**Appendix A-3: Telephone Survey Protocol**

**School Readiness Goals and Head Start Program Functioning**

**Telephone Survey**

**45 minutes**

**INTRODUCTION**

Hello, this is [*insert interviewer name*], calling from the Urban Institute.  May I please speak with [*insert respondent name*]?  I am calling to conduct the telephone survey we discussed *(insert yesterday, a few days ago, last week, a few weeks ago, etc.)*.  Is this still a good time?

> *If no.*  I understand.  When would be a good time to reschedule?  *(set new date/time).*

**INFORMED CONSENT**

Terrific.  As I explained when we spoke before, The Urban Institute has received funding from the Administration for Children and Families in the U.S. Department of Health and Human Services to conduct this study.  The purpose of the study is to learn from Head Start and Early Head Start programs about their experiences setting school readiness goals and their experiences using information about school readiness to inform program planning. Before I begin my questions, I want to explain our study procedures and your rights as a participant.

The information you share in this telephone survey will be kept private.  That means your individual answers will not be shared with anyone outside the research staff working on the study, except as required by child abuse and neglect reporting law.  When we report our findings, information from all people we interview will be put together and presented so that no individual's answers can be identified.  Also, we will not use your name, the name of your program, your location or any other identifying information in any of our reports.

We especially want to make sure that you freely consent to participate in this phone survey and that, except for losing the opportunity to share your views, you understand there won't be any consequences to you or your program if you choose not to participate or not to answer some of the survey questions. Do you consent to participate in the telephone survey?

> 1   Yes *(note time)*
> 2   No *(If no, address concerns and explore possibility of participation)*

Because this is a government-sponsored research project, I have to read the following statement to comply with the Paperwork Reduction Act.  Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing the instructions, searching existing data sources, gathering the data needed, and compiling and reviewing the collection of information.  This information collection is voluntary.  An agency may not conduct or sponsor, and person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.  The OMB control number for this study is OMB/PRA 0970-XXXX.  You can send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to ACF.  Would you like that address?  [Reports Clearance Officer (Attn:  OMB/PRA 0970-XXXX) Administration for Children and Families, Department of Health and Human Services, 370 L'Enfant Promenade, S.W. Washington, DC 20447.]

Okay.  The survey will last about 45 minutes, though if something urgent comes up while we are talking, please let me know and I can wait or we can continue at another time.  Most of my questions just require a very short answer but periodically I will have some questions for you that are more open-ended. Before we get started, do you have any questions about the Urban Institute or about the study?

*(Note and address respondent questions)*

## PART A:  PROGRAM/RESPONDENT BACKGROUND

I want to start by confirming just a few things about your program.

A1.     *If Early Head Start only, skip to A2.  Otherwise ask:*  What are the ages of the children you serve with Head Start funding *(mark all that apply)*?

        0    Infants under 12 months old
        1    One-year olds
        2    Two-year olds
        3    Three-year olds
        4    Four-year olds
        5    Five-year olds
        .d   Don't know
        .r   Refused

A2.     *If Head Start only, skip to A4.  Otherwise ask:*  What are the ages of the children you serve with Early Head Start funding *(mark all that apply)*?

        0    Infants under 12 months old
        1    One-year olds
        2    Two-year olds
        3    Three-year olds
        4    Four-year olds
        5    Five-year olds
        .d   Don't know
        .r   Refused

A3.     Do you serve any pregnant women in your Early Head Start program?

        0    No
        1    Yes
        .d   Don't know
        .r   Refused

A4.    *If Early Head Start only, skip to A5.  Otherwise ask:*  What Head Start program options do you offer? *(mark all that apply)*

    1   Center-based
    2   Home-based
    3   Combination
    4   Family child care
    5   Local design *(describe)* _____
    6   Other *(specify)* _____
    .d  Don't know
    .r  Refused


A5.    *If Head Start only, skip to A6.  Otherwise ask:*  What Early Head Start program options do you offer? *(mark all that apply)*

    1   Center-based
    2   Home-based
    3   Combination
    4   Family child care
    5   Local design *(describe)* _____
    6   Other *(specify)* _____
    .d  Don't know
    .r  Refused


A6.    We pulled a little bit of information from your 2012 PIR data. They indicate that your *[if both HS/EHS, fill focal program]* program uses the *(fill curriculum/curricula)*.  Is that still correct?

    0   No
    1   Yes *(goto A7)*
    .d  Don't know
    .r  Refused

    A6a.      What curriculum or combinations of curricula are you using?

