

Assessing the Implementation and Cost of High Quality Early Care and Education (ECE-ICHQ): Implementation Interview Instrument

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INTRODUCTION

Introduction:

My name is [NAME], I work at Mathematica. The U.S. Department of Health and Human Services, Administration for Children and Families has contracted with Mathematica to conduct this study to Assess the Implementation and Cost of High Quality Early Care Education (ECE-ICHQ). Thank you for agreeing to participate in our study. This study will produce measures of implementation and costs that help us better understand how early childhood programs use their resources to make a difference for children's early childhood experiences and development. This interview collects information on what your center is doing to provide early care and education services for children ages 0-5.

Do you have any questions for me before we get started?

We have several questions for you about:

1. Center resources
2. Instructional planning, coordination, and child assessment
3. Instruction and caregiving
4. Workforce development
5. Center administration and planning and
6. Child and family support

We have scheduled this interview in two, one and a half hour sessions. We expect that it will take 3 hours to complete this interview. If you prefer to break the interview up into more than two sessions, we will work to accommodate your schedule.

This interview is completely voluntary. The information we gather through this interview will be used to help estimate the implementation activities that a center does to support quality. All data will be treated in a private manner to the extent permitted by the law. Only members of the research team will have access to your responses. The study team will produce and report implementation scores for different program activities at an aggregate level. The names of individual programs will not be linked with implementation activities in reports.

Is it okay with you if I record this conversation to ensure that I capture your response accurately?

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX.

INTERVIEWER: IF YOU HAVE NOT GOTTEN THROUGH SECTION N. STAFFING AT 1 HOUR AND 10 MINUTES INTO THE FIRST INTERVIEW CALL, PLEASE SKIP AHEAD TO THAT SECTION OF QUESTIONS. IF THE RESPONDENT IS NOT ABLE TO ANSWER THE QUESTIONS ABOUT STAFF QUALIFICATIONS DURING THE CALL, IT WILL BE NECESSARY TO FOLLOW-UP WITH AN EMAIL (AFTER THE FIRST INTERVIEW AND BEFORE THE SECOND) TO COLLECT THIS INFORMATION.

SECTION A: CENTER RESOURCES

First, we would like information on the sources of financial support for your center.

A5. We are interested in learning about all the various sources of financial support to your center.

INTERVIEWER: NOTE THAT INFORMATION IN THE NEXT QUESTION (A5a) WAS COLLECTED DURING CENTER RECRUITMENT TO ASSESS CENTER CHARACTERISTICS PRIOR TO DATA COLLECTION. REVIEW THIS INFORMATION PRIOR TO THE CALL AND DOUBLE CHECK IT WITH THE RESPONDENT DURING THE CALL. THIS WILL ALSO HELP TO GENERATE DISCUSSION ABOUT CENTER FUNDING ASKED IN QUESTIONS A5b AND A5c.

A5a. Which of the following public programs provided funding to your center during the most recently completed fiscal year?

SELECT ALL THAT APPLY

- 0 No public funding
- 1 Child care subsidy programs such as [STATE SUBSIDY PROGRAM] or CCDF (Child Care Development Fund) (can include parent use of vouchers, contracted slots in the center, or tiered reimbursement)
- 2 Head Start/Early Head Start
- 3 State preschool or prekindergarten programs

A5b. Did your center receive any revenue from the other following sources during the most recently completed fiscal year?

INTERVIEWER: OKAY TO READ OFF ALL ANSWER CATEGORIES

SELECT ALL THAT APPLY

- 0 No additional revenue sources
- 1 Private tuition
- 2 Local government such as preschool or prekindergarten funding from local school board, Title 1 funding, or other local agency, grants from city or county government
- 3 Other types of state or federal government funded programs such as the Child and Adult Care Food Program
- 4 Grants, bonuses, or awards from the [STATE QRIS PROGRAM] (not tied to funding or subsidies for specific children)
- 5 Early Head Start-Child Care Partnership grant
- 6 Community organizations such as the United Way, local charities or other service organizations
- 7 Donations from fundraisers or charitable contributions
- 8 Other (*Specify*) _____

A5c. What was the largest source of revenue for your center during the most recently completed fiscal year?

A5c1. _____

A5c2. About what percent of total revenue was provided by this source?

(Probe: Would you say it is 50 percent or more?)

A5d. What was the second largest source of revenue for your center during the most recently completed fiscal year?

A5d1. _____

A5d2. About what percent of total revenue was provided by this source?

A5e. Was the most recently completed fiscal year a fairly typical year in terms of your center's revenue sources?

1 Yes

0 No (WRITE IN WHY IT WAS NOT TYPICAL)

A5f. Has the center experienced major changes in the composition of revenue sources in the past two years?

0 No

1 Yes (WRITE IN MAJOR CHANGES)

A6. Does your center use accounting software to track expenditures and manage finances?

0 No

1 Yes (WRITE IN NAME OF ACCOUNTING SOFTWARE)

B. STAFFING STRUCTURE

Now, we would like information on all staff located within the center’s physical location, by job title and role. This information will help us understand how the center’s staffing structure might affect the services provided to children and their families and operating costs.

B1a. Please list each type of staff position, by job title, that you currently have working at your center in this location. We are interested in the positions that work with or support activities for children ages 0-5 excluding staff who focus only on kindergarten, school-aged child care, or summer camps for older children, for example.

B1b. What are the responsibilities of this position? SELECT ALL THAT APPLY PER ROLE, AND WRITE IN BRIEF DESCRIPTION IF A ROLE IS NOT CLEAR FROM THE JOB TITLE AND RESPONSIBILITIES SELECTED. (FOR EXAMPLE, “COACH” IS GIVEN AS JOB TITLE, AND IS SOMEONE WHO PROVIDES SPECIAL SERVICES; DETAIL ABOUT THE SERVICES IS NECESSARY, SUCH AS “COACHES ON PRACTICES RELATED TO MENTAL HEALTH AND SCHOOL READINESS.”)

PROBES: Administration over center operations includes planning and managing staff and resources to provide early care and education, including general management, human resources, financial management, marketing and enrollment, and information technology.

Administration over educational program includes managing the aspects of the center that specifically focus on child development, curriculum development, and instructional planning.

Operations support includes responsibilities related to food, transportation, maintenance, laundry, and others that support the center’s infrastructure.

Special services includes:

- Specialized services to children (such as health screening, therapeutic services, mental health services; any non-academic or non-instructional services provided to children).
- Support services for families (that occur outside of instruction and caregiving, such as social services, adult education programs, or home visiting).

	B1a.	B1b. SELECT ALL THAT APPLY PER ROW						B1c.
		A	B	C	D	E	F	
JOB TITLE	# OF STAFF IN POSITION	ADMIN OVER CENTER	ADMIN OVER ED PROGRAMS	DIRECT SUPERVISION OF TEACHERS	TEACHER IN CLASSROOM (0-5)	PROVIDE OPERATIONS SUPPORT	PROVIDE SPECIAL SERVICES	DESCRIPTION OF POSITION (IF NECESSARY)
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	

	B1a.	B1b. SELECT ALL THAT APPLY PER ROW						B1c.
		A	B	C	D	E	F	
JOB TITLE	# OF STAFF IN POSITION	ADMIN OVER CENTER	ADMIN OVER ED PROGRAMS	DIRECT SUPERVISION OF TEACHERS	TEACHER IN CLASSROOM (0-5)	PROVIDE OPERATIONS SUPPORT	PROVIDE SPECIAL SERVICES	DESCRIPTION OF POSITION (IF NECESSARY)
					4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
					4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
					4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
					4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
					4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
					4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	

	B1a.	B1b. SELECT ALL THAT APPLY PER ROW						B1c.
		A	B	C	D	E	F	
JOB TITLE	# OF STAFF IN POSITION	ADMIN OVER CENTER	ADMIN OVER ED PROGRAMS	DIRECT SUPERVISION OF TEACHERS	TEACHER IN CLASSROOM (0-5)	PROVIDE OPERATIONS SUPPORT	PROVIDE SPECIAL SERVICES	DESCRIPTION OF POSITION (IF NECESSARY)
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> YES, BUT NOT LEAD TEACHER 5 <input type="checkbox"/> LEAD TEACHER/TEACHER	6 <input type="checkbox"/>	7 <input type="checkbox"/>	

INTERVIEWER: USE THE FOLLOWING PROBES TO CHECK THAT ALL POSITIONS ARE LISTED IF THEY ARE NOT SPECIFICALLY MENTIONED IN THE DISCUSSION. ASK THE SPECIFIC QUESTIONS (A – C) AS NEEDED TO COMPLETE THE DETAILS IN THE TABLE.

Does your center have a *dedicated position(s) in charge of the educational program (or curriculum) that is a distinct position from the center director?*

If yes, what is the job title of this position? [Ask questions B1a-C.]

Does your center have a *finance manager or a person in charge of maintaining the financial records?*

If yes, what is the job title of this position? [Ask questions a-c.]

Does your center have *administrative staff* who hold positions that focus on or support the management or operations of the center but who do not have classroom responsibilities on a regular basis?

If yes, what are the job titles of these positions? [Ask questions a-c.]

Does your center have other *professional staff or specialists who provide or connect children and their families with services* outside of the classroom (such as to assist with nutrition, health, mental health, or support services)?

If yes, what is the job title of these positions? [Ask questions a-c.]

Does your center have any *other staff not yet listed who do not work directly with children* such as, Operations support staff and anyone else on your center’s payroll?

If yes, what are the job titles of these positions? [Ask questions a-c.]

B1c. Who is involved in managing your center's finances? In other words, who is involved in the ongoing work of managing finances and accounting activities such as monitoring revenues and expenditures?

SELECT ALL THAT APPLY

- 1 I am (as center director)
- 2 Other administrative or managerial staff of this center
- 3 An outside contractor or consultant
- 4 Directors or managers at the larger organization we are a part of
- 5 Other (*specify*) _____

DIRECTIONS FOR COMPLETING THE STAFFING STRUCTURE PART 2:

INTERVIEWER: Confirm the numbers of staff (in the center's physical location) who are primarily lead teachers/teachers or assistant teacher/aide/teaching assistant for children ages 0-5.

LEAD TEACHER / TEACHER

B2a. Please confirm the number of lead teachers/teachers who work with children ages 0-5. WRITE IN TOTAL NUMBER

PROBE: A person who is regularly in charge of a group or classroom of children. Includes co-teachers.

B2a.1. Please confirm the job title for these lead teachers/teachers.

B2a.2. Now, I would like to know the number of [lead teachers/teachers] working with each age group of children in the classroom.

INTERVIEWER:

If the majority of the children in a classroom are 0 to <18months, consider that an Infant room.

If the majority of the children in a classroom are 18 to <36 months, consider that a Toddler room.

If the majority of the children in a classroom are 36 and older, consider that a Preschool room.

How many [lead teachers/teachers] work in classrooms with infants?

1. _____

How many work in toddler classrooms?

2. _____

How many in preschool classrooms?

3. _____

ASSISTANT TEACHERS

B2b. Please confirm the number of assistant teachers/aides/teaching assistants who work with children ages 0-5. WRITE IN TOTAL NUMBER OR MARK NONE

PROBE: A person who is regularly assigned to a particular room who works under the supervision of a lead teacher/teacher; may or may not lead certain activities (such as art projects or story time) but does not have sole responsibility for the classroom.

NONE GO TO B2c

B2b.1. Please confirm the job title for these assistant teachers/aides/teaching assistants.

