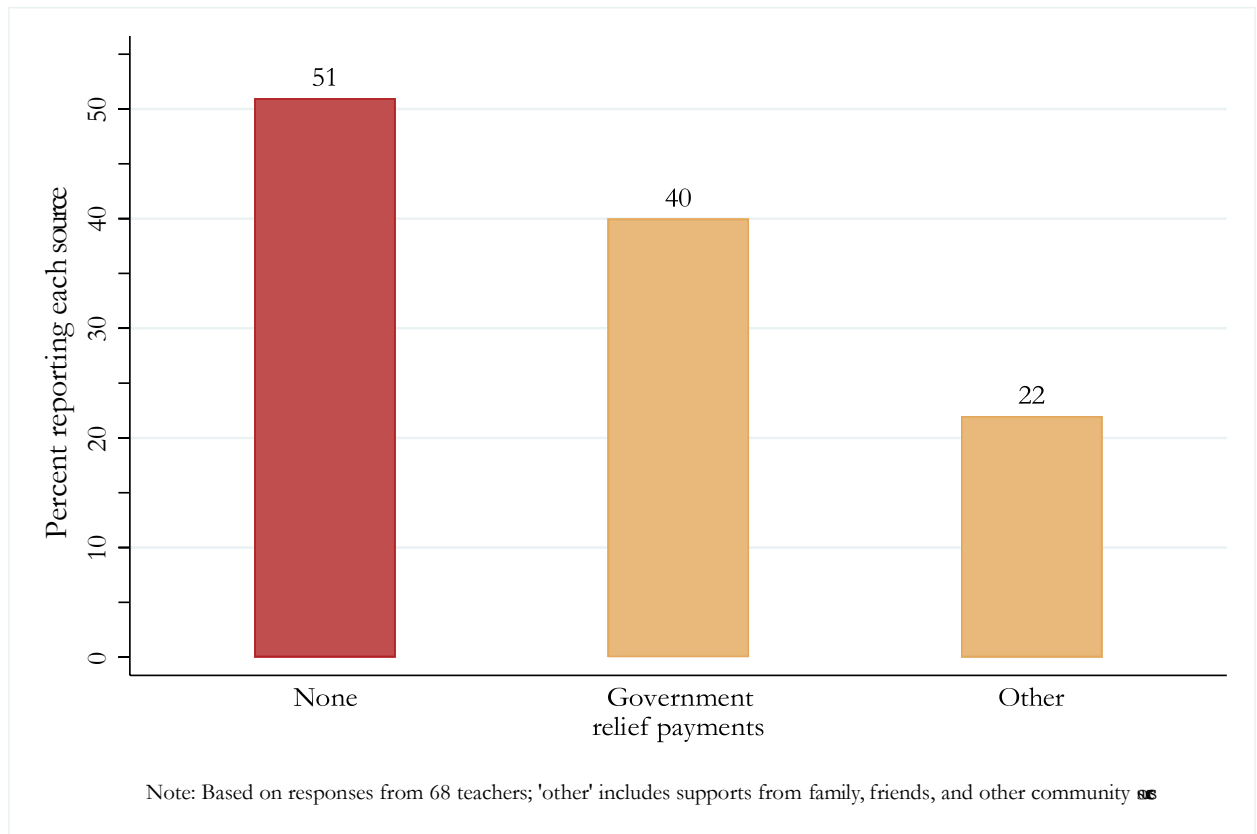
**Figure 1. Teachers’ Perceived Changes in Enrollment and Attendance Since the Start of the Pandemic**



Most teachers (70 percent)—including those at open and closed sites—reported that their weekly earnings dropped, and in write-in comments, many teachers described this drop in earnings as being at least partly due to changes in enrollment and attendance profoundly affecting their programs. One teacher wrote, “I had 6 children at \$75 each per week, now I only have one child who attends 3 days per week at \$15 per day. As you can see I had a drastic drop in pay.”<sup>10</sup> Another explained, “All of my clients are working from home. I went from a \$900 a week income to zero. This has been a very difficult time in my career as an early educator.”

Despite these financial challenges, about half of all teachers (51 percent) reported they did not receive any financial supports in response to the pandemic. Figure 2 shows that 40 percent of teachers received funds from federal, state, or local government. This was true for teachers at both open and closed sites.

**Figure 2. Reported Sources of Pandemic-Related Financial Assistance**



Teachers expressed uncertainty and frustration related to government supports. One wrote, “It would be nice to know the status of my CARES Act grant application. Such as. ... when will payments begin?” Another explained, “I was approved almost 2 weeks ago and haven’t received anything yet. I will be receiving \$150 per week while I have lost more than half of my income. We can’t telework or offer any other kind of work to continue getting paid. It’s just not fair.”

