ATTACHMENT B

IMPLEMENTATION INTERVIEW RUBRICS

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The Assessing the Implementation and Cost of High Quality Early Care and Education (ECE-ICHQ) project 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 outcomes. This interview collects information on what a center is doing to provide quality early care and education services for children ages 0-5.

The time required to complete this interview is 3 hours for center directors and 30 minutes for other center staff. This interview is completely voluntary.

Information gathered 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 survey responses.   The study team will report estimates of the overall costs and the costs of different program activities and components at an aggregate level. The names of individual programs will not be linked with implementation activities in reports.

Center Resources includes use and purpose of volunteers, use of donated or subsidized space, and sources of financial support.

Directions for completing the Center Resources rubric:

1. **How often does your center make use of volunteers?** Mark one response.

2. **Why do you make use of volunteers?** Mark all that apply. **WRITE IN** additional responses.

3. **Would you hire additional staff if you did not have volunteer support?** Mark one response.

4. **Does your center operate in space that is donated, subsidized, or that is not directly paid for by the center (that is, the space is paid for by the larger organization within which the center operates or another entity)?** Mark one response.

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

    5a. When our team was first in touch with you, we learned that your center is supported with funds from [Mark all categories that apply from the center recruitment and engagement call and tailor to state-specific terms for the state prekindergarten and CCDF programs].   Is this correct?

    5b. Does your center receive funds from any of the other following sources? Mark all that apply.

    5c. What are the two largest sources of financial support for your center? WRITE IN two sources.

6. **Does your center use accounting software to track expenditures and manage finances? WRITE IN** name of accounting software.

| CENTER RESOURCES | | | | | | |
| VOLUNTEERS AND SPACE | | | | SOURCES OF FINANCIAL SUPPORT | | ACCOUNTING |
1. How often does your center make use of volunteers?	**2. Why do you make use of volunteers?**	**3. Would you hire additional staff if you did not have volunteer support?**	**4. Does your center operate in space that is donated, subsidized, or that is not directly paid for by the center?**	**5a. Confirm center is supported with funds from:**	**5b.Does your center receive funds from any of the other following sources?**	**6. Does your center use accounting software to track expenditures and manage finances?**
Never	To help us enhance things we already do	No, without volunteers we could still provide services similar to those we currently offer	No, the center pays for all its space	CCDF	Private tuition	No
Rarely (less than monthly)	To help us do things we could not do otherwise	No, we do not have the resources to hire more staff but without volunteers it would be difficult to provide similar services	Yes, some of the space is donated **WRITE IN** source:	Head Start/Early Head Start	Local government (such as preK funding from local school board or other local agency, grants from city or county government)	Yes **WRITE IN** name:
Sometimes (a few times a month, but not every week)	To meet requirements for specific programs or funders **WRITE IN** source:	Yes, we would have to hire staff to provide services similar to those we currently offer	Yes, all of the space is donated **WRITE IN** source:	State pre-kindergarten program	Child care subsidy programs other than CCDF (such as TANF or any other federal, state, or local child care subsidies)	
Often (at least once a week)	To promote parent involvement		Yes, the rent is subsidized or we pay lower than full market rate **WRITE IN** source:		Community organizations (such as the United Way, local charities or other service organizations)	
Very often (more than a couple times per week)	**WRITE IN** other:		Yes, the space is paid for by the larger organization that we are a part of **WRITE IN** source:		Other types of government funded programs (such as the Child and Adult Care Food Program or Title I)	
All the time (just about every day)					Donations from fundraisers or charitable contributions	
5c. WRITE IN two largest sources of financial support for center:						

Staffing Structure will capture the total staff located within the center's physical location, by job title and role, to understand staffing decisions that can affect the implementation of services to children and their families.

Directions for completing the Staffing Structure rubric:

1. **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). WRITE IN job title for each position.
   a. **How many staff serve in this position?** WRITE IN number.
   b. **What are the responsibilities of this position?** Mark all that apply.
   c. **WRITE IN brief description** if role is not clear from job title and responsibilities. (For example, "Coach" is given as job title, and is someone who provides special services but detail on the services is necessary, such as coaches on practices related to mental health and school readiness.)