    *No response categories, open ended.*

    A6b.      Do you use any other curricula?

    *No response categories, open ended.*

A7.     And the 2012 PIR data indicate that your *[if both HS/EHS, fill focal program]* program uses the *(fill child assessment tools)*.  Is that still correct?

0   No
1   Yes *(goto A8)*
.d  Don't know
.r  Refused


A7a.    What child assessment tools are you using?

*No response categories, open ended.*

A7b.    Do you use any other child assessment tools?

*No response categories, open ended.*


A8.     What is your official job title?

*No response categories, open ended.*


A9.     How long have you been in this position?

[0-12]      Months
[0-70]      Years
.d          Don't know
.r          Refused


A10.    How long, altogether, have you worked with Head Start or Early Head Start programs?

[0-12]      Months
 [0-70]     Years
.d          Don't know
.r          Refused

**PART B:  SETTING SCHOOL READINESS GOALS**

B1.     Now I'd like to confirm our understanding of where you are in the process of establishing your school readiness goals.  Has your agency already established goals, are you in the process of establishing them, or have you not yet started establishing your school readiness goals?

        1    Already established goals
        2    In the process of establishing
        3    Not yet started
        .d   Don't know
        .r   Refused

B2.     We are also interested in understanding whether programs are generally starting from the ground up in developing school readiness goals as compared to adapting existing goals to meet the requirement.  When you think about your process, did you largely start *(or will largely start)* from the ground up, did you modify goals already in place for your program, or did you modify goals from another source?

*Probe if necessary:*  If you had to describe your process one of those ways, would you say you largely worked from the ground up, modified goals already in place in your program, or modified goals from another source?

        1    Started from the ground up
        2    Modified goals already in place for program
        3    Modified goals from another source
        .d   Don't know
        .r   Refused

B2a.     What was the source of the goals you modified?

*No response categories, open ended.*

B3.     *If B1=2 or B1=3, skip to B4, otherwise ask:*  In what month and year did you finalize your school readiness goals?
*Probe if necessary:*  An approximate date is fine.
*Probe if necessary:*  So in about *[fill month, fill year]*?

        0-12         Month
        1970-2013   Year
        .d           Don't know
        .r           Refused

B4.    *If Early Head Start only or Head Start only, skip to B6, otherwise ask:* When you set your school readiness goals, was it one process for both your Head Start and your Early Head programs or was there a separate process for each?

    1        One process for both
    2        Separate process for each
    .d       Don't know
    .r       Refused


B5.    Are the goals for Early Head Start largely the same as for Head Start or are they largely different?

    1        Largely the same
    2        Largely different
    .d       Don't know
    .r       Refused

*If B4=1 and B5=1, goto B6, otherwise say:* For the survey questions today, we would like you to answer about your school readiness goals for your *[insert focal program]*.


B6.    Now we would like to get your opinions about the requirement to set school readiness goals. I am going to read a list of statements. On a scale of 1-5 please tell me if you how strongly you agree or disagree with each statement. 1 would mean you strongly disagree and 5 would mean you strongly agree. Here is the first statement.

|  | STRONGLY DISAGREE | | | | STRONGLY AGREE | DON'T KNOW | REFUSED |
|---|---|---|---|---|---|---|---|
| a. Having school readiness goals is/will be useful for our program. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| b. We did not have enough time to set our goals. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| c. We understand the Office of Head Start's requirements on school readiness goals. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| d. We have/had the information we needed to support our school readiness goal setting process. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| e. It was/will be easy to set our goals. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| f. Setting school readiness goals was a good use of our time. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| g. We could have used/could use more support in setting our goals. | 1 | 2 | 3 | 4 | 5 | .d | .r |


    B6a.    *If B6g = 1, 2,or 3, goto B7, otherwise ask:* What kind of additional support would have been useful?

*No response categories, open ended.*

B7.	Let's talk about the individuals and groups involved in deciding on your school readiness goals. First I want to find out who supervised the process and who managed the day-to-day work of setting the goals. Who in your agency was primarily responsible for providing overall direction and supervision for the goal-setting process?

    1   Head Start/Early Head Start Program Director
    2   Assistant Program Director
    3   Education Coordinator
    4   Agency Board of Directors
    5   Policy Council
    6   Other (specify) _____
    .d  Don't know
    .r  Refused


B8.	Who in your agency was primarily responsible for managing the day-to-day work of setting the goals?

    *Probe if necessary:*  Who was the one person most responsible for managing the day-to-day work of setting the goals?