In the survey sample, 17 percent of teachers reported that they or someone in their households had received Unemployment Insurance in the three months prior to the survey. Expansions to Unemployment Insurance under the federal CARES Act (called the Pandemic Unemployment Assistance program) temporarily included self-employed workers, such as family day home teachers, who otherwise would not have been eligible to receive these benefits.<sup>11</sup> Nonetheless, several teachers lamented that they felt they were ineligible to receive unemployment benefits as self-employed family day home owners/teachers. One wrote, “I have come to understand that society needs us but is not willing to recognize the work and sacrifice we put on. Exposing our families to the virus cause we have to continue working. We are not able to file



unemployment as most of the other people do.” Another explained, “My daycare is closed. As a child care provider, there's no option for me to collect unemployment.” A third added, “As always no one thinks of this as a business.”

## Insights from Sites that Remained Open

This section is about the 64 teachers who reported that their family day homes remained open as of May 2020.

### Changes in Children Served

In the early stages of the pandemic, state guidance strongly encouraged child care providers who remained open to serve the children of essential workers.<sup>12</sup> Table 2 shows that the majority of family day homes that remained open at the time of the survey (79 percent) were serving at least some children of essential workers, and nearly one-third of teachers (31 percent) reported they were caring *only* for the children of essential workers.

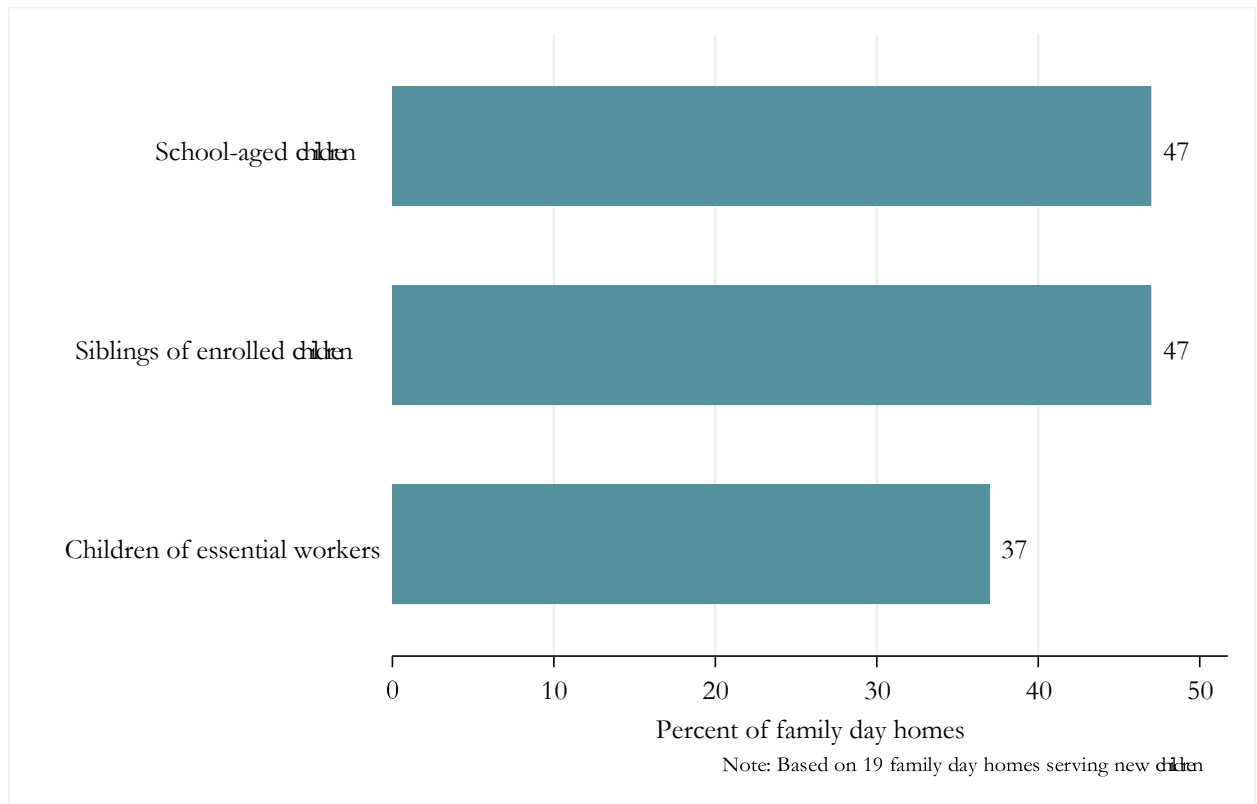
**Table 2. Proportion of Open Family Day Homes Serving Children of Essential Workers**

Serving any families of essential workers?	Percent of family day homes
All families are essential workers	31
Some families are essential workers	48
None	21

Note: Based on responses from 61 teachers who reported that they were currently serving children

For some family day homes, serving families of essential workers meant providing care for new children who had not previously attended their sites. Overall, one-quarter of teachers in the sample reported that they had begun caring for new children since the pandemic began. Figure 3 shows that among those 19 sites who had new enrollees, about half began caring for new school-aged children and siblings of already enrolled children. Despite serving new children, over 80 percent of these sites reported that their enrollment and attendance numbers had decreased since the start of the pandemic.