B2b.2. Now, I would like to know the number of [assistant teachers/aides/teaching assistants] working with each age group of children in the classroom.

INTERVIEWER:

If the majority of the children in a classroom are 0 to <18months, consider that an Infant room.

If the majority of the children in a classroom are 18 to <36 months, consider that a Toddler room.

If the majority of the children in a classroom are 36 and older, consider that a Preschool room.

How many [assistant teachers/aides/teaching assistants] work in classrooms with infants?

B2b.2a. _____

How many work in toddler classrooms?

B2b.2b. _____

How many in preschool classrooms?

B2b.2c. _____

FLOATERS / SUBSTITUTES.

B2c. How many floaters / substitutes who work with children ages 0-5 do you have in the center? WRITE IN TOTAL NUMBER OR MARK NONE

PROBE: A person who is not regularly assigned to a particular room and who fills in different positions as necessary to help meet teacher/child ratios.

NONE GO TO B3

B2c.1. What is the job title for this position?

FOR CENTERS EMBEDDED WITHIN LARGER ORGANIZATIONS ONLY

B3. Are there staff that support the operations or services of your center but who do not work within the center's physical location? If yes, what types of support or services do they provide?

	SELECT ONE PER ROW		WRITE IN SPECIFIC JOB TITLES OR PROGRAM UNITS
	YES	NO	
EDUCATIONAL, CHILD AND FAMILY SERVICES			
a. Educational program or curriculum development and support (that occurs as part of instructional planning).	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
b. Academic or instructional related screening, diagnostic, and assessment services (such as developmental screening to identify children's special needs, or readiness assessments to develop children's learning needs)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
c. Specialized services to children (such as health screening, therapeutic services, mental health services; any non-academic or non-instructional services provided to children)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
d. Support services for families (that occur outside of instruction and caregiving, such as social services, adult education programs)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
ADMINISTRATION AND MANAGEMENT			
e. General management	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
f. Human resources	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
g. Financial management	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
h. Marketing and enrollment	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
i. Information and technology services	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
OPERATIONS SUPPORT			
j. Food	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
k. Transportation	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
l. Maintenance	1 <input type="checkbox"/>	0 <input type="checkbox"/>	
m. Other (<i>Specify</i>)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	

C. CLASSROOM INFORMATION

Next are some detailed questions about each of the classrooms in your center. Please answer the questions in the following columns as they pertain to each classroom listed.

C1. Classroom names	C2. How old is the youngest child?		C3. How old is the oldest child?		C4. What is the target staff-child ratio for this classroom?	C5. What is the target group size for this classroom?
	YEARS	MONTHS	YEARS	MONTHS		
1.	_ _	_ _	_ _	_ _	_ : _	_ _
2.	_ _	_ _	_ _	_ _	_ : _	_ _
3.	_ _	_ _	_ _	_ _	_ : _	_ _
4.	_ _	_ _	_ _	_ _	_ : _	_ _
5.	_ _	_ _	_ _	_ _	_ : _	_ _
6.	_ _	_ _	_ _	_ _	_ : _	_ _
7.	_ _	_ _	_ _	_ _	_ : _	_ _
8.	_ _	_ _	_ _	_ _	_ : _	_ _
9.	_ _	_ _	_ _	_ _	_ : _	_ _
10.	_ _	_ _	_ _	_ _	_ : _	_ _
11.	_ _	_ _	_ _	_ _	_ : _	_ _
12.	_ _	_ _	_ _	_ _	_ : _	_ _

We are interested in learning about the funding that supports each of the classrooms in your center. We understand that the composition of children or teachers in each classroom may change throughout the day. Please answer the funding questions when considering the children that are in each classroom for the majority of the day.

Classroom names	C6. Does this classroom include children who are supported by the following funding sources (Select all that apply):					
	EHS/HS	Publicly funded preschool or prekindergarten	Child care subsidies	Other public funding	Private tuition (paid by families)	Other private funding (such as grants)
1.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
8.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
9.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
10.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
11.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
12.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

C7. For your children ages 3 through 5, not in kindergarten, are you required to or do you choose to meet performance standards or other program guidelines, such as group sizes, ratios, teacher qualifications, or curriculum use beyond licensing standards?

SELECT ONE

1 Yes

0 No

GO TO D1

C8. What are the standards, requirements or other program guidelines that you are required to or choose to meet for children ages 3 through 5 beyond licensing standards?

SELECT ALL THAT APPLY

- 1 Standards or requirements set by my larger organization
- 2 Quality rating and improvement system standards
- 3 Requirements to meet or maintain accreditation (such as by the National Association for the Education of Young Children or another state or national accrediting body)
- 4 Head Start program performance standards
- 5 Program requirements associated with other publicly funded preschool or prekindergarten programs (such as your state's preK program)
- 6 Other (*specify*) _____

C9. How do you comply with Head Start program performance standards or program requirements associated with other publicly funded preschool or prekindergarten programs?

SELECT ONE

- NA Not required to meet these standards or guidelines (C8#4 or 5)
- 1 Comply only for the children to whom each standard applies
- 2 Comply for the classrooms with any children to whom each standard applies
- 3 Comply for all classrooms in that age group
- 4 Comply throughout the center?

D. CHILD CHARACTERISTICS

D1. About what percent of children ages 0-5 with special needs does your center serve?

INTERVIEWER (clarify as needed): **We are asking about “special needs” broadly, including children with a diagnosis as well as children who have physical, social-emotional, behavioral, or cognitive needs that require additional support.**

|_|_|_| PERCENT

D2. About what percent of children ages 0-5 enrolled in your center have an IEP/IFSP?

INTERVIEWER (define as needed): **An IEP is an Individualized Education Program for children with disabilities who receive special education services provided by the school system. An IFSP is an individualized Family Services Plan for children with disabilities and their families who receive early intervention services, usually used for birth to 3 year old children, but sometimes they extend these to 5 year olds.**

|_|_|_| PERCENT

D3. About what percent of children ages 0-5 enrolled in your center speak or are learning a language other than English at home?

|_|_|_| PERCENT

E. INSTRUCTIONAL PLANNING

Instructional planning, coordination, and child assessment includes activities to collect and analyze information to inform services for individual children. This might also include activities such as sharing information with parents.

The first section of questions is focused on instructional planning and tools and resources the center uses to support instructional planning.

INTERVIEWER: FOR CENTERS WITH INFANTS/TODDLERS ASK THE FOLLOWING (BEGINNING WITH E2a.1), IF NO INFANTS/TODDLERS SKIP TO E2a.2

E2a.1 (new item). If your center uses curriculum or curricula, how many curricula do you use with infants and toddlers?

SELECT ONE

- NA NO INFANTS/TODDLERS– GO TO E2a.2
- 0 No curriculum
- 1 1 curriculum
- 2 2 curricula
- 3 3 curricula
- 4 4 or more curricula`

E2_1. What is the main type of curriculum used with infants and toddlers?

PROBE/DEFINE: By “main” I mean the one curriculum that you spend the most time using in classrooms.

SELECT ONE

- NA No infants/toddlers– GO TO E2a.2
- 0 No curriculum (E2a.1=0; GO TO E2a.2)
- 1 Center developed
- 2 Commercial (write in curriculum)

- 3 State or federal developed (write in curriculum)

E3_1. How long has the main curriculum been used with infants and toddlers?

SELECT ONE

- NA No infants/toddlers– GO TO E2a.2
- 0 No curriculum (E2a.1=0; GO TO E2a.2)
- 1 0-2 Years
- 2 3-5 Years
- 3 More than 5 Years

E4_1. How was the main curriculum for infants and toddlers selected or developed?

SELECT ALL THAT APPLY

- NA No infants/toddlers– GO TO E2a.2
- 0 No curriculum (E2a.1=0) or don't know(GO TO E2a.2)
- 1 Based on alignment with center philosophy or goals
- 2 Recommended by a trusted source (such as a coach)
- 3 To meet certain program requirements or standards
- 4 Based on evidence of effectiveness
- 5 Other (*specify*) _____

E2a.2 (new item). How many curricula do you use with preschoolers?

SELECT ONE

- NA No preschoolers– GO TO F2
- 0 No curriculum – GO TO F2
- 1 1 curriculum
- 2 2 curricula
- 3 3 curricula
- 4 4 or more curricula

E2_2. What is the main type of curriculum used with preschoolers?

PROBE/DEFINE: By “main” I mean the one curriculum that you spend the most time using in classrooms.

SELECT ONE

- NA No preschoolers– GO TO F2
- 0 No curriculum (E2a.2=0; GO TO F2)
- 1 Center developed
- 2 Commercial (write in curriculum)

- 3 State or federal developed (write in curriculum)

E3_2. How long has the main curriculum been used with preschoolers?

SELECT ONE

- NA No preschoolers– GO TO F2
- 0 No curriculum (E2a.2=0; GO TO F2) 1 0-2 Years
- 2 3-5 Years
- 3 More than 5 Years

E4_2. How was the main curriculum for preschoolers selected or developed?

SELECT ALL THAT APPLY

- NA No preschoolers: Go To F2
- 0 No curriculum (E2a.2=0) or don't know: GO TO F2
- 1 Based on alignment with center philosophy or goals
- 2 Recommended by a trusted source (such as a coach)
- 3 To meet certain program requirements or standards
- 4 Based on evidence of effectiveness
- 5 Other (Specify) _____

F. CURRICULUM TRAINING

F2. How are center directors or program administrators trained on the curriculum?

SELECT ALL THAT APPLY

- NA No curriculum (E2a.1 AND E2a.2 = 0 or NA; GO TO G1)
- 0 No training is provided (GO TO G1)
- 1 Online
- 2 In-person by program director, education specialist, center director, or other internal staff
- 3 In-person by curriculum developer or external certified trainer
- 4 Other (*specify*) _____

F4a. How are teaching staff such as lead teacher(s)/teacher(s), assistant teacher(s)/aide(s)/teaching assistant(s), and floater(s)/substitute(s) trained on the curriculum initially?

SELECT ALL THAT APPLY

- NA No curriculum (E2a.1 AND E2a.2 = 0 or NA; GO TO G1)
- 0 No initial training is provided (F2=0)
- 1 On own (e.g., online or a curriculum book [written materials] are provided and teaching staff are expected to review)
- 2 By program director, education specialist, or center director during staff meetings
- 3 In-person by setting staff (by program director, education specialist, or center director through one-on-one training or in sessions dedicated to curriculum e.g., during PD days or in-service training time)
- 4 In-person by curriculum developer or external certified trainer
- 5 Other (*Specify*) _____

F4b. How are teaching staff such as lead teacher(s)/teacher(s), assistant teacher(s)/aide(s)/teaching assistant(s), and floater(s)/substitute(s) trained on the curriculum on an ongoing basis?

SELECT ALL THAT APPLY

- NA No curriculum (E2a.1 AND E2a.2 = 0 or NA; GO TO G1)
- 0 No ongoing training is provided (F2=0; GOT TO G1)
- 1 On own (e.g., online or a curriculum book [written materials] are provided and teaching staff are expected to review)
- 2 By program director, education specialist, or center director during staff meetings
- 3 In-person by setting staff (by program director, education specialist, or center director through one-on-one training or in sessions dedicated to curriculum e.g., during PD days or in-service training time)
- 4 In-person by curriculum developer or external certified trainer
- 5 Other (*Specify*) _____

F6. How often are teaching staff trained on the curriculum?