    1   Head Start/Early Head Start Program Director
    2   Assistant Program Director
    3   Education Coordinator
    4   Consultant
    5   Other (specify) _____
    .d  Don't know
    .r  Refused


B9.	Did you establish a special committee to help with the school readiness goal-setting process?

    0   No *(go to B10)*
    1   Yes
    .d  Don't know
    .r  Refused

B9a. Who was represented on that committee? *(mark all that apply)*

1 Head Start/Early Head Start Program Directors/Assistant Directors
2 Program Coordinators or Managers (Education, Mental Health, etc.)
3 Center or Site Directors/Managers
4 Classroom Staff/Home Visitors
5 Family Service Workers
6 Policy Council Members
7 Parents
8 Local Education Agencies
9 Community Stakeholders
10 External Consultant
11 Agency Governing Body Representative
12 Other *(specify)* _____

B10. Now we would like to know more about how involved different stakeholders were in deciding on your programs' school readiness goals. On a scale of 1-5, with 1 being not involved at all, and 5 being very heavily involved, how involved was/were (fill) in deciding on your program's school readiness goals?

| | NOT AT ALL INVOLVED | | | | VERY HEAVILY INVOLVED | NOT APPLI-CABLE | DON'T KNOW | REFU SED |
|---|---|---|---|---|---|---|---|---|
| a. Head Start *(Early Head Start)* Program Directors and Assistant Directors? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| b. *If applicable:* The Director of *(insert organization name)*? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| c. Your Education Coordinator or Manager? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| d. Your Family Services Coordinator or Manager? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| e. Other Coordinators such as Health, Nutrition, Disabilities, and Mental Health? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| f. Center Directors or Site Managers? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| g. Classroom Staff | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| h. Home Visitors? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| h. Family Service Workers? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| i. Parents? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| j. The Policy Council? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| k. Your Governing Body or Board of Directors? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| l. Local education agencies or schools? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| m. Community partners? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| n. External consultants? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |

B11.   Was anybody else I haven't mentioned involved in deciding on your program's school readiness goals?

　　　　0　No *(go to B12)*
　　　　1　Yes
　　　　.d　Don't know
　　　　.r　Refused

| B11 a-e.  Who else was involved? | NOT AT ALL INVOLVED | | | | VERY HEAVILY INVOLVED | NOT APPLI-CABLE | DON'T KNOW | REFUSED |
|---|---|---|---|---|---|---|---|---|
| B11a. *(Specify)_____* <br> B12a.  On a scale of 1-5, how involved was *(fill)* in deciding on your goals? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| B11b. *(Specify)_____* <br> B12b. On a scale of 1-5, how involved was *(fill)* in deciding on your goals? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| B11c. *(Specify)_____* <br> B12c. On a scale of 1-5, how involved was *(fill)* in deciding on your goals? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| B11d. *(Specify)_____* <br> B12d. On a scale of 1-5, how involved was *(fill)* in deciding on your goals? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |
| B11e. *(Specify)_____* <br> B12e. On a scale of 1-5, how involved was *(fill)* in deciding on your goals? | 1 | 2 | 3 | 4 | 5 | .n | .d | .r |

*B12.　(On a scale of 1-5…shown in table above, repeated here to maintain question numbering)*

  B13.   Does your program receive funds from any other sources that impose requirements you had to consider when setting your school readiness goals?

　　　　0　No *(go to B14)*
　　　　1　Yes
　　　　.d　Don't know
　　　　.r　Refused
　　　　B13a.  Please tell me a little bit about those funding sources and requirements.

　　　　*No response categories, open-ended.*

B14.   After the goals were written, was there a formal process for approving the goals?

　　　　0　No
　　　　1　Yes

.d   Don't know
.r   Refused

B14a.  *If yes,* who formally approved the goals?  *(mark all that apply)*

|  | NO | YES | DON'T KNOW | REFUSED |
|---|---|---|---|---|
| a.   Organization Director | 0 | 1 | .d | .r |
| b.   Head Start/Early Head Start Director | 0 | 1 | .d | .r |
| c.   Policy Council | 0 | 1 | .d | .r |
| d.   Board of Directors or Governing Body | 0 | 1 | .d | .r |
| e.   Other (specify) _____ | 0 | 1 | .d | .r |

B15.   Of all the groups we discussed as part of the school readiness goal setting process, which ones provided the most useful input and why?

*Optional probe:* Is there anyone that you wish had been more involved in the process of setting your programs school readiness goals?  If yes, Can you tell me a little bit more about why and how you wish they had been more involved?