**Figure 3. Categories of New Children Served at Family Day Homes with New Enrollments**



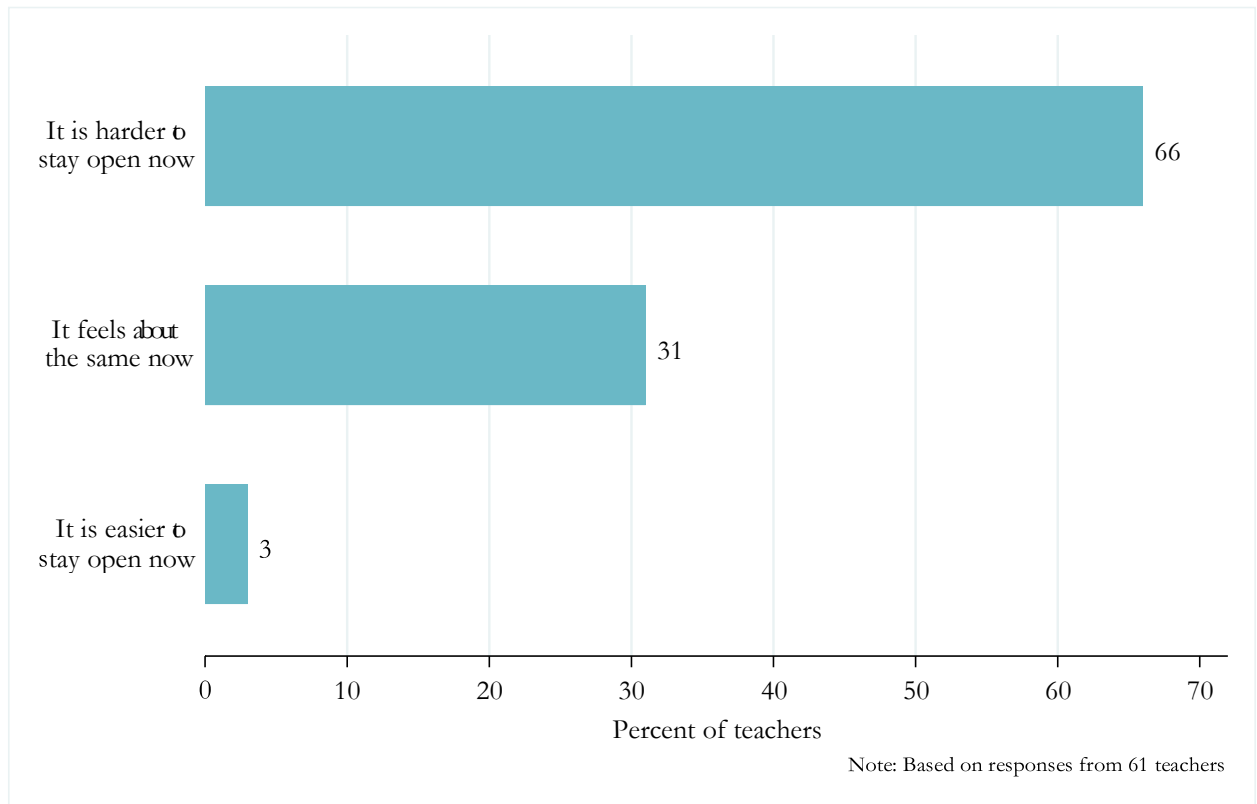
In line with the declining enrollment and attendance figures, nearly three-quarters (70 percent) of teachers at all sites that remained open reported that their family day homes had the capacity to serve more children. This is a large increase relative to 2019 when only 39 percent reported having openings.

One-quarter of teachers (23 percent) reported that they had turned away some families requesting care since the start of the pandemic. In May 2019, 53 percent reported having to turn families away.

#### Covering Costs and Remaining Open

The survey asked teachers whether covering their costs and keeping their sites open was more difficult relative to before the start of the pandemic. As shown in Figure 4, two-thirds of teachers at open sites (66 percent) reported that it had become much harder.

**Figure 4. Teachers’ Perceived Difficulty of Covering Costs and Remaining Open, Relative to Before COVID-19**



Drops in enrollment and payments are part of the explanation. The majority of teachers experienced declines in enrollment and attendance, and some also experienced changes in how much families paid for care. While the majority of teachers (68 percent) reported that *most* families they were serving were still paying the same fees, over one-third reported that at least some families were now paying less for care than they had prior to the start of the pandemic.

Increasing expenses – including the cost of COVID-related supplies as well as maintaining the employment of staff members – also created additional financial hardship for family day home teachers. For instance, a majority of teachers reported that they were spending more money than usual to cover expenses related to COVID-19, such as cleaning products or other important supplies, like forehead thermometers. On average, teachers reported spending \$347 extra on these supplies in the roughly two months since the start of the pandemic. Some (nine percent) reported spending over \$800 more than usual.