SELECT ALL THAT APPLY

- NA No curriculum (E2a.1 AND E2a.2 = 0 or NA; GO TO G1)
- 0 No training is provided (F2=0; GOT TO G1)
- 1 Initially upon curriculum adoption or during new staff orientation
- 2 Just occasionally (once a year or as needed)
- 3 Regular training updates (monthly or quarterly)

G. INSTRUCTIONAL COORDINATION

G1. Which staff get paid planning time, during which the individual staff person has no responsibility for child supervision?

INTERVIEWER NOTE: ONLY CODE TIME WHEN THE TEACHING STAFF ARE FREE FROM CHILD CARE RESPONSIBILITIES. PLANNING IN THE CLASSROOM DURING NAP TIME IS NOT COUNTED HERE. CHOOSE THE RESPONSE THAT MOST CLOSELY MATCHES THE SETTINGS APPROACH.

SELECT ALL THAT APPLY

- 1 No paid planning time or coverage (Go to H1)
- 2 Assistant teachers
- 3 Lead teachers/teachers
- 4 Directors or education coordinators (Center Director; Teacher-director; Educational/curriculum director or coordinator)

G2. How much paid planning time do teaching staff have, during which they have no responsibility for child supervision? This does not include nap time.

INTERVIEWER NOTE: ONLY CODE TIME WHEN THE TEACHING STAFF ARE FREE FROM CHILD CARE RESPONSIBILITIES. PLANNING IN THE CLASSROOM DURING NAP TIME IS NOT COUNTED HERE. CHOOSE THE RESPONSE THAT MOST CLOSELY MATCHES THE SETTINGS APPROACH.

SELECT ONE

- NA No paid planning time or coverage (G1=0; Go to H1)
- 1 1 hour a month or less
- 2 2-4 hours a month
- 3 5-8 hours a month
- 4 More than 8 hours a month
- 5 Other (*specify*) _____

H. SCREENING TO DETERMINE FURTHER ASSESSMENT NEEDS

H1. Does the center screen or diagnose children to determine whether they need further assessment or services?

PROBE: By screen or diagnose, we mean a do you have a procedure or tool that you use to determine if any children need further assessment or a referral for further evaluation. This includes screening such as developmental screening, screening for English Language Learner (ELL) needs, or for trouble seeing or hearing.

INTERVIEWER: IF THE CENTER SCREENS CHILDREN ON-SITE TO DETERMINE IF FURTHER ASSESSMENT OR SERVICES ARE NEEDED, WRITE IN THE NAME(S) OF THE TOOL(S) AND MARK THE SOURCE OF SCREENING (CENTER-DEVELOPED OR COMMERCIAL).

SELECT ONE

- 0 No screening GO TO J1
- 1 Yes. Screen on site either by center staff, staff of the larger organization with which the center is affiliated, or staff of another entity/organization (WRITE IN NAME OF MAIN SCREENING TOOL USED)

PROBE/DEFINE: By “main” I mean the one screening tool that you use most frequently.

MAIN SCREENING/DIAGNOSTIC TOOL

<p style="text-align: center;">H1a. Is the screening/diagnostic tool center-developed or commercial? <i>Select one</i></p> <p>NA <input type="checkbox"/> No screening (H1=0)</p> <p>1 <input type="checkbox"/> Center</p> <p>2 <input type="checkbox"/> Commercial</p> <p>DK <input type="checkbox"/> Don't Know</p>	<p style="text-align: center;">H2. Who administers the screening/diagnostic tool? <i>Select all that apply</i></p> <p>NA <input type="checkbox"/> No screening (H1=0)</p> <p>1 <input type="checkbox"/> Untrained person such as classroom teacher, administrator or specialist on site</p> <p>2 <input type="checkbox"/> Trained classroom teacher</p> <p>3 <input type="checkbox"/> Trained administrator or specialist on site</p> <p>4 <input type="checkbox"/> Trained outside specialist</p> <p>5 <input type="checkbox"/> Other specify</p> <p>DK <input type="checkbox"/> Don't Know</p>	<p style="text-align: center;">H3. How long has the screening/diagnostic tool been used in the center? <i>Select one</i></p> <p>NA <input type="checkbox"/> No screening (H1=0)</p> <p>1 <input type="checkbox"/> 0-2 years</p> <p>2 <input type="checkbox"/> 3-5 years</p> <p>3 <input type="checkbox"/> More than 5 years</p> <p>DK <input type="checkbox"/> Don't Know</p>	<p style="text-align: center;">H6. Do you conduct developmental assessments if a child screens positive for a possible delay, or do you make a referral for further assessment? <i>Select one</i></p> <p>NA <input type="checkbox"/> No screening (H1=0)</p> <p>0 <input type="checkbox"/> Nothing further is pursued</p> <p>1 <input type="checkbox"/> Used for further developmental assessment (typically through referral)</p> <p>DK <input type="checkbox"/> Don't know</p>
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J. FORMATIVE AND SUMMATIVE CHILD ASSESSMENT

INTERVIEWER: THESE QUESTIONS ARE ABOUT FORMATIVE ASSESSMENT OF CHILDREN TO INFORM INSTRUCTION DURING CLASSROOM ACTIVITIES. THERE MAY BE MORE THAN ONE TOOL USED.

J1. Does the center measure development and learning of children during classroom activities on an ongoing basis?

PROBE: By measure development and learning, we mean do you have a tool or procedure that you use to monitor children's progress and to assess their learning needs on a regular basis. These assessments tend to provide more qualitative feedback and are often used by educators to guide teaching or differentiate instruction. Sometimes these assessments are called formative or classroom assessments or progress monitoring tools.

SELECT ONE

- 0 No, the center does not measure development and learning of children during classroom activities GO TO J7
- 1 Yes. The center measures development and learning of children during classroom activities WRITE IN THE NAME OF MAIN TOOL USED

PROBE/DEFINE: By "main" I mean the one ongoing or formative assessment that you spend the most time using.

K4. If you use a formative child assessment tool, how are teaching staff trained on the assessment tool?

SELECT ALL THAT APPLY

- NA No assessment tool (H1, J1, and J7 = 0)
- 0 No training is provided
- 1 On own (online or a curriculum/assessment book [written materials] are provided and teaching staff are expected to review)
- 2 By program director, education specialist, or center director during staff meetings
- 3 Dedicated training at setting by setting staff in sessions dedicated to assessment (e.g., during PD days or in-service training time in-person) by program director, education specialist, or center director or other internal staff (such as a lead teacher).
- 4 In-person by assessment developer or external certified trainer
- 5 Other (*specify*) _____

For the next items, please think of the main ongoing or formative assessment tool that is used at your setting.

FORMATIVE ASSESSMENT TOOL

<p>J1a. Is the measurement tool center developed or commercial? <i>Select one</i></p> <p>NA <input type="checkbox"/> No formative assessment (J1=0)_</p> <p>1 <input type="checkbox"/> Center</p> <p>2 <input type="checkbox"/> Commercial</p>	<p>J3. How long has the measurement tool been used? <i>Select one</i></p> <p>NA <input type="checkbox"/> No formative assessment (J1=0)</p> <p>1 <input type="checkbox"/> 0-2 years</p> <p>2 <input type="checkbox"/> 3-5 years</p> <p>3 <input type="checkbox"/> More than 5 years</p>	<p>J4. How was the measurement tool selected? <i>Select all that apply</i></p> <p>INTERVIEWER: IF THE ANSWER IS "FROM A LIST" PROBE TO UNDERSTAND IF THE LIST IS EVIDENCE BASED (4) OR NOT (3).</p> <p>NA <input type="checkbox"/> No formative assessment (J1=0)</p> <p>1 <input type="checkbox"/> Based on ease of use/ experience with tool / cost</p> <p>2 <input type="checkbox"/> Based on a requirement, (e.g. a licensing requirement)</p> <p>3 <input type="checkbox"/> Based on connection to curriculum, the needs of the child, or conventional best practice (no evidence)</p> <p>4 <input type="checkbox"/> Based on evidence of effectiveness (evidence based practice)</p> <p>5 <input type="checkbox"/> Other (<i>Specify</i>)</p>	<p>J5a. How do teachers use measurement information on development and learning to guide instruction? <i>Select all that apply</i></p> <p>NA <input type="checkbox"/> No formative assessment (J1=0)</p> <p>0 <input type="checkbox"/> Do not use</p> <p>1 <input type="checkbox"/> For whole class instruction</p> <p>2 <input type="checkbox"/> For small group instruction</p> <p>3 <input type="checkbox"/> For individual instruction</p> <p>4 <input type="checkbox"/> Other (<i>Specify</i>)</p>	<p>J5b. Do teachers have supports for interpreting and planning how to use the information (such as coaching, peer collaboration, or systems that track children's responses to learning opportunities)? <i>Select one</i></p> <p>NA <input type="checkbox"/> No formative assessment (J1=0)</p> <p>0 <input type="checkbox"/> No supports</p> <p>1 <input type="checkbox"/> Yes, supports</p>	<p>J6. How does the center track the child's instructional assessments? <i>Select one</i></p> <p>NA <input type="checkbox"/> No formative assessment (J1=0)</p> <p>0 <input type="checkbox"/> Not tracked</p> <p>1 <input type="checkbox"/> Paper based system</p> <p>2 <input type="checkbox"/> Electronic tracking system</p>
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INTERVIEWER: THESE NEXT QUESTIONS ARE ABOUT SUMMATIVE ASSESSMENT.

J7. Does the center use a measure to summarize development or achievement in relation to standards, benchmarks or milestones?

PROBE: By summarize development , we mean do you use a tool or procedure to evaluate child's achievement or developmental level at a few time points in the year, such as winter and spring. Summative assessments may be administered at the end of an instructional unit and/or compare child's performance against relevant standards or benchmarks. Summative assessments are often used to inform parents about their child or to evaluate curriculum and program needs.

SELECT ONE

- 0 No, the center does not measure or summarize development GO TO K4
- 1 Yes. The center measures and summarizes development WRITE IN THE NAME OF MAIN TOOL USED

PROBE/DEFINE: By "main" I mean the one summative assessment that you use to capture your primary program goals for children.

For the next item, please think of the main summative assessment tool that is used at your setting.

SUMMATIVE MEASUREMENT TOOL

J10. How was the main summative assessment tool selected?

SELECT ALL THAT APPLY

- NA No summative assessment (J7=0)
- 1 Based on ease of use/ experience with tool/cost
- 2 Based on requirement (e.g., program standard) (WRITE IN)

- 3 Based on connection to curriculum, the needs of the child, or conventional best practice
- 4 Based on evidence of validity (research evidence shows the assessment information can be trusted in how it describes children's achievement or development)
- 5 Other (*Specify*) _____

L. CHILD ASSESSMENT FOR PROVIDING INFORMATION TO FAMILIES

The next questions are about how the center provides information to parents on instructional and developmental assessments.

L1a.b. How often does the center formally provide descriptive information to parents of preschoolers, such as what the child is able to do based on instructional or developmental assessments?

SELECT ONE

- NA No assessment **(H1, J1, and J7 = 0)**
- 0 No formal reporting to parents
- 1 Less than monthly
- 2 At least monthly
- 3 Weekly

L4.a.b. How often does the center formally provide information to parents of preschoolers on how their child compares to typical developmental milestones or national norms based on instructional or developmental assessments?