Use the following probes to check that all positions are covered 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 a-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, support staff, clerical staff, drivers, cooks, and anyone else on your center's payroll? If yes, what are the job titles of these positions? [Ask questions a-c.]

STAFFING STRUCTURE PART 1								
		1b. What are the responsibilities of this position?						
		Administration						
1. List the job title for each position	**1a. How many staff serve in this position?**	**Over center operations**	**Over educational program**	**Direct supervision of teachers of children 0-5**	**Teacher in classroom with children 0-5**	**Provide operations support**	**Provide special services**	**1c. WRITE IN brief description, if necessary**

STAFFING STRUCTURE PART 1							
		1b. What are the responsibilities of this position?					
1. List the job title for each position	**1a. How many staff serve in this position?**	☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	**1c. WRITE IN brief description, if necessary**
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	

STAFFING STRUCTURE PART 1							
		1b. What are the responsibilities of this position?					
1. List the job title for each position	**1a. How many staff serve in this position?**	☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	**1c. WRITE IN brief description, if necessary**
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	
		☐	☐	☐	☐ Lead teacher ☐ Yes ☐ No	☐	☐	

2. **Please confirm the roles among the staff who are primarily teachers or caregivers for children ages 0-5 at your center.**

2a. **Lead teachers.** It sounds like you have [insert number] head or lead teachers who work with children ages 0-5 in the center. That is teachers who are in charge of a group or classroom of children, often with staff supervisory responsibilities. Is this correct? **WRITE IN** total number.
2a.1. **And, the job title** for these teachers is [insert title]. Is that correct? **WRITE IN** job title.
2a.2. **Number of lead teachers by age of children.** How many of these lead teachers work in classrooms with infants? How many work in toddler classrooms? How many in preschool classrooms? **WRITE IN** number for each child age group.

2b. **Assistant teachers.** How many assistant teachers who work with children ages 0-5 do you have in the center? That is teachers who work under the supervision of a teacher, and may or may not lead certain activities (such as art projects, or story time), but who do not have sole responsibility for the classroom and do not have staff supervisory responsibilities. **WRITE IN** total number or mark "none."

2b.1. And, the job title for these teachers is [insert title]. Is that correct? **WRITE IN** job title.

2b.2. Number of assistant teachers by age of children. How many of these assistant teachers work in classrooms with infants? How many work in toddler classrooms? How many in preschool classrooms? **WRITE IN** number for each child age group.

2c. **Aides or teaching assistants.** How many aides or teaching assistants who work with children ages 0-5 and are not considered assistant teachers do you have in the center? That is staff who work under the supervision of a teacher, but who are not included in meeting licensing requirements for teacher/child ratios. WRITE IN total number or mark "none."

2c.1.What is the job title for this position? **WRITE IN** job title.

2d. **Floaters or substitutes.** How many floaters or consistent substitute teachers who work with children ages 0-5 do you have in the center? That is regular paid staff who are not regularly assigned to a particular room, but fill in different positions as necessary to help meet teacher/child ratios. **WRITE IN** total number or mark "none."

2d.1.What is the job title for this position? **WRITE IN** job title.

STAFFING STRUCTURE PART 2				
2a. Lead teachers				
Total number	**Job title**	**Number of lead teachers by ages of children in classroom**		
		Infants	Toddlers	Preschoolers
2b. Assistant teachers				
Total number	**Job title**	**Number of assistant teachers by ages of children in classroom**		
		Infants	Toddlers	Preschoolers
2c. Aides □ None				
Total number	**Job title**			
2d. Floaters or consistent substitutes □ None				
Total number	**Job title**			

[For centers embedded within larger organizations only]

3. **Are there staff that support the operations or services of your center <u>but who do not work at this location</u>? If yes, what types of supports or services do they provide**? Mark yes or no for each category. **WRITE IN** specific job titles or program units within relevant cell.

Educational, child, and family services		
Educational program or curriculum development and support (that occurs as part of instructional planning).	Yes	
	No	
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)	Yes	
	No	
Specialized services to children (such as health screening, therapeutic services, mental health services; any non-academic or non-instructional services provided to children)	Yes	
	No	
Support services for families (that occur outside of instruction and caregiving, such as social services, adult education programs)	Yes	
	No	
Administration and management		
General management	Yes	
	No	
Human resources	Yes	
	No	
Financial management	Yes	
	No	

Marketing and enrollment	Yes	
	No	
Information and technology services	Yes	
	No	
Support services		
Food	Yes	
	No	
Transportation	Yes	
	No	
Maintenance	Yes	
	No	
Other (specify)	Yes	
	No	

Child and Family Support includes services to aid 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.