Many teachers wrote about their difficulties obtaining necessary supplies. One shared, “We cannot find any cleaning supplies to buy, and when you are lucky to get a few, you have to pay higher prices because the stores don't care whether we

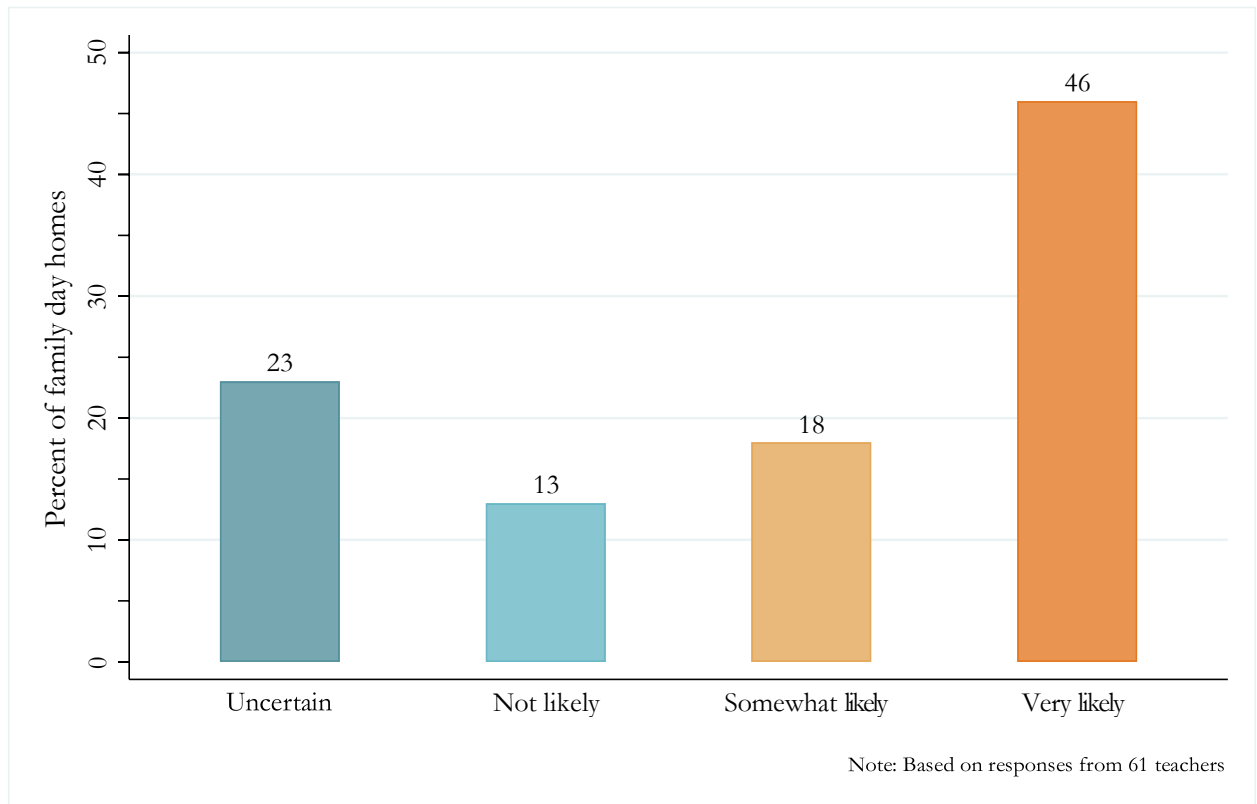
are essential workers or not.” Another explained, “I could not find masks, gloves, hand sanitizer, or sanitizing wipes. I had to make homemade versions of sanitizers when I could find the needed ingredients.”

Teachers also reported staffing changes at their family day homes. Twenty-nine teachers (48 percent) reported that they employed staff at their family day homes in January 2020, prior to the pandemic. Teachers at 26 of these sites responded to questions regarding staffing changes; 13 teachers (50 percent) indicated that they had either let go of staff or had staff resign for reasons related to pandemic. Nine teachers (35 percent) reported that they had reduced hours for some or all of their staff.

### Perceptions of Program Stability

The survey explored family day home teachers’ perceptions of their sites’ ability to bounce back if their sites needed to close for a month due to the pandemic. As shown in Figure 5, just under half (46 percent) of teachers indicated that they would be very likely to reopen their sites after a month-long closure. Over one-third reported they were either not likely to reopen (13 percent) or were uncertain about their ability to do so (23 percent).

**Figure 5. Perceived Ability to Reopen Family Day Home After a One-Month Closure**



### **Insights from Sites that Closed due to COVID-19**

While the majority of family day homes in Virginia and in our sample remained open, ten teachers who took the survey reported that their sites were no longer serving children for reasons related to COVID-19. Teachers indicated several reasons for shutting down their family day homes, including following recommendations from the local health department, governor, or state; adherence with guidance for K-12 schools; health concerns; reduced enrollment and/or attendance; and the increased costs of staying open.

Most of these family day homes closed by the end of March, and for many, this decision was made abruptly. Most reported that less than two weeks passed between when they knew they would shut down and when they actually did, and for some, this process occurred in just one or two days. Teachers reported a mix of emotions regarding their decisions to close their sites. One described feeling “totally devastated,” and others marked that they felt sad and nervous. Half of teachers at closed sites indicated that financial assistance may have helped them to remain open, but others made it clear that their decision to shut

down was not purely financial. One wrote, "Miss the children but we all have health conditions that would be deadly to us."