SELECT ONE

- NA No assessment **(H1, J1, and J7 = 0)**
- 0 No formal reporting to parents
- 1 Once a year
- 2 Twice a year
- 3 More than twice a year

L5a. If the center schedules parent-teacher conferences, how frequent are the conferences usually scheduled?

SELECT ONE

- 0 No parent-teacher conferences
- 1 Once a year
- 2 Twice a year
- 3 Quarterly
- 4 Monthly

L5b. How long are these conferences usually scheduled to last?

SELECT ONE

- 1 Less than 30 minutes
- 2 30 minutes or more

M. CLASSROOM AND CENTER RESOURCES

The next section of questions is about aspects of the center that support instruction and caregiving. This includes classroom and center resources (space and physical set-up, and materials and equipment), and staffing – center resources that support teachers as they provide instruction, and may also have cost implications for the center.

INTERVIEWER: FOR M2-M1: IF THE CENTER MEETS LOWER TARGETS THAN THOSE SET BY LICENSING, WRITE IN THE STANDARDS THAT THEY FOLLOW (FOR EXAMPLE, ACCREDITATION, HEAD START, QRIS, PUBLICLY FUNDED PRESCHOOL OR PREKINDERGARTEN PROGRAMS). NOTE: THE “EXCEED TARGETS” CELL SHOULD ONLY BE CHECKED IF THE RESPONSE ABOVE IS CHECKED AND THE STANDARDS ARE SPECIFIED.

ABILITY TO MEET TEACHER / CHILD RATIOS

M2. Does the center meet or exceed age-based teacher/child ratio targets set by licensing or other standards in all the ...

PROMPT: I am interested in whether your ratios meet licensing standards as well as other state, local, and professional standards.

SELECT ONE RESPONSE PER ROW

	CENTER DOES NOT SERVE CHILDREN IN THIS AGE GROUP	STRUGGLE TO MEET LICENSING REQUIREMENTS	MEETS LICENSING REQUIREMENTS	EXCEEDS TARGETS SET BY LICENSING STANDARDS (BETTER RATIOS THAN LICENSING REQUIRES; more adults per child than licensing requires)	EXCEED TARGETS SET BY OTHER STANDARDS (more adults per child) (WRITE IN THE CATEGORY OF STANDARDS)
a. infant classrooms?	NA <input type="checkbox"/> Not applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. toddlers classrooms?	NA <input type="checkbox"/> Not applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. preschool classrooms?	NA <input type="checkbox"/> Not applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
		IF THE CENTER MEETS LOWER TARGETS THAN THOSE SET BY LICENSING, WRITE IN THE CATEGORY OF STANDARDS THAT THEY FOLLOW _____			WRITE IN THE NAME OF THE CATEGORY OF STANDARDS (IF APPLICABLE): _____

ABILITY TO MEET GROUP SIZE TARGETS

M1. Does the center meet or exceed age based group size targets set by licensing or other standards in all the ...

PROMPT: I am interested in whether your group sizes meet licensing standards as well as other state, local, and professional standards.

SELECT ONE RESPONSE PER ROW

	CENTER DOES NOT SERVE CHILDREN IN THIS AGE GROUP	STRUGGLE TO MEET LICENSING REQUIREMENTS	MEETS LICENSING REQUIREMENTS	EXCEEDS TARGETS SET BY LICENSING STANDARDS (LOWER GROUP SIZE TARGETS THAN LICENSING REQUIRES)	EXCEED TARGETS SET BY OTHER STANDARDS (LOWER GROUP SIZE TARGETS THAN OTHER STANDARDS) (WRITE IN THE CATEGORY OF STANDARDS)
a. infant classrooms?	NA <input type="checkbox"/> Not applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. toddlers classrooms?	NA <input type="checkbox"/> Not applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. preschool classrooms?	NA <input type="checkbox"/> Not applicable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
		IF THE CENTER MEETS LOWER TARGETS THAN THOSE SET BY LICENSING, WRITE IN THE CATEGORY OF STANDARDS THAT THEY FOLLOW			WRITE IN THE NAME OF THE CATEGORY OF STANDARDS (IF APPLICABLE):

MATERIALS AND EQUIPMENT

M3. Do the classrooms have adequate equipment to support caregiving? “Equipment” includes center supplies that do not need to be replaced each year, such as furniture, and are more expensive than “materials”, such as art supplies.

SELECT ONE

- 1 No. Need more equipment to support caregiving
- 2 Equipment is adequate but we could use more to support caregiving
- 3 Yes. We are well supplied and do not have equipment needs at this time.

M4. Do the classrooms have adequate materials to support instruction? “Materials” include portable items that support instruction. For example, books and toys as well as other materials that are generally replenished frequently, such as art supplies.

SELECT ONE

- 1 No. Need more materials to support instruction.
- 2 Materials are adequate but we could use more materials to support instruction
- 3 Yes. We are well supplied and do not have materials needs at this time.

M5. Does the center have an outdoor play area that is adequate in terms of equipment and space?

SELECT ONE

- 0 No access to play area
- 1 Minimally adequate play area
- 2 Adequate play area
- 3 More than adequate play area

M5.a (New item). Is the outdoor play area onsite?

SELECT ONE

- 0 No. The outdoor play area is off site (for example, a park)
- 1 Yes, the outdoor play area is on site.

M6. Does your center currently have facility acquisition, construction, or renovation needs?

SELECT ALL THAT APPLY

- 1 Need to upgrade the space or make repairs to address health and safety concerns such as lead paint, mold, electrical upgrades, etc.
- 2 Need to improve the quality of the facilities such as having bathrooms adjacent to classrooms, making cubbies accessible, having child-sized sinks, counters, furnishings and fixtures
- 3 Need to improve the capacity of the facilities such as to improve group size targets, create more space to serve a waiting list for additional children, or to add or enlarge outdoor play area
- 4 No facility needs
- 5 Other (*Specify*) _____

N. STAFFING

CATEGORIES OF QUALIFICATIONS OF STAFF IN CLASSROOM AT THE CENTER.

The next questions are about the qualifications of Lead Teachers/Teachers at your setting

N2a1. What is the most common educational degree completed among the lead teachers/teachers?

PROBE: By “most common,” I mean the highest education degree held by most of the teachers (the highest proportion of lead teachers/teachers).

INTERVIEWER: IF TWO CATEGORIES HAVE THE SAME PROPORTION OF STAFF, CODE THE HIGHEST CATEGORY

SELECT ONE

- 1 High school degree
- 2 Associates degree
- 3 Bachelor’s degree
- 4 Graduate or professional degree

N2a2. What is the approximate proportion of lead teachers/teachers who have specialized course work from a college or university related to young children such as child development, special education, or elementary education?

SELECT ONE

- 0 None
- 1 About a quarter
- 2 About half
- 3 About three quarters
- 4 All or close to all

N2a2.1 What is the approximate proportion of lead teachers/teachers who have a Child Development Associate (CDA) certificate or other teaching certification?

SELECT ONE

- 0 None
- 1 About a quarter
- 2 About half
- 3 About three quarters
- 4 All or close to all

N4a. What is the center’s overall ability to meet targeted qualifications for lead teachers/teachers?

SELECT ONE

- 1 Struggling to meet targeted qualifications
- 2 Nearly meets targeted qualifications
- 3 Meets targeted qualifications in full
- 4 Exceeds targeted qualifications

N4b. [new item] Does the educational level or qualifications for lead teachers/teachers vary by:

SELECT ALL THAT APPLY

- 1 Age of children in classroom in which they teach
- 2 Program standards or requirements that apply to the classroom in which they teach (such as Head Start or publicly funded preschool or prekindergarten programs)
- 3 No variation based on the classrooms in which they teach
- 4 Other (*specify*) _____

The next questions are about the qualifications of assistant teachers, aides, and teaching assistants

N2b1. What is the most common educational degree completed among the assistant teachers, aides, and teaching assistants?

PROBE: By “most common”, I mean the highest education degree held by most of the highest proportion of the assistant teachers, aides, or teaching assistants.

INTERVIEWER: IF TWO CATEGORIES HAVE THE SAME PROPORTION OF STAFF, CODE THE HIGHEST CATEGORY

SELECT ONE

- 0 Less than a high school degree (a GED or less)
- 1 High school degree
- 2 Associates degree
- 3 Bachelor’s degree
- 4 Graduate or professional degree

N2b2 What is the approximate proportion of assistant teachers, aides, and teaching assistants who have some specialized course work from a college or university related to young children such as child development, special education or elementary education?

SELECT ONE

- 0 None
- 1 About a quarter
- 2 About half
- 3 About three quarters
- 4 All or close to all

N2b3. What is the approximate proportion of assistant teachers, aides, and teaching assistants who have a Child Development Associate (CDA) certificate or other teaching certification?

SELECT ONE

- 0 None
- 1 About a quarter
- 2 About half
- 3 About three quarters
- 4 All or close to all

For the next questions, please think about the qualifications of the main person who oversees the educational program at your setting (for example, this is often an educational/curriculum director or coordinator or the center director)

N2cd1. What is the highest educational degree completed by the person who oversees the educational program at your setting?

SELECT ONE

- 1 High school degree
- 2 Associates degree
- 3 Bachelor's degree
- 4 Graduate or professional degree

N2cd2. Does the person who oversees the educational program at your setting have specialized course work from a college or university related to young children such as child development, special education or elementary education?

SELECT ONE

- 0 No
- 1 Yes

N2cd3. [new item] Does the person who oversees the educational program at your setting have some form of certification from a college or university to teach young children or as a special education or an elementary school teacher?

SELECT ONE

- 0 No
- 1 Yes

O. BARRIERS AND FACILITATORS TO INSTRUCTION AND CAREGIVING

O1. In the past year, how many staff have left or been terminated? ENTER NUMBER FOR EACH CATEGORY OF STAFF.

ENTER FOR ALL THAT APPLY

- 0 None: No staff have left or been terminated
- 1 Lead teachers/Teachers (Enter number) _____
- 2 Assistant teachers, Aides, and Teaching Assistants (Enter number) _____
- 3 Educational/curriculum director and/or coordinator (Enter number) _____
- 4 Center director/assistant director and/or teacher-director (Enter number) _____
- 5 Other Staff, including all administrative and operations staff (Enter number) _____

O1a. [new item] In the past year, how much of a problem has turnover specifically among lead teachers/teachers been for your center in terms of maintaining consistency in center operations and the care of children?

- 0 Not much of a problem
- 1 Somewhat of a problem
- 2 A substantial problem

O1b. [new item] In the past year, how much of a problem has turnover specifically among assistant teachers/aides/teaching assistants been for your center in terms of maintaining consistency in center operations and the care of children?

- 0 Not much of a problem
- 1 Somewhat of a problem
- 2 A substantial problem

O4a. What are the main factors that influence job satisfaction for lead teachers/teachers at the center?

PROBE: Please consider what factors may influence lead teachers/teachers to stay at the center rather than looking for a position somewhere else.

SELECT ALL THAT APPLY

- 1 Culture of the center is appealing (e.g., teamwork, aligned beliefs)
- 2 Commitment to children and families
- 3 Opportunities for professional development
- 4 Employee benefits
- 5 Employee pay/compensation
- 6 Center policies and schedule (e.g., can enroll own children in the center, finish by early afternoon, have summers off)
- 7 Other (specify) _____

O5. Do you provide any of the following benefits to your teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)?