Directions for completing the Child and Family Support rubric:

1. **What types of services does the center support access to or provide?** Circle all that apply and write in other services provided that are not included in the rubric. Moving through this row, keep in mind that we care about the *number* of types of services that are provided in each category, more than we care about the type of service provided (dental versus medical). If a center provides more than one type of the same service, please copy the row to record the information about each type of service.
   a. For each service, write in any substantial changes that occurred over the year that might have influenced the consistency with which services were provided and therefore could have cost implications.

2. **Does the center have a process for deciding if children or families need access to services?** Circle one for each type of service.

3. **Who decides that children or families need access to services?** Circle all that apply. If applicable, write in the source of the requirement (State licensing, QRIS, Head Start, etc.)

4. **How does the center help children and families access services?** Circle one for each type of service.
   a. **Does the center support access to services?** Select how the center supports access to services:
      i. Whether the center provides information to families about where they can access services (but does not set up an appointment for a family or coordinate a service provider coming to the center) OR
      ii. Whether the center makes an appointment for the family to receive services or arranges for service providers to come on-site.
   b. **Does the center provide services?** If an outside entity provides a service and the center covers the cost, we want to know the costs of these services. If applicable, in this column, please:
      i. WRITE IN the approximate proportion of infants and toddlers (children less than 36 months) (I/T) who received the service in the past year
      ii. the approximate proportion of preschool children (ages 3-5) who received the service in the past year
      iii. Use the following amounts to estimate approximate proportions:
         • none, less than a quarter, about half, more than half, all or close to all

5. **For each child/family receiving services, how often does the center track receipt of services?** Circle only one.

6. **How does the center track if the service was (partially or fully) received?** Circle all that apply.

7. **[If respondent confirms the center has electronic tracking systems across services, ask] Are the services tracked in separate systems or in a unified system:**

CHILD AND FAMILY SUPPORT										
1. What types of services does the center support access to or provide?	**2. Does the center have a process for deciding if children/families need access to services?**	**3. Who decides that children or families need access to services?**	**4. How does the center help children and families access services?**						**5. How often does the center track receipt of services?**	**6. How does the center track if the service was (partially or fully) received?**
			4a. Does the center support access to services?		**4b. Does the center provide services?**					
Health screening • Medical • Dental • Vision • Hearing • Other:	No	Family	Center provides information to families about service (or refers child/family to services, but does not make appointment)	Center makes the appointment for child/family to receive service	Outside entity delivers service	No cost to center	Center employs staff who provide the service	Teacher (not trained)	Not at all	Not tracked
	Yes, informal (no screening)	Teacher (not trained)				Center covers cost **WRITE IN** the approximate proportion of children who received service in the past year I/T: Preschool:			Varies across children and families	
	Yes, formal (with screening)	Trained teacher/specialist						Trained teacher		Paper-based tracking system
		Administrator						Trained specialist	Once or twice	Electronic tracking system
		Requirement **WRITE IN** Source:							Multiple times	
									Until the services are fully received	
WRITE IN substantial changes to health screening services:										
Therapeutic services • Speech therapy • Occupational therapy • Other:	No	Family	Center provides information to families about services (or refers children and families to services, but does not make appointment)	Center refers children and families to services and makes the appointment	Outside entity delivers service	No cost to center	Center employs staff who provide the service	Teacher (not trained)	Not at all	Not tracked
	Yes, informal (no screening)	Teacher (not trained)				Center covers cost **WRITE IN** the approximate proportion of children who received service in the past year I/T: Preschool:			Varies across children and families	
	Yes, formal (with screening)	Trained teacher/specialist						Trained teacher		Paper-based tracking system
		Administrator						Trained specialist	Once or twice	Electronic tracking system
		Requirement **WRITE IN** Source:							Multiple times	
									Until the services are fully received	
WRITE IN substantial changes to therapeutic services:										