At the time of the follow-up survey, none of the teachers whose family day homes had shut were working for pay at any other job, and less than half were optimistic about the possibility of reopening their family day homes. Five reported it was very likely they would reopen their sites if they remained closed for an additional month. The other five indicated that they were uncertain or that they would be somewhat or not likely to reopen after three months. One teacher wrote, "I am just praying that when the pandemic is over that my business will begin to thrive again."

Several teachers also expressed a great deal of concern about the children they previously served. One stated, "I think about these kids every day and miss them like crazy. I am constantly trying to support them from afar. I worry they think I abandoned them which couldn't be further from the truth." Another said, "Despite not being open or receiving pay I continue to talk to families and provide support for their children via calls, texts, and e-mail. I also continue to provide developmentally appropriate materials, activities, and ideas for the parents to implement."

## Measures of Teacher Well-being & Job Satisfaction

This section highlights changes between the 2019 and 2020 surveys in teachers' well-being and their satisfaction with being an early educator.

### Well-being

In both surveys, family day home teachers were asked how often they experienced a set of five financial challenges and stressors. Table 3 shows the percent of teachers who reported experiencing each of these challenges in the baseline and follow-up surveys.

In May 2020, during the pandemic, 60 percent of teachers reported that they worried they would run out of money before they were paid again, and 42 percent said that they made purchases on credit cards hoping they would have the money later. One teacher explicitly expressed this worry in a write-in comment: "My enrollment has decreased because I had a lot of teachers' children. They are now at home and not paying since school closed and other businesses shut down. I am having to use a credit card to pay for things because my income has decreased drastically. I don't know how long I can sustain doing this." Another wrote, "My family struggles to get by each day and every week."

Overall, nearly three-quarters of teachers (73 percent) reported facing at least one of these five financial challenges in the COVID-19 survey. While these are very high rates of financial stress, they are not higher and are in some cases slightly lower than what this same group reported one year prior in the baseline survey, suggesting that family day home teachers faced challenging conditions and financial difficulties long before the pandemic began.

**Table 3. Indicators of Financial Insecurity Teachers Experienced in the Past Three Months**

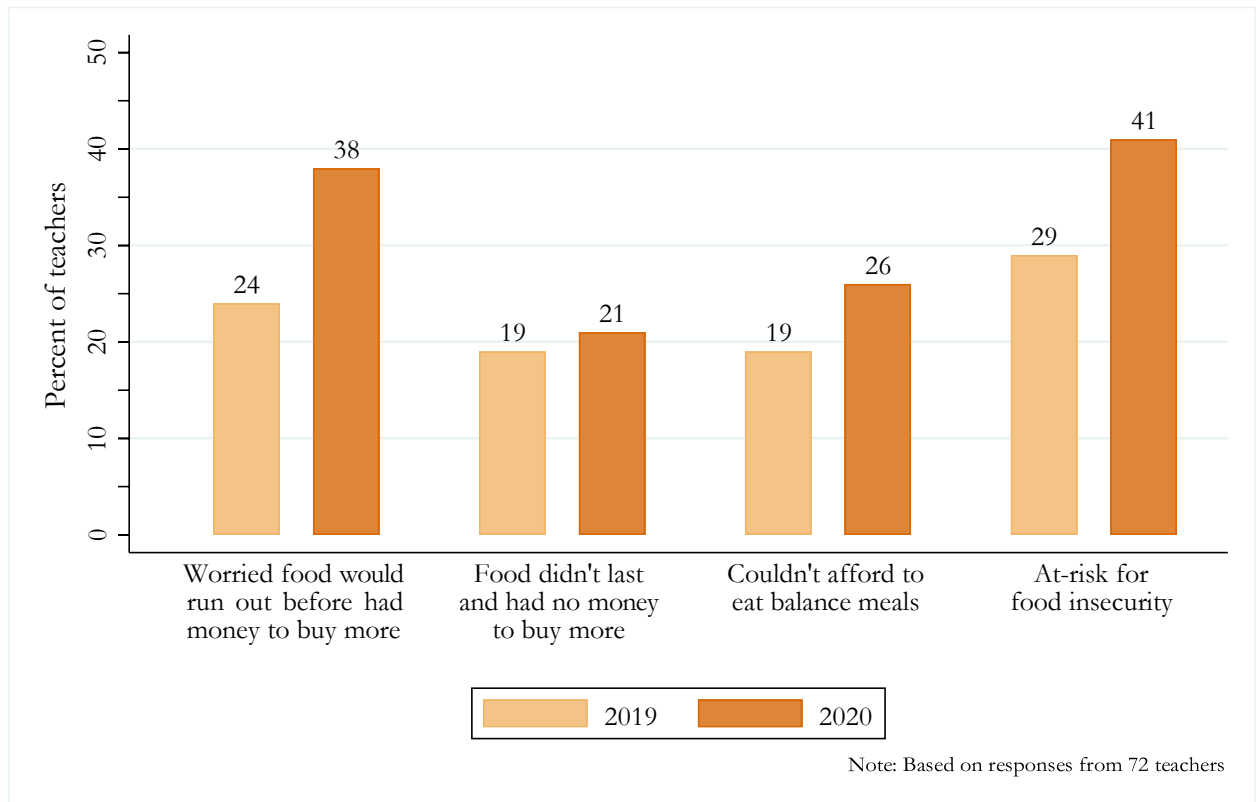
Statement	Percent reporting some concern	
	At Baseline	During Covid-19
I worry I will run out of money before I am paid again	63	60
I make purchases on credit cards hoping that I will have the money later	49	42
I am unable to sleep well because of financial worries	39	38
There are disagreements about money in my home	42	39
Many of my bills are past due	34	35
Reported concern about <i>at least one</i> of the above challenges	<b>75</b>	<b>73</b>

Note: Based on responses from 71 teachers. *Some concern* includes teachers who indicated that they experienced the financial challenge *some or a little, occasionally or moderately, or most or all of the time* in the past three months.