SELECT ALL THAT APPLY

- 0 No benefits provided
- 1 Reduced tuition at your program
- 2 Health insurance
- 3 Retirement program such as a retirement annuity 401(k) or 403(b) plan
- 4 Paid sick leave
- 5 Paid vacation time
- 6 Other (specify) _____

O6. Do you make use of a salary scale for teaching staff that differentiates pay by an individual's education, training, or experience?

- 0 No
- 1 Yes

Now, we have some questions about workforce development, which includes recruiting, hiring, training, coaching, supervising staff, and professional development.

P. RECRUITING AND HIRING PROCESS

P3. Who is involved in interviewing lead teacher/teacher candidates?

SELECT ALL THAT APPLY

- 1 Center leadership (such as center director, assistant director, and education coordinator)
- 2 Teaching staff at the center
- 3 Staff from larger organization (such as human resources)
- 4 Parents
- 5 Other staff at the setting such as a family support specialist
- 6 Other (*Specify*) _____

P4a. What activities occur during the interview process for lead teacher/teacher candidates?

SELECT ALL THAT APPLY

- 0 No interview process activities identified
- 1 Discuss candidate's background, qualifications, skills
- 2 Discuss what quality education and care means with candidates and/or discuss candidate's motivation for working with children
- 3 Discuss the candidate's approach to teamwork and/or expectations for working in this setting
- 4 Discuss scenarios of classroom situations with candidates and/or have candidates observe a classroom or shadow a teacher
- 5 Have candidates prepare a lesson or age-appropriate activity for discussion during interview and/or for presentation in classroom
- 6 Other (*Specify*) _____

R. SETTING PRIORITIES AND DETERMINING NEEDS FOR TRAINING AND PROFESSIONAL DEVELOPMENT

In this section, we have questions about professional development, which includes activities intended to improve teaching staff's competencies, credentials, certification, or general education. These questions are focused only on teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) who work with children in the classroom.

R1. How does the center determine priorities for training and professional development of teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) as a whole?

SELECT ALL THAT APPLY

- 0 No priorities GO TO S1
- 1 Based on parent feedback or community needs
- 2 Based on staff needs identified through informal mechanisms, such as discussions, staff meetings
- 3 Based on staff needs identified through formal mechanisms, such as surveys, performance reviews, supervisory/coaching observation
- 4 Based on new initiatives or activities in the classroom (e.g. curricula)
- 5 Based on assessments to determine children's needs such as meeting the needs of children with disabilities or English language learners
- 6 Based on meeting requirements (WRITE IN REQUIREMENTS)
- 7 Based on scores on observational measures (e.g., CLASS, ERS) (WRITE IN MEASURES)
- 8 Other (*specify*) _____

R2a. Do the center priorities for training and professional development of teaching staff include child-focused priorities? If yes, what are the center's child-focused priorities for training and professional development of teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)?

SELECT ALL THAT APPLY

- NA No training, PD, priorities (R1=0)
- 0 No child-focused priorities
- 1 Training on child development in one or more domain (for example, language, cognitive, physical, social emotional)
- 2 Training to meet the development needs of individual children through differentiation
- 3 Training on child assessments (such as Teaching Strategies Gold) or observing children's learning and development
- 4 Training on early learning standards
- 5 Other (*specify*) _____

R2b. Do the center priorities for training and professional development of teaching staff include classroom or curriculum-focused priorities? If yes, what are the center's classroom or curriculum-focused priorities for training and professional development of teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)?

SELECT ALL THAT APPLY

- NA No training, PD, priorities (R1=0)
- 0 No classroom/curriculum priorities
- 1 Training on curriculum or method/approach/pedagogy (for example, Reggio, Montessori, [or Pyramid Model])
- 2 Training in classroom management including social-emotional development approaches such as Conscious Discipline [and the Pyramid Model]
- 3 Training on classroom observations
- 4 Training specific to the classroom environment (e.g., arrangement and use of environment as management and teaching tools)
- 5 Other (*specify*) _____

R2c. Do the center priorities for training and professional development of teaching staff include other teaching competency priorities? If yes, what are the center's priorities related to other competencies for training and professional development of teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)?

SELECT ALL THAT APPLY

- NA No training, PD, priorities (R1=0)
- 0 No competency related priorities
- 1 Cultural responsiveness training
- 2 Training on the use of data and data systems (e.g., connected to child assessment, child attendance patterns)
- 3 Training on parent communication and engagement
- 4 Training on family and community partnerships
- 5 Leadership/supervisory training
- 6 Other (*specify*) _____

R2d. Do the center priorities for training and professional development of teaching staff include center-level priorities? If yes, what are the center's center-level priorities for training and professional development of teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)?

SELECT ALL THAT APPLY

- NA No training, PD, priorities (R1=0)
- 0 No center-level priorities
- 1 Training to meet requirements (such as Head Start), or other standards (WRITE IN REQUIREMENTS)
- 2 Health and safety or other licensing requirements
- 3 Other (*Specify*) _____

R4. Does the center develop individual training or professional development plans for teaching staff i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)? If so, how do staff contribute to determining their individual training and professional development needs?

SELECT ALL THAT APPLY

- 0 No individual training plans
- 1 Staff do not contribute to determining their training and PD needs
- 2 Direct feedback to center director or program leadership
- 3 Staff meetings
- 4 Staff surveys or evaluation forms
- 5 Individual staff training plans established on QRIS registry
- 6 Individual staff training plans established by State standards or State licensing requirements
- 7 Individual staff training plans established as part of performance review
- 8 Individual staff meetings with coaches / center director /education coordinator to develop plans (distinct from performance review)
- 9 Other (*specify*) _____

R6. How does the center determine whether training has met center goals and staff needs?

SELECT ALL THAT APPLY

- 0 Not determined
- 1 Staff self-report
- 2 Observations, informal
- 3 Observations, formal
- 4 Assessments or other outcome data
- 5 Staff annual review
- 6 Center annual plan
- 7 Other (*specify*) _____

S. PROVIDING TRAINING AND PROFESSIONAL DEVELOPMENT TO TEACHING STAFF

INTERVIEWER: THESE QUESTIONS ARE FOCUSED ONLY ON TEACHING STAFF (I.E. LEAD TEACHERS/TEACHERS AND/OR ASSISTANT TEACHERS/AIDES/TEACHING ASSISTANTS) WHO WORK WITH CHILDREN IN THE CLASSROOM.

S2 and S2b. Does your center offer training for teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)? If so, how often is training provided by the center (i.e., the equivalent of how many days per year) and when does training occur (e.g., during staff meetings, during nonpaid hours, during paid hours)?

SELECT ONE

- 0 No training is provided by the center GO TO T1
- 1 No dedicated time set-aside for training (e.g., training provided during staff meetings or informal lunch & learn sessions only)
- 2 Training provided only outside of paid work hours (such as in evenings or weekends or holidays) and staff are not paid
- 3 Less than 16 hours of dedicated time for training provided each year for which staff are paid (may occur during work hours, in-service or professional development days or in evenings or on weekends or holidays)
- 4 Training provided during 2-4 in-service or professional development days for which staff are paid each year (may occur during work hours or in evenings or on weekends or holidays)
- 5 Training provided during 5-10 in-service or professional development days for which staff are paid each year (may occur during work hours or in evenings or on weekends or holidays)
- 6 Training provided during more than 10 in-service or professional development days for which staff are paid each year (may occur during work hours or in evenings or on weekends or holidays)
- 7 Other (*Specify*) _____

S2b. What is the approximate number of total training hours provided by the center each year for which teaching staff are paid?

WRITE IN THE APPROXIMATE NUMBER OF TRAINING HOURS.

S6. What activities are conducted after training to assess knowledge acquisition or skill development?

SELECT ALL THAT APPLY

- 0 None (no formal activities)
- 1 General feedback such as through staff meetings, evaluation, or feedback forms after training, or through the course of normal operations
- 2 Post-test on knowledge acquisition
- 3 Teacher written reports on practice changes in the classroom
- 4 Observations to assess adoption of skills or practices in the classroom
- 5 Other (*Specify*) _____

T. SUPPORT FOR TRAINING AND PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF

INTERVIEWER: THESE QUESTIONS ARE FOCUSED ONLY ON TEACHING STAFF (I.E. LEAD TEACHERS/TEACHERS AND/OR ASSISTANT TEACHERS/AIDES/TEACHING ASSISTANTS) WHO WORK WITH CHILDREN IN THE CLASSROOM.

T2_1. In the past year, did the center provide help accessing supplemental assistance (e.g., through T.E.A.C.H., QRIS, or Head Start programs) to teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) to support additional training or education? If yes, what was the supplemental assistance?

SELECT ONE

- 0 No (no help accessing supplemental assistance)
1 Yes

WRITE IN SOURCE OF SUPPLEMENTAL ASSISTANCE:

T2_2. In the past year, did the center provide assistance to teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) to support additional training or education, such as tuition, registration fees, travel, or costs of required materials? If yes, please describe the assistance.

SELECT ONE

- 0 None (no assistance from the center)
1 Center provides assistance on a case-by-case basis
2 Center has a formal policy in place to guide supplemental assistance for all staff. For example, provides up to a specific dollar amount per staff member or a specific policy of coverage (% of costs; pay time and a half; etc.)

WRITE IN AMOUNT AVAILABLE PER STAFF MEMBER OR POLICY:

T3. Does the center pay teaching staff for time spent attending external training or courses?

WRITE IN IF TEACHING STAFF ARE GIVEN A CERTAIN AMOUNT OF PAID TIME TO ATTEND TRAINING (E.G. 10 HOURS, 3 DAYS, ETC.)

SELECT ONE

- 0 No pay or limited pay
1 Staff are paid for time in training that occurs during work hours or given a certain amount of time to pursue training
2 Staff are paid for time in training that occurs beyond regular work hours

WRITE IN AMOUNT OF TIME (HOURS OR DAYS): _____

T4. Does the center provide classroom coverage when teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) attend training during work hours? Do not include training that occurs outside of normal center operating hours or specified professional development days.

SELECT ONE

- NA Training only occurs outside of normal center operating hours or on specified professional development days
- 0 No coverage is provided
- 1 Coverage is provided, but it's a hardship to arrange coverage (such as by other staff)
- 2 Coverage is provided by floaters or substitutes who are paid by the center

U. TEACHER/CLASSROOM OBSERVATIONS

U1. What are the goals of classroom observations?

PROBE: By observation we mean, when someone (such as a lead teacher, education specialist, center administrator, or external consultant) watches a teacher during classroom activities, either to see a particular aspect of his/her teaching or on an ongoing basis. These observations can be formal or informal.

SELECT ALL THAT APPLY

- 0 No observations conducted in center
- 1 To monitor program compliance or ensure the center is meeting certain standards
- 2 To provide individualized coaching on specific skill or practice
- 3 To identify professional development needs
- 4 To measure quality of environment or teacher/ child interactions
- 5 Other (*Specify*) _____

U3. Are observations conducted with similar frequency across all classrooms/ teachers?

SELECT ALL THAT APPLY

- NA No observations conducted in center
- 1 Classroom observations depend on funding or program connections (such as Head Start, publicly funded preschool or prekindergarten programs, etc.) or other specific distinction of classroom
- 2 Classroom observations are based on specific teacher, classroom, or child needs
- 3 Classroom observations are conducted with consistent frequency across all classrooms/teachers
- 4 Other (*Specify*) _____

U7. Do teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) visit other classrooms to observe practice? If so, where?