*No response categories… open ended.*

B16.   When you were developing your school readiness goals, what kinds of written resources, training, and technical assistance, if any, did you turn to for help or information?

*Probe if not mentioned:*  Did you rely on any particular written information or publications?
*Probe if not mentioned:*  Did you rely on any local technical assistance providers?
*Probe if not mentioned:*  Did you rely on any technical assistance or resources from the national Head Start TA Centers?

*No response categories… open ended.*

B17.    Of all the resources and assistance we just discussed, which were the most useful and why?

*No response categories… open ended.*


B18.    When you think about the kinds of considerations that affected the specific goals you chose, which were most important considerations?

*No response categories… open ended.*

B19.    The last thing I want to discuss before we change topics is possible challenges in the goal-setting process.  Based on your experience, would you say that *(fill item)* has been a big challenge, a medium challenge, a small challenge, or not a challenge at all?

|  |  | | | | |
|---|---|---|---|---|---|
| a. | Finding time for the process? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| b. | How about getting staff to engage in the goal setting process?  Has that been a big, medium, small or not a challenge at all? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| c. | Getting parents to engage in the process? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| d. | Building understanding about how the goals would help your program? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| e. | Getting enough information about Office of Head Start expectations about how to meet the requirement? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| f. | Getting enough data or information about the needs of children and families in the communities you serve? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| g. | (For EHS programs) Setting useful goals for children under age 3? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| h. | Setting goals that are respectful of child and family diversity? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |
| i. | Fitting the goals into your existing goals or planning process? | 1 Big Challenge | 2 Medium | 3 Small | 4 Not at all<br>.d Don't know<br>.r Refused |


B20.    Are there any other challenges that you encountered that you want to mention?

*No response categories… open ended.*

**PART C:  TRACKING PROGRESS TOWARD GOALS**

Now let's talk about how you (will) track progress toward your goals, communicate about progress, and use that information to support ongoing program management, planning, and improvement.

C1.     *If program has set or is in the process of setting goals ask, otherwise skip to C2:*  Has your program identified specific measures that will help you observe progress toward meeting your goals?

        0   No  *(skip to C2)*
        1   Yes
        .d  Don't know
        .r  Refused

       C1a.     Thinking across your whole list of goals, for what share of them have you identified measures that will help you track progress?   Would you say, all, most, some, or none?  *Probe if needed:*  An estimate is fine.

C2.     Now I am going to read a list of statements that describe the ways that some Head Start and Early Head Start programs feel about their capacity to collect, analyze, and use data and information related to their school readiness goals.  On a scale of 1-5 please tell me if you how strongly you agree or disagree with each statement.  1 would mean you strongly disagree and 5 would mean you strongly agree.

| | STRONGLY DISAGREE | | | | STRONGLY AGREE | DON'T KNOW | REFUSED |
|---|---|---|---|---|---|---|---|
| a.  We have the technology we need to manage and analyze data and information. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| b.  Our staff are knowledgeable about how to collect valid, reliable data. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| c.  need help defining the questions we want to answer with data. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| d.  Our staff are knowledgeable about how to interpret data reports. | 1 | 2 | 3 | 4 | 5 | .d | .r |
| e.  We do not have enough staff to collect the data or information we need. | 1 | 2 | 3 | 4 | 5 | .d | .r |

C3.     Is there someone in your organization whose job title is data manager, data analyst, evaluation manager or something similar?

        0   No  *(skip to c4)*
        1   Yes

.d   Don't know
.r   Refused

C3a.   What is that person's title and what are their key responsibilities?

*No response categories... open ended.*

C4.   Have you hired or do you have plans to hire additional staff to collect and manage data related to the school readiness goal requirement?

0   No
1   Yes, have hired
2   Yes, plan to hire
3   Yes, both have hired and have plans to further hire
.d   Don't know
.r   Refused

C5.   As a result of the goal requirement, have you made any improvements to your technological infrastructure?

0   No
1   Yes
.d   Don't know
.r   Refused

C6.   How frequently do you or your program staff produce and look at aggregate data?  Aggregate data refers to groups of children rather than individuals. Would you say daily, weekly, monthly, a few times a year, once a year, or never?

1   Daily
2   Weekly
3   Monthly
4   A few times a year
5   Once a year
6   Never
7   Other *(specify)* _____
.d   Don't know
.r   Refused

C7.    *If C6=6, skip to C14.  Otherwise, ask:*  Is this aggregate information used by managers, by teachers, or both?