The surveys also asked teachers three questions about their ability to access enough food in the previous three months. Figure 6 shows that in contrast to the financial insecurity measures, teachers' perceived food insecurity increased in the follow-up survey: Thirty-eight percent reported that they were *sometimes* or *often* worried that they would run out of food before they had money to get more, compared to 24 percent of teachers who reported this in the baseline survey. In 2020, two-fifths of teachers (41 percent) were classified as "food insecure" because they indicated that at least one of the three statements was *sometimes* or *often* true, a 12 percentage-point increase in food insecurity from the baseline survey one year prior.



**Figure 6. Indicators of Household Food Insecurity in Baseline & Follow-up Surveys: Percent of Teachers Reporting *Sometimes* or *Often* True in the Past 3 Months**



Both surveys also asked teachers about their mental health, and results indicate an increase in the percentage of teachers with clinically relevant levels of depression with the Center for Epidemiologic Studies Depression Scale Short Form (CES-D-SF), which measures the frequency and severity of depression symptoms in the past week.<sup>13</sup> In the baseline survey, seven percent of these teachers reported clinically relevant levels of depression; in the follow-up survey, 13 percent exhibited clinically relevant levels of depression. Despite this increase, these levels of depression are low relative to national estimates during the pandemic, which suggest that in mid-May 2020, 28 percent of US adults experienced symptoms of depression, an increase of 20 percentage points from one year prior.<sup>14</sup>

In write-in comments, teachers described how COVID-19 was impacting their stress and well-being: One wrote, “It is very stressful to really not have a choice to be open because this is how I make an income. It’s stressful to keep everything sanitized and disinfected so my husband and I won’t get sick. He is close to 62 and I’m in fear he’ll get sick because I’ve stayed open. I’m tired of this battle.”

Another emphasized, “As a family child care provider, continuing to run a business in my home during the pandemic affected my entire family’s stress level. I am glad I have a supportive family!”

## Teaching and Job Satisfaction

Despite the challenges they faced, teachers remained satisfied with their roles as early educators and were committed to their work with children. Both in the baseline survey and in the follow-up survey, the vast majority of teachers strongly agreed with a set of positive statements about their work (Table 4). As they did in the baseline survey, 90 percent of teachers strongly agreed that their work was important, and 90 percent strongly agreed that they felt loved by the children in their care.

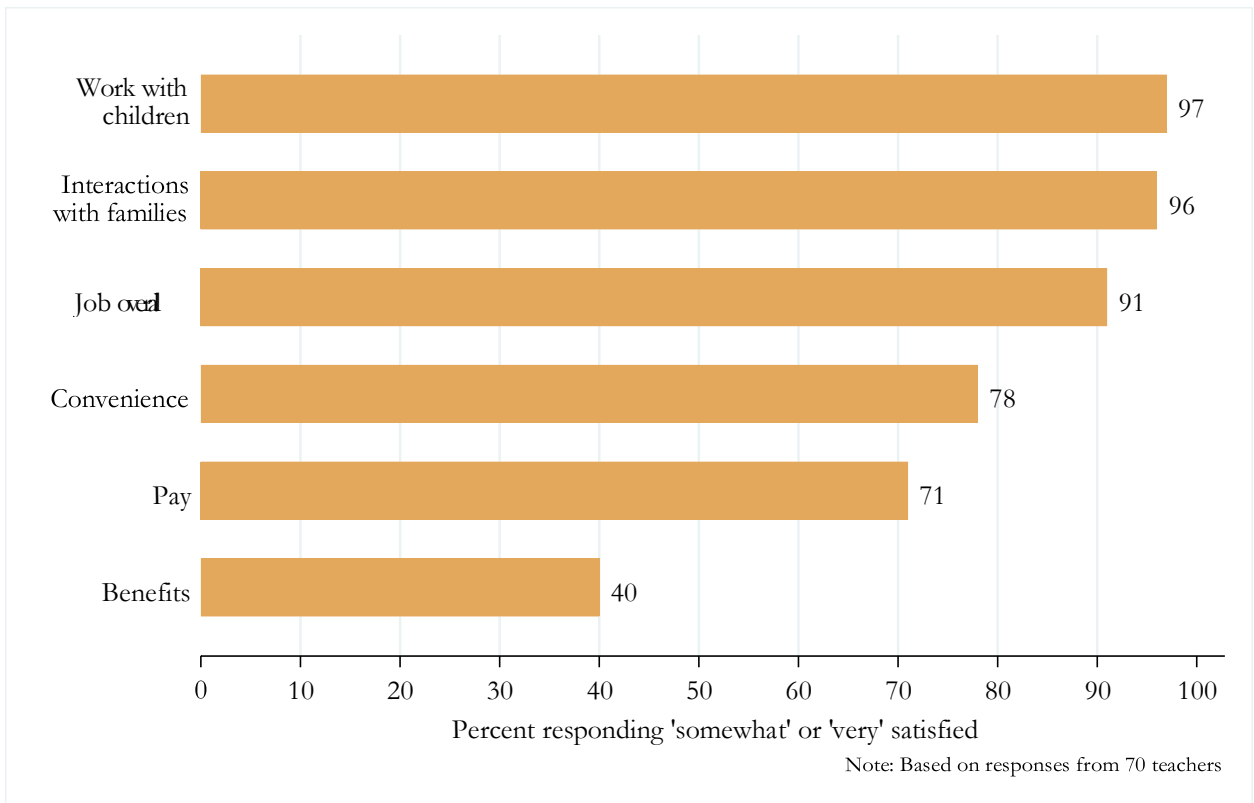
**Table 4. Family Day Home Teachers Satisfaction with their Work**