SELECT ALL THAT APPLY

- 0 No GO TO V1
- 1 Yes, classrooms within the same center
- 2 Yes, classrooms in another center within the same program
- 3 Yes, classrooms in another center outside of the program
- 4 Other (*Specify*) _____

U8. When teachers visit other classrooms to observe, what happens after the observations? WRITE IN OTHER FOLLOW-UP ACTIVITIES THAT OCCUR AFTER STAFF VISIT ANOTHER CLASSROOM TO OBSERVE PRACTICE.

SELECT ALL THAT APPLY

- NA No visit to other classroom to observe
- 0 Nothing happens after the observation
- 1 Discussed how to apply what was observed in practice with other teacher, coach, or supervisor
- 2 Developed plan to apply new knowledge and skills (stand-alone or as part of coaching or performance review)
- 3 Staff observed in their own classroom to assess degree of skill application based on their observation of another classroom
- 4 Other (*Specify*) _____

V. PROVIDING INDIVIDUALIZED COACHING TO CLASSROOM STAFF TO SUPPORT IMPROVING SKILLS IN WORKING WITH CHILDREN

In this section, we have questions about providing individualized coaching to teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) to support improving their skills in working with children.

INTERVIEWER: THESE QUESTIONS ARE FOCUSED ON TEACHING STAFF (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants).

V1. Does the center provide individualized coaching to teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)? Does the provision of individualized coaching vary?

PROBE: We define coaching as individualized support focused on improving teaching staffs' (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) skills in working with children (this includes informal mentoring).

SELECT ONE

- 0 No individualized coaching is provided GO TO W1
1 Individualized coaching is provided only to some teaching staff based on:

SELECT ALL THAT APPLY

- 1a Level of teacher qualifications or experience
1b Age of children in classroom in which they teach
1c Program standards or requirements that apply to the classroom in which they teach (such as Head Start or publicly funded preschool or prekindergarten programs)
1d Other (*specify*) _____
2 Yes, individualized coaching is provided to all teaching staff

V4. How often is individualized coaching provided by the center?

INTERVIEWER NOTE: THIS ITEM IS FOCUSED ON COACHING SPECIFICALLY PROVIDED BY THE CENTER

SELECT ONE (IF MORE THAN ONE APPLIES SELECT THE HIGHEST FREQUENCY)

- NA No individualized coaching (V1=0)
1 Infrequently
2 At least quarterly
3 At least monthly
4 At least weekly
5 Multiple times per week

V5. What activities occur as part of individualized coaching? WRITE IN OTHER ACTIVITIES THAT OCCUR AS PART OF INDIVIDUALIZED COACHING

SELECT ALL THAT APPLY

- NA No individualized coaching (V1=0)
- 1 Staff are assigned readings (book or articles) or videos to watch for discussion
- 2 Staff use data to inform next steps for coaching
- 3 Formal meeting to discuss feedback and develop an action plan for implementing new skill in classroom
- 4 Staff are required to meet a specific goal or benchmark indicating skill or knowledge acquisition
- 5 Staff participate in behavioral rehearsals to practice new skills
- 5 Staff are observed using new skills in the classroom setting
- 6 Other (*Specify*) _____

W. MONITORING AND EVALUATING PERFORMANCE OF TEACHING STAFF

W2. What types of individual performance goals does the center typically set for teaching staff?

WRITE IN OTHER WAYS IN WHICH STAFF PERFORMANCE GOALS ARE SET.

SELECT ALL THAT APPLY

- 0 No individual performance goals
- 1 Increasing education or qualifications
- 2 Classroom instruction or caregiving
- 3 Interpersonal (e.g., relating to other staff or parents)
- 4 Meeting specific program/funding stream requirements or standards
- 5 Other (*Specify*) _____

W3. How are individual performance goals determined for teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)?

WRITE IN OTHER WAYS IN WHICH INDIVIDUAL PERFORMANCE GOALS ARE DETERMINED FOR STAFF.

SELECT ALL THAT APPLY

- NA No individual performance goals (w2 = 0)
- 0 No process
- 1 Based on job expectations and performance (not just deficiencies)
- 2 Based on professional development plans for the individual or teaching staff as a whole
- 3 Based on interactions with children as observed through classroom observations, or through child assessments/performance
- 4 Based on interactions with peers and parents
- 5 Based on goals identified by the teacher
- 6 Based on meeting program requirements
- 7 Other (*Specify*) _____

W7. Who has input into teaching staff, (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) performance evaluation, beyond the teacher's self-assessment?

WRITE IN OTHERS WHO HAVE INPUT INTO TEACHING STAFF PERFORMANCE

SELECT ALL THAT APPLY

- 0 No one provides input
- 1 Program leadership (leadership from a larger organization, program leadership such as Head Start director; or program owner(s))
- 2 Center leadership (such as center director or center owner(s))
- 3 Supervisor
- 4 Other teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants)
- 5 Other professional staff or specialists (like family support workers, health specialists, etc.)
- 6 Parents
- 7 Coach (if other than supervisor)
- 8 Other (*Specify*) _____

W4. What method does the center use to monitor and evaluate the performance of teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) after any initial probationary period for new staff?

WRITE IN OTHER WAYS IN WHICH THE CENTER MONITORS AND EVALUATES STAFF PERFORMANCE.

SELECT ALL THAT APPLY

- 0 No monitoring or evaluating
- 1 Reviews after an initial probationary period with new staff
- 2 Meet with staff annually to set performance goals for the year
- 3 Meet with staff during the year to review progress toward performance goals
- 4 Observe staff in the classroom and provide feedback
- 5 Provide informal feedback as needed
- 6 Review staff self-assessments
- 7 Other (*Specify*) _____

X. CENTER PLANNING AND GOAL SETTING PROCESS

The next questions are about how your center makes plans and sets goals.

X2_SP. Does the center make decisions about allocating resources to pursue broad, strategic goals and tracking progress toward meeting these goals? (STRATEGIC PLANNING). If so, who is involved?

SELECT ALL THAT APPLY

- 0 No strategic planning
- 1 Leadership (i.e., center leadership; leadership from a larger organization, program leadership such as HS director; or center or program owner(s)) is involved in strategic planning
- 2 Teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) are involved in strategic planning
- 3 Other (*Specify*) _____

X2_QI. Does the center identify areas in need of improvement; specific actions for making improvements; and tracking progress toward meeting these improvement goals? (QUALITY IMPROVEMENT). If so, who is involved?

SELECT ALL THAT APPLY

- 0 No identifying areas; specific actions; and tracking progress toward improvement (i.e., No quality improvement)
- 1 Leadership (i.e., center leadership; leadership from a larger organization, program leadership such as HS director; or center or program owner(s)) is involved in quality improvement
- 2 Teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) are involved in quality improvement
- 3 Other (*Specify*) _____

X2_PE. Does the center conduct an overall evaluation of the center and the services it provides to children? (PROGRAM EVALUATION) If so, who is involved?

SELECT ALL THAT APPLY

- 0 No program evaluation
- 1 Leadership (i.e., center leadership; leadership from a larger organization, program leadership such as HS director; or center or program owner(s)) is involved in program evaluation
- 2 Teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) are involved in program evaluation
- 3 Other (*Specify*) _____

The next few questions are about types of goals that the center has established.

X3a.1 Does the center establish center-level goals? If yes, what are the center-level goals?

SELECT ALL THAT APPLY

- 0 No goals or no center-level goals established
- 1 Increasing (or decreasing) enrollment
- 2 Upgrading facilities
- 3 Licensing or accreditation requirements (*Specify source*) _____
- 4 Other center level goals (*specify*) _____

X3b.1 Does the center establish teacher-level goals? If yes, what are the teacher-level goals?

SELECT ALL THAT APPLY

- 0 No goals or no teacher-level goals established
- 1 Recruiting or retaining staff
- 2 Training and staff development
- 3 Other teacher-level goals (*Specify*) _____

X3c.1 Does the center establish child-level goals? If yes, what are the child-level goals?

SELECT ALL THAT APPLY

- 0 No goals or no child-level goals established
- 1 Changing the curriculum or improving its use
- 2 Changing the assessment tool or improving its use
- 3 Student performance
- 4 Other child-level goals (*Specify*) _____

X3d.1 Does the center establish family/community-level goals? If yes, what are the family/community-level goals?

SELECT ALL THAT APPLY

- 0 No goals or no family/community-level established
- 1 Providing support to or engaging families
- 2 Parent satisfaction
- 3 Other community- level goals (*Specify*) _____

X4. About how often does the center review progress toward meeting its goals?

SELECT ONE

- NA No goals established (X3a.1, X3b.1, X3c.1 AND X3d.1=0)
- 0 Do not review progress toward goals
- 1 As needed
- 2 Annual review
- 3 Bi-annual review (twice a year)
- 4 Quarterly review
- 5 Monthly or more often than monthly review

X5a. What information or data does the center review to determine if the center is making progress toward meeting its goals? WRITE IN OTHER INFORMATION OR DATA REVIEWED TO DETERMINE CENTER PROGRESS TOWARD GOALS

SELECT ALL THAT APPLY

- NA No goals established (X3a.1, X3b.1, X3c.1 AND X3d.1=0)
- 0 Do not review information or data
- 1 Review informal data to track progress toward goals, such as: anecdotal information collected from staff (ad hoc conversations and meetings); anecdotal information collected from parents
- 2 Data collected from staff through surveys or during performance assessment
- 3 Data collected from parents through surveys or a parent committee
- 4 Data collection by the center to track goals (checklist or documentation)
- 5 Center's administrative records (finances, enrollment, staff retention)
- 6 Data collected for licensing, accreditation, or program requirements (State or District, ECERS, QRIS)
- 7 Child assessment data (diagnostic, progress, performance, or growth)
- 8 Classroom observations
- 9 Other (*Specify*) _____

X6. After reviewing progress towards goals, what happens next?

SELECT ALL THAT APPLY

- NA No goals established (X3a.1, X3b.1, X3c.1 AND X3d.1=0)
- 0 No change (business as usual)
- 1 Progress toward goals is communicated to teachers and staff and/or parents and families
- 2 Goals are revised and updated as necessary
- 3 Action plans are created or revised to ensure goals are met
- 4 Other (*Specify*) _____

Y. CENTER PROCESSES TO PROMOTE THE GOALS AND MISSION (I.E., QUALITY)

Y2a. Does the center have a mission? If yes, does the mission emphasize child-focused concepts? If yes, which child-focused concepts?

SELECT ALL THAT APPLY

- 0 No mission or no child-level concepts in mission
- 1 Child development
- 2 Child-centered care
- 3 Quality of care
- 4 School readiness
- 5 Responsive caregiving
- 6 Other (*Specify*) _____

Y2b. Does the mission emphasize family-focused concepts? If yes, which family-focused concepts?

SELECT ALL THAT APPLY

- 0 No mission or no family-focused concepts in mission
- 1 Meeting the needs of families
- 2 Family partnership
- 3 Family engagement
- 4 Other (*Specify*) _____

Y2c. Does the mission emphasize community-focused concepts? If yes, which community-focused concepts?

SELECT ALL THAT APPLY

- 0 No mission or no community-focused concepts in mission
- 1 Community engagement
- 2 Community partnership
- 3 Other (*Specify*) _____

Y2d. Does the mission *emphasize* teacher/center-focused concepts? If yes, which teacher/center-focused concepts?

SELECT ALL THAT APPLY

- 0 No mission or no teacher/center-focused concepts in mission
- 1 Center's values (e.g., team work, diversity, religion)
- 2 Other (*Specify*) _____

Y5. Does the center hold staff meetings? If so, when are they held?