1   Only by managers
2   Only by teachers
3   Both
.d   Don't know
.r   Refused

C8.     *If C7 =2, skip to C9.  Otherwise ask:*  Please give me some examples of how managers use aggregate information about groups of children.

        *Open ended.  No response categories.*


C9.     *If C7 =1, skip to C10. Otherwise ask:*  Please give me some examples of how teachers use aggregate information about groups of children.

        *Open ended.  No response categories.*


C10.    How often if ever, is aggregate information about groups of children shared with parents? Would you say never, once a year, a few times a year, or monthly?

        1   Never
        2   Once a year
        3   A few times a year
        4   Monthly
        .d  Don't know
        .r  Refused


C11.    How often if ever, is aggregate information about groups of children shared with your Policy Council?  *If necessary,* Would you say never, once a year, a few times a year, or monthly?

        1   Never
        2   Once a year
        3   A few times a year
        4   Monthly
        .d  Don't know
        .r  Refused

C12.     How often if ever, is aggregate information about groups of children shared with your Board of Directors or Governing Body?   Would you say monthly, a few times a year, once a year, or never?

   1   Never
   2   Once a year
   3   A few times a year
   4   Monthly
   .d   Don't know
   .r   Refused


C13.     When you look at aggregate data, is it for one point in time, over the course of a program year, or across different program years?  *(Mark all that apply.)*

   1   One point in time
   2   Over the course of a program year
   3   Across different program years
   .d   Don't know
   .r   Refused


C14.     Based on your experience, would you say that [*fill item*] has been a big challenge, a medium challenge, a small challenge, or not a challenge at all?

| | | | |
|---|---|---|---|
| a. Analyzing data related to school readiness goals? | 1 Big Challenge<br>2 Medium<br>3 Small<br>4 Not at all | .d Don't know<br>.r Refused | |
| b. How about finding measures that align with your school readiness goals?  Has that been a big, medium, small or not a challenge at all? | 1 Big Challenge<br>2 Medium<br>3 Small<br>4 Not at all | .d Don't know<br>.r Refused | |
| c.  Interpreting data to understand children's progress ? | 1 Big Challenge<br>2 Medium<br>3 Small<br>4 Not at all | .d Don't know<br>.r Refused | |
| d. Making sure data account for the circumstances of certain groups of children such as dual-language learners or children with special needs? | 1 Big Challenge<br>2 Medium<br>3 Small<br>4 Not at all | .d Don't know<br>.r Refused | |

**PART D:  USING SCHOOL-READINESS GOALS AND RELATED MEASURES FOR PROGRAM MANAGEMENT, PLANNING, AND IMPROVEMENT**

Now we would like to talk about whether and how you are going to put the school readiness goals into action in your program.

D1.     Some programs require all staff to receive formal training on school readiness goals.  Other programs are getting the word about school readiness goals out to staff in more informal ways.  Which of those better describes your program's approach?

    1   Formal goal training
    2   Informal information sharing
    3   Both *(response category not offered)*
    .d  Don't know
    .r  Refused


D2.     School readiness goals and related information may be useful in some aspects of program planning and operations, and not as useful in others. I am going to read a list of planning activities.  For each, please tell me how useful your school readiness goals will be.  Please use a scale of 1-5, with one meaning the goals will not be useful at all and a five meaning the goals will be extremely useful. How useful will the school readiness goals and related data be for:

|  | | NOT AT ALL USEFUL | | | EXTREMELY USEFUL | DON'T KNOW | REFUSED |
|---|---|---|---|---|---|---|---|
| a. | Program-wide strategic planning? | 1 | 2 | 3 | 4 | 5 | .d | .r |
| b. | Program budgeting? | 1 | 2 | 3 | 4 | 5 | .d | .r |
| c. | Decisions made by the policy council? | 1 | 2 | 3 | 4 | 5 | .d | .r |
| d. | Staff professional development? | 1 | 2 | 3 | 4 | 5 | .d | .r |
| e. | Day-to-day program management? | | | | | | | |
| e. | Teacher planning for daily classroom activities? *(if applicable)* | 1 | 2 | 3 | 4 | 5 | .d | .r |
| f. | Teacher's work with individual children?  *(if applicable)* | 1 | 2 | 3 | 4 | 5 | .d | .r |
| g. | Home-visitor's work with individual children? | 1 | 2 | 3 | 4 | 5 | .d | .r |


D3.     Are there any other aspects of your process for program planning, management, or operations for which the school readiness goals will be extremely useful?