Statement	Percent responding <i>strongly agree</i>	
	At baseline	During COVID-19
My work with the children at this site is important	91	90
I feel the love of the children for me	90	90
I really enjoy my present job teaching and caring for children	81	81
I am certain I am making a difference in the lives of children I teach and care for	75	83
If I could start over, I would choose teaching and caring for children again as my career	75	80
I know that I am appreciated by the families of the children I teach and care for	80	76

Note: Based on responses from 61 teachers

The follow-up survey also asked teachers to rate their satisfaction with different aspects of their jobs. Figure 7 shows the percent of teachers who reported that they were either *somewhat* or *very* satisfied with each aspect. While most teachers reported satisfaction with their work with the children in their care, their interactions with families, and the job overall, they were comparatively less satisfied with other aspects of the job. Nearly one-third of teachers (29 percent) expressed some dissatisfaction with the pay, and over half of teachers (60 percent) reported that they were not satisfied with their benefits, which self-employed and small business owners typically purchase on their own.

**Figure 7: Job Satisfaction Responses from Family Day Home Teachers**



This lower degree of satisfaction with pay and benefits compared with the substantive work of the job is not surprising. In fact, fifteen percent of teachers reported relying on government supports, such as the Supplemental Nutrition Assistance Program (SNAP, formerly known as food stamps) and Medicaid, and about 30 percent of teachers had no healthcare benefits at the time of either survey. In the midst of a global health pandemic, this low rate of coverage is particularly alarming, as access to these benefits could be critical to the well-being of these teachers, many of whom continued to provide essential child care services.

## Conclusion

Family day homes play an essential role in providing care and education to families. This was true before the pandemic, and it is even more salient during COVID-19. In Virginia, most family day homes did not shut down, instead continuing or beginning to provide care for the children of essential workers and school-aged children. Doing so has come at a cost, both financially and with respect to teachers' well-being. This is particularly concerning given that these teachers are predominantly women of color who were already living in low-income households.

Teachers reported increasing difficulty covering their costs and remaining open as attendance and enrollment dwindled and their weekly earnings decreased. They spent large sums of money on cleaning supplies and other pandemic-related needs while also struggling to obtain these necessary materials.

Teachers also experienced deteriorations in their well-being since the baseline survey one year prior. Nearly twice as many teachers exhibited clinically relevant levels of depression in the follow-up survey during COVID-19, and two-fifths of all teachers were classified as food insecure.

While somewhat heightened during the pandemic, the serious challenges that these family day home teachers reported were not new. Prior to the pandemic, in May 2019, half of teachers lived in households with incomes under \$45,000 per year, 34 percent had no health insurance, and 15 percent relied on government supports.

Notably, our small sample of family day home teachers may not be representative of home-based child care providers more broadly. These teachers were already connected with Virginia's PDG B-5 initiative and therefore may be more resourced relative to the average family day home. That we document such hardship within this sample raises concerns that other family day home teachers, particularly those with less resources or connection to their communities, may be facing even greater challenges during the COVID-19 pandemic.

These findings underscore the need for solutions that will support ECE teachers, including those who own and operate family day homes, not only during the pandemic but also more broadly in an ECE system where historically their vital role teaching and caring for young children has often not been recognized.