SELECT ONE

- 0 No staff meetings
- 1 Meetings with some staff are held informally during breaks in the day, as needed or during nap time, as classroom coverage allows
- 2 Meetings with some staff are formally held during the day when classroom coverage is planned in advance (such as during teacher planning time)
- 3 Meetings with all staff are held during non-care hours (such as before children arrive or after they leave, or in the evenings or on weekends) but staff are not paid for this time
- 4 Meetings with all staff are held during non-care hours (such as before children arrive or after they leave, in the evenings or on weekends) and staff are paid for this time
- 5 Other (*Specify*) _____

Y4. What quality assurance or quality improvement topics are on a typical staff meeting agenda?

WRITE IN OTHER TOPICS THAT ARE ON A TYPICAL STAFF MEETING AGENDA

SELECT ALL THAT APPLY

- 0 No staff meetings or no discussion of QA/QI topics
- 1 Highlights/good performance in the center or individual classrooms
- 2 Challenges in the center or individual classrooms
- 3 Staff development, professional development or trainings in best practices or requirements (continuous quality improvement activities)
- 4 Other (*Specify*) _____

AC. COMPLIANCE WITH REQUIREMENTS AND STANDARDS

AC1. How are teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) made aware of requirements for licensing (such as child care licensing) or standards that the center must follow (such as for accreditation, QRIS, or that govern particular programs such as Head Start or a publicly funded preschool or prekindergarten program)?

WRITE IN OTHER WAYS IN WHICH TEACHING STAFF ARE MADE AWARE OF REQUIREMENTS AND STANDARDS THAT THE CENTER MUST MEET OR FOLLOW.

SELECT ALL THAT APPLY

- NA Not applicable: The center is exempt from licensing requirements (e.g., faith-based institutions or university programs)
- 0 Requirements or standards are not reviewed with teaching staff
- 1 Requirements or standards are detailed in a written document (such as the center's operating procedures manual/employee handbook or licensing handbook) which is given to or accessible to teaching staff for reference
- 2 Requirements or standards are reviewed with teaching staff as needed, such as when updates are made or when compliance issues are noted
- 3 Requirements or standards are reviewed with teaching staff at the time of hire (e.g., during orientation)
- 4 Requirements or standards are reviewed with teaching staff annually
- 5 Requirements or standards are regularly reviewed with teaching staff during staff meetings
- 6 Other (*Specify*) _____

AC2. How does the center monitor compliance with requirements and standards that it must follow?

WRITE IN OTHER WAYS THE CENTER MONITORS THIS COMPLIANCE.

SELECT ALL THAT APPLY

- NA Not applicable: The center is exempt from licensing requirements (e.g., faith-based institutions or university programs)
- 0 Center does not monitor compliance with requirements or standards
- 1 Teaching staff (i.e., lead teachers/teachers and/or assistant teachers/aides/teaching assistants) identify and discuss issues of compliance with center leadership
- 2 Center leadership or coaches monitor informally (e.g., in the course of regular activities)
- 3 Center leadership, coaches, or an administrator from larger organization monitors formally (e.g., using specified observations, checklists, or regular compliance checks)
- 4 Other (*Specify*) _____

Z3. What makes it possible for the center to change policies and procedures or make improvements?

WRITE IN OTHER FACILITATORS OF CHANGE

PROBE: What helps the center achieve change?

SELECT ALL THAT APPLY

- 0 No changes or improvements
- 1 Quality of the staff
- 2 Center leadership listen to staff
- 3 Adequate resources
- 4 Good management of change
- 5 Center director autonomy (independence) in leading change
- 6 Staff openness to change
- 7 Adequate time
- 8 Other (*Specify*) _____

AA. CENTER OVERSIGHT AND COMMUNITY INVOLVEMENT

The next questions are about the focus of the oversight board.

AA2a. Does the center have an oversight board? If yes, does the oversight board focus on center-level topics? If yes, what center-level topics does the board focus on?

SELECT ALL THAT APPLY

- NA No oversight board (go to AA5)
- 0 No center-level focus
- 1 Fulfilling the mission
- 2 Strategic planning
- 3 Enrollment
- 4 Licensing and compliance
- 5 Policies and procedures
- 6 Financials / tuition
- 7 Grants and fundraising
- 8 Facilities
- 9 Other (*Specify*) _____

AA2b. Does the oversight board focus on teacher-level topics? If yes, what teacher-level topics does the board focus on?

SELECT ALL THAT APPLY

- NA No oversight board (go to AA5)
- 0 No teacher-level focus
- 1 Staffing
- 2 Training
- 3 Other (*Specify*) _____

AA2c. Does the oversight board focus on child-level topics? If yes, what child-level topics does the board focus on?

SELECT ALL THAT APPLY

- NA No oversight board (GO TO AA5)
- 0 No child-level focus
- 1 School readiness
- 2 Other (*Specify*) _____

AA2d. Does the oversight board focus on family or community-level topics? If yes, what family or community-level topics does the board focus on?

SELECT ALL THAT APPLY

- NA No oversight board (go to AA5)
- 0 No family or community-level focus
- 1 Family engagement in activities of the center (e.g. volunteering in the classroom or attending field trips, participating in special events)
- 2 Building family partnerships (e.g., parent mentoring program)
- 3 Community engagement in the center (e.g., community helper visits, guest readers, fundraising supports)
- 4 Center involvement in the community (e.g., marching in community parades, providing child care tips for the local newspaper, visiting a nursing home)
- 5 Other (*Specify*) _____

AA3. How involved is the oversight board in the operation of the center?

SELECT ONE

- NA No oversight board (AA2a-AA2D all =0)
- 1 Little involvement: Board provides oversight with little involvement in the operations of the center
- 2 Some involvement: Board is involved as necessary, depending on current issues
- 3 High involvement: Board is active in the center's operations and makes concrete contributions to the operations of the center

AA5. Does the center have a parent policy council or parent governing board? If yes, how often does the council meet?

SELECT ONE

- 0 No parent council GO TO AA 8
- 1 As needed
- 2 Less frequently than annually
- 3 Annually
- 4 Quarterly
- 5 Bi-monthly
- 6 Monthly

The next questions are about the focus of the parent policy council or the parent governing board.

AA6a. Does the parent council focus on center-level topics? If yes, what center-level topics does the parent council focus on?

SELECT ALL THAT APPLY

- NA No parent group (AA5=0)
- 0 No center-level focus
- 1 Enrollment
- 2 Licensing and compliance
- 3 Financials
- 4 Grants and fundraising
- 5 Center policies
- 6 Other (*Specify*) _____

AA6b. Does the parent council focus on teacher-level topics? If yes, what teacher-level topics does the parent council focus on?

SELECT ALL THAT APPLY

- NA No parent group (AA5=0)
- 0 No teacher-level focus
- 1 Training
- 2 Staffing
- 3 Teacher appreciation
- 4 Parent-teacher communication
- 5 Other (*Specify*) _____

AA6c. Does the parent council focus on child-level topics? If yes, what child-level topics does the parent council focus on?

SELECT ALL THAT APPLY

- NA No parent group (AA5=0)
- 0 No child-level focus
- 1 School readiness
- 2 Health and nutrition related issues
- 3 Addressing problem behaviors
- 4 Monitoring development
- 5 Availability of the arts
- 6 Other (*Specify*) _____

AA6d. Does the parent group council on family/community-level topics? If yes, what family/community-level topics does the parent council focus on?

SELECT ALL THAT APPLY

- NA No parent group (AA5=0)
- 0 No family/community-level focus
- 1 Parent education
- 2 Parent support activities
- 3 Family engagement activities
- 4 Community engagement
- 5 Transition practices and coordinating with local schools
- 6 Community involvement
- 7 Other (*Specify*) _____

AA8. Does the center director have a role on community boards/councils?

SELECT ALL THAT APPLY

- 0 No, the center director is not involved on community boards
- 1 The center director attends community meetings, sponsored by private or government entities
- 2 The center director is a member of a board sponsored by a local or state entity that is focused on early care and education
- 3 Center director is on the board of other community service agencies or early care and education programs.
- 4 Other (*Specify*) _____

AA9. Has the center director ever received professional development or completed coursework on management topics such as supervising staff, managing budgets, or purchasing equipment?

1 Yes

0 No

AA10. Has the center director ever received professional development or completed coursework on running a program for young children, for example, addressing licensing requirements or program standards, or selecting curricula and assessments?

1 Yes

0 No

AA11. What, if any, licenses, certificates, and/or credentials related to the administration of early childhood/child development programs or schools does the center director hold?

SELECT ALL THAT APPLY

0 No certifications

1 Director/Administrator certification

2 Early childhood certification

3 Elementary education or special education

4 Other (specify) _____

AD. CHILD AND FAMILY SUPPORT

The next section of questions are about Child and Family Support services, which include services that the center supports access to, or provides to children and families that occur beyond instruction and caregiving. Note, these questions refer to non-academic or non-instructional activities that the center engages in to support children and their families.

AD1. Does the center support access to or provide health screenings? If yes, what types of health screening does the center support access to or provide?

PROBE: Health Screening refers to simple tests to identify children (or family members) who may need dental or vision care, or to identify other health risk factors, such as lead exposure.

SELECT ALL THAT APPLY

- 0 NONE GO TO AD7
- 1 Dental
- 2 Vision
- 3 Hearing
- 4 Medical
- 5 Other (specify) _____

AD4ab. How does the center support access to or provide these types of health screenings?

		SELECT ONE		
Fill in for each applicable service	Not applicable (no service)	Explicitly provided by the center, either by: - paid center staff or - by outside entity but the center covers the cost (on site or at outside entity location)	Provided on site at the center but outside entity provides at no cost to the center	Center only provides information to families and makes a referral for services
1. Dental	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
2. Vision	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
3. Hearing	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
4. Medical	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
5. Other (specify)	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only

AD4c. Of the list of health screenings we just discussed, what is the most common one for the children in your center to receive?

SELECT ONE

- 1 Dental
- 2 Vision
- 3 Hearing
- 4 Medical
- 5 Other (specify) _____

Thinking of this most common health screening service, [ask the following questions]

<p>AD2. What kind of process is in place for deciding if children in the center need this screening? <i>Select one</i></p>	<p>AD3. Who decides that children need to be screened? <i>Select all that apply</i></p>	<p>AD5. How does the center track if the screening was received? <i>Select all that apply</i></p>
<p>0 <input type="checkbox"/> No process</p> <p>1 <input type="checkbox"/> Informal process</p> <p>2 <input type="checkbox"/> Formal process</p>	<p>1 <input type="checkbox"/> Family</p> <p>2 <input type="checkbox"/> Teacher (not trained)</p> <p>3 <input type="checkbox"/> Trained teacher</p> <p>4 <input type="checkbox"/> Trained specialist (either on staff or from an outside entity)</p> <p>5 <input type="checkbox"/> Administrator</p> <p>6 <input type="checkbox"/> Requirement</p> <p>7 <input type="checkbox"/> Other, specify</p>	<p>1 <input type="checkbox"/> Not tracked or informal tracking verbally only</p> <p>2 <input type="checkbox"/> Paper-based tracking system</p> <p>3 <input type="checkbox"/> Electronic tracking system</p> <p>4 <input type="checkbox"/> Other, specify</p>

Therapeutic services

AD7. Does the center support access to or provide therapeutic services? If yes, what types of therapeutic services does the center support access to or provide?