CHILD AND FAMILY SUPPORT

1. What types of services does the center support access to or provide?	2. Does the center have a process for deciding if children/families need access to services?	3. Who decides that children or families need access to services?	4. How does the center help children and families access services?						5. How often does the center track receipt of services?	6. How does the center track if the service was (partially or fully) received?
			4a. Does the center support access to services?			4b. Does the center provide services?				
Counseling services • List mental health and/or psychiatric services:	No	Family	Center provides information to families about services (or refers children and families to services, but does not make appointment)	Center refers children and families to services and makes the appointment	Outside entity delivers service	No cost to center	Center employs staff who provide the service	Teacher (not trained)	Not at all	Not tracked
	Yes, informal (no screening)	Teacher (not trained)				Center covers cost **WRITE IN** the approximate proportion of children who received service in the past year I/T: Preschool:			Varies across children and families	
	Yes, formal (with screening)	Trained teacher/specialist						Trained teacher		Paper-based tracking system
		Administrator						Trained specialist	Once or twice	Electronic tracking system
		Requirement **WRITE IN** Source:							Multiple times	
									Until the services are fully received	
WRITE IN any substantial changes to counseling services:										
Social services • Housing • Food assistance • Substance abuse • Domestic violence • Other:	No	Family	Center provides information to families about services (or refers children and families to services, but does not make appointment)	Center refers children and families to services and makes the appointment	Outside entity delivers service	No cost to center	Center employs staff who provide the service	Teacher (not trained)	Not at all	Not tracked
	Yes, informal (no screening)	Teacher (not trained)				Center covers cost **WRITE IN** the approximate proportion of children who received service in the past year I/T: Preschool:			Varies across children and families	
	Yes, formal (with screening)	Trained teacher or specialist						Trained teacher		Paper-based tracking system
		Administrator						Trained specialist	Once or twice	Electronic tracking system
		Requirement **WRITE IN** Source:							Multiple times	
									Until the services are fully received	
WRITE IN substantial changes to social services:										

CHILD AND FAMILY SUPPORT										
1. What types of services does the center support access to or provide?	**2. Does the center have a process for deciding if children/families need access to services?**	**3. Who decides that children or families need access to services?**	**4. How does the center help children and families access services?**						**5. How often does the center track receipt of services?**	**6. How does the center track if the service was (partially or fully) received?**
			4a. Does the center support access to services?			**4b. Does the center provide services?**				
Adult education programs • Parent education • Fatherhood programs • Job training • GED • ESL • Other:	No	Families	Center provides information to families about services (or refers children and families to services, but does not make appointment)	Center refers children and families to services and makes the appointment	Outside entity delivers service	No cost to center	Center employs staff who provide the service	Teacher (not trained)	Not at all	Not tracked
	Yes, informal (no screening)	Teacher (not trained)				Center covers cost **WRITE IN** the approximate proportion of children who received service in the past year I/T: Preschool:		Trained teacher	Varies across children and families	Paper-based tracking system
	Yes, formal (with screening)	Trained teacher or specialist						Trained specialist	Once or twice	Electronic tracking system
		Administrator							Multiple times	
		Requirement **WRITE IN** Source:							Until the services are fully received	
WRITE IN substantial changes to adult education programs:										
7. [If respondent confirms the center has electronic tracking systems across services, ask] Are the services tracked in separate systems or in a unified system?:										

Directions for completing the Child Characteristics rubric:

1. **Approximately how many children (ages 0-5) with special needs does your center serve?** Circle one. WRITE IN approximate number or proportion of children with special needs.

2. **Approximately how many children (ages 0-5) enrolled in your center have an IEP/IFSP?** Circle one. WRITE IN approximate number or proportion of children who have an IEP/IFSP.
    An IEP is an Individualized Education Plan for children with disabilities who receive special education services in school. An IFSP is an individualized Family Services Plan for children with disabilities and their families who receive early intervention services.

3. **Approximately how many children (ages 0-5) enrolled in your center speak a language other than English at home?** Circle one. WRITE IN approximate number or proportion of children who speak a language other than English at home.