<sup>1</sup> Herr Research Center, Erikson Institute. (2020, September). *Family Child Care Providers: Unsung Heroes in the COVID-19 Crisis*. Research-to-Policy Brief. Retrieved from [https://www.erikson.edu/wp-content/uploads/2020/09/Family-Child-Care-Providers\\_Unsung-Heroes-in-the-COVID-19-Crisis.pdf](https://www.erikson.edu/wp-content/uploads/2020/09/Family-Child-Care-Providers_Unsung-Heroes-in-the-COVID-19-Crisis.pdf); Nagasawa, M. & Tarrant K (2020, October) *Forgotten Frontline Workers: A Snapshot of Family Child Care and COVID-19 in New York* Straus Center for Young Children and Families. Retrieved from <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1003&context=sc>

<sup>2</sup> Herr Research Center, Erikson Institute. (2020, September). *Family Child Care Providers: Unsung Heroes in the COVID-19 Crisis*. Research-to-Policy Brief. Retrieved from [https://www.erikson.edu/wp-content/uploads/2020/09/Family-Child-Care-Providers\\_Unsung-Heroes-in-the-COVID-19-Crisis.pdf](https://www.erikson.edu/wp-content/uploads/2020/09/Family-Child-Care-Providers_Unsung-Heroes-in-the-COVID-19-Crisis.pdf)

<sup>3</sup> Data from the American Community Survey show that, in the PDG B-5 communities, the total population is 71 percent "White alone" (i.e., not multiracial and not Hispanic or Latino) and 12 percent "Black alone." For Virginia overall, 68 percent of Virginia's population is "White alone" and 19 percent is "Black alone." For a four- person family, the median household income in PDG B-5 communities is \$93,085, compared to \$104,652 in Virginia overall.

U.S. Census Bureau. (2017). *2013-2017 American Community Survey 5-year Public Use Microdata Samples*. Retrieved from: <https://www.census.gov/programs-surveys/acs/data.html>

<sup>4</sup> Of these 99 family day homes that participated in the pilot year, 87 were participating in the state's subsidy program. These publicly funded family day homes represent about one-third of all publicly funded family day homes in these 26 communities.

<sup>5</sup> For more information on the experiences of centers and schools participating in Virginia's PDG B-5 pilot year, see: Bassok, D. Michie, M., Cubides-Mateus, D.M., Doromal, J.B., & Kiscaden, S. (2020, September). *The Divergent Experiences of Early Educators in Schools and Child Care Centers during COVID-19: Findings from Virginia*. Virginia PDG B-5 Evaluation SEE-Partnerships Report. Retrieved from <https://files.elfsight.com/storage/022b8cb9-839c-4bc2-992e-cefccb8e877e/710c4e38-4f63-41d0-b6d8-a93d766a094c.pdf>

<sup>6</sup> Boyd-Swan, C., & Herbst, C. M. (2019). Racial and ethnic discrimination in the labor market for child care teachers. *Educational Researcher*, 48(7), 394–406. <https://doi.org/10.3102/0013189X19867941>

<sup>7</sup> One teacher who completed both surveys indicated that she had closed her family day home and was no longer serving children for reasons unrelated to the COVID-19 pandemic; this teacher is not included in this report. The teachers who completed only one of the two surveys are not included in this report; they look generally similar to those who did complete both surveys in terms of demographic characteristics.

<sup>8</sup> Very few teachers marked the "American Indian or Alaskan Native," "Native Hawaiian or other Pacific Islander" or "Other" categories. Since the number of teachers in each of these groups is small, we collapse these groups in our main analyses to ensure their data remain unidentifiable.

<sup>9</sup> DSS Licensing Closures as of 5/15/2020. Retrieved from Denise Branscome, Associate Director Senior, Virginia Department of Social Services.

<sup>10</sup> Some quotes in this report have been very lightly edited for grammar and formatting.

<sup>11</sup> Virginia Early Childhood Foundation (VECF). (2020, April 20). A Guide for Virginia Child Care Providers to Navigate the COVID-19 Crisis. Retrieved from [https://94c0adeb-8630-4dee-844b-5b4dd9395cf9.filesusr.com/ugd/9f3d39\\_8f41206621cd48fdb9039e7441b74dc6.pdf](https://94c0adeb-8630-4dee-844b-5b4dd9395cf9.filesusr.com/ugd/9f3d39_8f41206621cd48fdb9039e7441b74dc6.pdf)

<sup>12</sup> Commonwealth of Virginia. (2020). Status as an Essential Business – Child Care Services for Children of Essential Personnel. Retrieved from: <https://www.dss.virginia.gov/cc/covid-19-docs/Status%20as%20an%20Essential%20Business.pdf>

<sup>13</sup> The CES-D-SF consists of seven items rated on the following four-point scale: rarely or never (0 points), some or a little (1 point), occasionally or moderately (2 points), and most or all of the time (3 points). Points are summed across all items. A score of eight points or higher is used to determine whether an individual is at risk of clinical depression; see Levine (cited below) for further psychometric information:

Levine, S.Z. (2013). Evaluating the 7-item Center for Epidemiologic Studies Depression Scale short-form: A longitudinal US community study. *Social Psychiatry and Psychiatric Epidemiology*, 48(9), 1519-1526

<sup>14</sup> Centers for Disease Control and Prevention (CDC). (2020). Mental health: Household pulse survey. Retrieved from: <https://www.cdc.gov/nchs/covid19/pulse/mental-health.htm>

National Center for Health Statistics. (2020, May). Early release of selected mental health estimates based on data from the January-June 2019 National Health Interview Survey. Retrieved from: <https://www.cdc.gov/nchs/data/nhis/earlyrelease/ERmentalhealth-508.pdf>