PROBES (IF NEEDED):

Therapeutic services refers to services provided to children (or family members) ho have a diagnosed condition, often arising as a barrier to a child’s (or family member’s) development.

Speech and language or auditory therapy services are focused on improving speech, communication, processing of language, and feeding skills.

Occupational therapy (OT) services are focused on promoting normal development and (age-appropriate) daily living skills. OT involves interventions to address delays or difficulties with motor skills, play skills, and sensory processing skills, attention, or behavior.

Physical therapy (PT) services are focused on restoring mobility, promoting function and healing, and providing education and consultation to children and families. PT focuses on improving gross motor skills.

Cognitive and/or behavioral therapy services are designed for children with autism or conditions that affect their behavior (OCD, ADHD). These services may include Cognitive Behavioral Therapy (CBT) and Applied Behavioral Analysis (ABA).

Nutrition involves dieticians counseling children and their families on a variety of nutritional issues, such as failure to thrive, feeding tube adjustments, weight management, food allergies, and therapeutic diets.

SELECT ALL THAT APPLY

- 0 NONE GO TO AD14
- 1 Speech and language or auditory therapy
- 2 Occupational therapy (OT)
- 3 Physical therapy (PT)
- 4 Cognitive and/or behavioral therapy
- 5 Nutrition
- 6 Other (specify) _____

AD10ab. How does the center support access to or provide these types of therapeutic services?

Fill in for each applicable service	Not applicable (no service)	SELECT ONE		
		Explicitly provided by the center, either by: - paid center staff or - by outside entity but the center covers the cost (on site or at outside entity location)	Provided on site at the center but outside entity provides at no cost to the center	Center only provides information to families and makes a referral for services
1. Speech and language or auditory therapy	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
2. Occupational therapy (OT)	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
3. Physical therapy (PT)	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
4. Cognitive and/or behavioral therapy	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
5. Nutrition	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
6. Other (specify)	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only

AD10c. Of the list of therapeutic services we just discussed, what is the most common one for the children in your center to receive?

SELECT ONE

- 1 Speech and language or auditory therapy
- 2 Occupational therapy (OT)
- 3 Physical therapy (PT)
- 4 Cognitive and/or behavioral therapy
- 5 Nutrition
- 6 Other (specify) _____

Thinking of this most common therapeutic service, [ask the following questions]

<p>AD8. For children in the center, is there a process for deciding if they need this service? <i>Select one</i></p>	<p>AD9. Who decides that children or families need this service? <i>Select all that apply</i></p>	<p>AD11. How often does the center track receipt of this service when provided to children or families?¹ <i>Select one</i></p>	<p>AD12. How does the center track if the service was received? <i>Select all that apply</i></p>
0 <input type="checkbox"/> No process	1 <input type="checkbox"/> Family	1 <input type="checkbox"/> Not at all	1 <input type="checkbox"/> Not tracked or informal tracking verbally only
1 <input type="checkbox"/> Informal process	2 <input type="checkbox"/> Teacher (not trained)	2 <input type="checkbox"/> Varies across children and families	2 <input type="checkbox"/> Paper-based tracking system
2 <input type="checkbox"/> Formal process	3 <input type="checkbox"/> Trained teacher	3 <input type="checkbox"/> Once or twice	3 <input type="checkbox"/> Electronic tracking system
	4 <input type="checkbox"/> Trained specialist (either on staff or from outside entity)	4 <input type="checkbox"/> Multiple times	4 <input type="checkbox"/> Other, specify
	5 <input type="checkbox"/> Administrator	5 <input type="checkbox"/> Until the services are fully received	
	6 <input type="checkbox"/> Requirement		
	7 <input type="checkbox"/> Other, specify		

Counseling services

AD14. Does the center support access to or provide counseling services?

PROBES: Counseling services refers to services provided by a mental health practitioner, and include play therapy, family therapy, group therapy, psychotherapy, parent counseling, psychiatry, or a combination of these methods.

- 0 NONE GO TO AD21
- 1 Counseling services

AD17ab. How does the center support access to or provide counseling services?

		SELECT ONE		
Fill in for each applicable service	Not applicable (no service)	Explicitly provided by the center, either by: - paid center staff or - by outside entity but the center covers the cost (on site or at outside entity location)	Provided on site at the center but outside entity provides at no cost to the center	Center only provides information to families and makes a referral for services
1. Counseling services	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only

AD15. For children in the center, is there a process for deciding if they need counseling? <i>Select one</i>	AD16. Who decides that children or families need this service? <i>Select all that apply</i>	AD18. How often does the center track receipt of this service when provided to children or families? ¹ <i>Select one</i>	AD19. How does the center track if the service was received? <i>Select all that apply</i>
0 <input type="checkbox"/> No process	1 <input type="checkbox"/> Family	1 <input type="checkbox"/> Not at all	1 <input type="checkbox"/> Not tracked or informal tracking verbally only
1 <input type="checkbox"/> Informal process	2 <input type="checkbox"/> Teacher (not trained)	2 <input type="checkbox"/> Varies across children and families	2 <input type="checkbox"/> Paper-based tracking system
2 <input type="checkbox"/> Formal process	3 <input type="checkbox"/> Trained teacher	3 <input type="checkbox"/> Once or twice	3 <input type="checkbox"/> Electronic tracking system
	4 <input type="checkbox"/> Trained specialist (either on staff or from outside entity)	4 <input type="checkbox"/> Multiple times	4 <input type="checkbox"/> Other, specify
	5 <input type="checkbox"/> Administrator	5 <input type="checkbox"/> Until the services are fully received	
	6 <input type="checkbox"/> Requirement		
	7 <input type="checkbox"/> Other, specify		

Social services

AD21. Does the center support access to or provide social services to families? If yes, what social services?

PROBE: Social services refers to services, often government services, provided for the benefit of the community and aim to promote the welfare of children and their families.

SELECT ALL THAT APPLY

- 0 NO SOCIAL SERVICES GO TO AD28
- 1 Housing
- 2 Food assistance
- 3 Substance abuse programs
- 4 Domestic violence prevention programs
- 5 Prevention of child abuse or neglect
- 6 Other (specify) _____

AD24ab. How does the center support access to or provide these types of social services?

Fill in for each applicable service	Not applicable (no service)	SELECT ONE		
		Explicitly provided by the center, either by: - paid center staff or - by outside entity but the center covers the cost (on site or at outside entity location)	Provided on site at the center but outside entity provides at no cost to the center	Center only provides information to families and makes a referral for services
1. Housing	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
2. Food assistance	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
3. Substance abuse	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
4. Domestic violence	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
5. Other (specify)	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only

AD24c. Of the list of social services we just discussed, what is the most common one for the children and families at your center to receive?

SELECT ONE

- 1 Housing
- 2 Food assistance
- 3 Substance abuse
- 4 Domestic violence
- 5 Other (specify) _____

Thinking of this most common social service, [ask the following questions]

<p>AD22. What kind of process is in place for deciding if children and families at the center need this service <i>Select one</i></p> <p>0 <input type="checkbox"/> No process</p> <p>1 <input type="checkbox"/> Informal process</p> <p>2 <input type="checkbox"/> Formal process</p>	<p>AD23. Who decides that children or families need this service? <i>Select all that apply</i></p> <p>1 <input type="checkbox"/> Family</p> <p>2 <input type="checkbox"/> Teacher (not trained)</p> <p>3 <input type="checkbox"/> Trained teacher</p> <p>4 <input type="checkbox"/> Trained specialist (either on staff or from outside entity)</p> <p>5 <input type="checkbox"/> Administrator</p> <p>6 <input type="checkbox"/> Requirement</p> <p>7 <input type="checkbox"/> Other, specify</p>	<p>AD25. How often does the center track receipt of this service when provided to children or families?¹ <i>Select one</i></p> <p>1 <input type="checkbox"/> Not at all</p> <p>2 <input type="checkbox"/> Varies across children and families</p> <p>3 <input type="checkbox"/> Once or twice</p> <p>4 <input type="checkbox"/> Multiple times</p> <p>5 <input type="checkbox"/> Until the services are fully received</p>	<p>AD26. How does the center track if the service was received? <i>Select all that apply</i></p> <p>1 <input type="checkbox"/> Not tracked or informal tracking verbally only</p> <p>2 <input type="checkbox"/> Paper-based tracking system</p> <p>3 <input type="checkbox"/> Electronic tracking system</p> <p>4 <input type="checkbox"/> Other, specify</p>
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Adult education and family support programs

AD28. Does the center support access to or provide adult education and family support programs to parents and families? If yes, what types of adult education programs?

PROBE: Adult education and family support programs refers to services provided to parents or caregivers.

SELECT ALL THAT APPLY

- 0 NO ADULT EDUCATION OR FAMILY SUPPORT PROGRAM SERVICES GO TO END
- 1 Parent education
- 2 Fatherhood programs
- 3 Job training
- 4 GED
- 5 ESL
- 6 Couples relationship programs
- 7 Other (specify) _____

AD31ab. How does the center support access to or provide these types of adult education or family support?

Fill in for each applicable service	Not applicable (no service)	SELECT ONE		
		Explicitly provided by the center, either by: - paid center staff or - by outside entity but the center covers the cost (on site or at outside entity location)	Provided on site at the center but outside entity provides at no cost to the center	Center only provides information to families and makes a referral for services
1. Parent education	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
2. Fatherhood programs	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
3. Job training	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
4. GED	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
5. ESL	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
6. Couples relationship programs	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only
7. Other (specify)	na <input type="checkbox"/> n/a	1 <input type="checkbox"/> Paid center staff 2 <input type="checkbox"/> Paid outside entity	3 <input type="checkbox"/> On site, no cost	4 <input type="checkbox"/> Referral only

AD31c. Of the list of adult education and family support programs we just discussed, what is the most common one for the families of the children in your center to receive?

SELECT ONE

- 1 Parent education
- 2 Fatherhood programs
- 3 Job training
- 4 GED
- 5 ESL
- 6 Couples relationship programs
- 7 Other (*specify*) _____

Thinking of this most common adult education and family support program, [ask the following questions]

AD29. For parents or families in the center, is there a process for deciding if they need this service? <i>Select one</i>	AD30. Who decides that parents or families need this service? <i>Select all that apply</i>	AD32. How often does the center track receipt of this service when provided to parents or families?¹ <i>Select one</i>	AD33. How does the center track if the service was (partially or fully) received? <i>Select all that apply</i>
0 <input type="checkbox"/> No process	1 <input type="checkbox"/> Family	1 <input type="checkbox"/> Not at all	1 <input type="checkbox"/> Not tracked or informal tracking verbally only
1 <input type="checkbox"/> Informal process	2 <input type="checkbox"/> Teacher (not trained)	2 <input type="checkbox"/> Varies across children and families	2 <input type="checkbox"/> Paper-based tracking system
2 <input type="checkbox"/> Formal process	3 <input type="checkbox"/> Trained teacher	3 <input type="checkbox"/> Once or twice	3 <input type="checkbox"/> Electronic tracking system
	4 <input type="checkbox"/> Trained specialist (either on staff or from outside entity)	4 <input type="checkbox"/> Multiple times	4 <input type="checkbox"/> Other, specify
	5 <input type="checkbox"/> Administrator	5 <input type="checkbox"/> Until the services are fully received	
	6 <input type="checkbox"/> Requirement		
	7 <input type="checkbox"/> Other, specify		