    0   No  *(skip to D4)*
    1   Yes
    .d  Don't know
    .r  Refused

    D3a.     What aspects are you thinking about?  *(specify)* _____

D4.     How often do you think your program will revise your goals?  Would you say, never, every few years, every year, or throughout the course of each year?

        1    Never
        2    Every few years
        3    Every year
        4    Throughout the course of each year
        .d   Don't know
        .r   Refused


D5.     Please tell me a little bit about what that process of revising your goals will look like.

        *Open ended.  No response categories.*


## PART E:  REPORTING PROGRESS TOWARD GOALS

The last category of things we would like to talk about are your plans for reporting overall progress toward your school readiness goals.  *If necessary:*  Even if you are still in the process of figuring out how you are going to report progress, please try to answer my questions with information about how you think your plans will evolve.

E1.     Who will be responsible for compiling the information you share to report overall progress on your goals?  *(mark all that apply)*

        1    Head Start/Early Head Start Director
        2    Assistant Head Start Directors/Early Head Start Directors
        3    Data Manager
        4    Evaluation Manager
        5    Consultant
        6    Education Coordinator
        7    Parent Involvement Coordinator
        8    Health, Nutrition, Disabilities, or Mental Health or other Coordinators
        9    Other *(specify)* _____
        .d   Don't know
        .r   Refused

E2. Are you planning to communicate progress toward your goals through written reports, presentations, both, or neither?

1 Written reports
2 Presentations
3 Both
4 Neither
.d Don't know
.r Refused

E2a. *Ask if E2=1 or E2=3, otherwise skip to E2c:* Will you have reports that are focused specifically on your school readiness goals or will you be incorporating information about progress toward goals into reports covering a broader range of topics?

1 Reports focused specifically on goals
2 Reports with broader topics
3 Both
.d Don't know
.r Refused

E2b. How frequently will you produce written information about progress toward your program's school readiness goals? Would you say annually, a few times a year, or monthly?

1 Annually
2 A few times a year
3 Monthly
.d Don't know
.r Refused

E2c. *Ask if E2=2 or E2=3, otherwise skip to E3:* How frequently do you intend to conduct presentations about overall progress toward your school readiness goals? Would you say annually, a few times a year, or monthly?

1 Annually
2 A few times a year
3 Monthly
.d Don't know
.r Refused

E3. Please tell me a little bit about the main topics that you think you will cover when you report overall progress toward your school readiness goals?

*No response categories... open ended.*

E4.     Please tell me a little bit about who, inside and outside your organization, will receive information about your program's overall progress on school readiness goals?

*Probe, if necessary:* Is there anyone else to whom you will report overall progress on your goals?

   *No response categories… open ended.*


## PART F:  RESPONDENT CHARACTERISTICS AND CONCLUSION

We are almost finished.  I have just a few questions about your background.

F1.     What is the highest level of education you have completed?

   1   High School *(skip to F3)*
   2   Some College *(skip to F3)*
   3   Associate Degree
   4   Bachelor Degree
   5   Master's Degree
   6   Ph.D.
   7   Other *(specify)* _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
   .d   Don't know
   .r   Refused


F2.     In what field or fields do you have a degree?

   *No response categories… open ended.*


F3.     How many staff in your program directly report to you?

*Probe, if necessary:* An approximate number is fine.

   [0-100]
   .d   Don't know
   .r   Refused


F4.     Those are all of my questions for the survey.  Is there anything else you would like to tell us about your program's experience with setting and using school readiness goals?

   *No response categories… open ended.*

F5.     At the end of this year and early next year, we will also be visiting a subset of programs that complete the telephone survey. The purpose of those visits will be to hear the views of additional program staff, parents and other stakeholders on the types of topics we discussed today and to give you an opportunity to offer more of your opinions on these issues. These follow-up interviews will be more open-ended in nature than the questions I had today. May I have your permission for someone from our study team to contact you later to discuss the possibility of your program's participation in a site visit?

    0   No *(go to FAQ to address questions about participation in site visit)*
    1   Yes  (Thank you. We are only visiting about 12 so there is a possibility we may not contact you about a follow-up visit).


F6.     Thank you very much for your time today. Can you please confirm the spelling of your name and the address to which we should send the $25 check as a token of appreciation for your participation in the survey? *(Correct information on hard copy of check request, rather than entering into data system).*

We appreciate your assistance with the survey. I hope you have a good *(weekend, afternoon, day, etc.)*