CHILD CHARACTERISTICS		
1. Approximately how many children (ages 0-5) with special needs does your center serve?	**2. Approximately how many children (ages 0-5) enrolled in your center have an IEP/IFSP?**	**3. Approximately how many children (ages 0-5) enrolled in your center speak a language other than English at home?**
Do not know	Do not know	Do not know
None	None	None
WRITE IN approximate number or proportion of children with special needs:	WRITE IN approximate number or proportion of children who have an IEP/IFSP:	WRITE IN approximate number or proportion of children who speak a language other than English at home:

Instructional planning, coordination, and child assessment includes time spent collecting and analyzing information to inform individual level services. This also includes writing progress reports about individual children.

Directions for completing the Instructional Planning rubric:

1. **How does the center use standards to inform instruction and services?**
   a. **1a. Child standards (such as State early learning guidelines)?** Circle one. **1b. Program standards (such as QRIS standards)?** Circle one.

2. **What type of curriculum is used?** Circle all that apply (there may be one more than one curriculum) and write in the name(s) of the curriculum at the bottom of the rubric.

3. **How long has curriculum been used?** Circle one for each type of curriculum used in the center.

4. **How was curriculum selected?** Circle all that apply. If there is more than one curriculum, circle all that apply to at least one of the curricula.

5. **What other resources are provided to teachers to support instructional planning?** Circle all that apply and write in any additional resources at the bottom of the rubric.

6. **How long has resource been used?** Circle one for each resource used in the center.

INSTRUCTIONAL PLANNING						
Standards used for planning instruction		**Curriculum used to inform instruction**			**Resources**	
1. To what extent does the center use standards to inform instruction and services?					**5. What other resources are provided to teachers to support instructional planning?**	**6. How long has resource been used?**
1a. Child standards (such as State early learning guidelines)	**1b. Program standards (such as QRIS standards)**	**2. What type of curriculum is used?**	**3. How long has curriculum been used?**	**4. How was curriculum selected?**		
Not used	Not used	No curriculum		Do not know	None	
Used as a general guide	Used as a general guide	Commercial **WRITE IN** name of curriculum below	1-2 years	Selected or developed based on alignment with center philosophy or goals	Resource books	1-2 years
			3-5 years		Other resources, paper or online	3-5 years
			> 5 years			> 5 years
Specifically follow standards	Specifically follow standards	Center developed **WRITE IN** name of curriculum below	1-2 years	Selected or developed to meet certain program requirements or standards	Center-developed activities	1-2 years
			3-5 years			3-5 years
			> 5 years		Child portfolios	> 5 years
		State developed **WRITE IN** name of curriculum below	1-2 years	Selected based on evidence of effectiveness	Information from peers	1-2 years
			3-5 years			3-5 years
			> 5 years		Tools from coaches	> 5 years
					Materials from professional development sessions	1-2 years
						3-5 years
						> 5 years
					Other resources **WRITE IN** below	1-2 years
						3-5 years
						> 5 years
WRITE IN name of the curriculum used:						
WRITE IN other resources provided to teachers to support instructional planning:						

Directions for completing the Curriculum Training rubric:

1. **Who is trained on the curriculum?** Circle all that apply. WRITE IN other stakeholders who are trained on the curriculum.
   a. Use the following amounts to estimate the approximate proportions of lead teachers and/or assistant teachers who are trained on the curriculum:
      i. None
      ii. Less than a quarter
      iii. About half
      iv. More than half
      v. All or close to all

2. **How are center directors or program administrators trained on the curriculum?** Circle all that apply. WRITE IN other ways the center or program administrators are trained on the curriculum.

3. **Over the course of a year, about how much time do center directors and/or program administrators spend in curriculum training?** Circle one.

4. **How are teaching staff trained on the curriculum?** Circle all that apply. WRITE IN other ways teaching staff are trained on the curriculum.

5. **Over the course of a year, about how much time do teaching staff (lead and aide and assistant teachers) spend in curriculum training?** Circle one.

6. **How often are teaching staff trained on the curriculum?** Circle all that apply.

CURRICULUM TRAINING					
1. Who is trained on the curriculum?	2. How are center directors or program administrators trained on the curriculum?	3. Over the course of a year, about how much time do center directors and/or program administrators spend in curriculum training?	4. How are teaching staff trained on the curriculum?	5. Over the course of a year, about how much time do teaching staff (lead and aide and assistant teachers) spend in curriculum training?	6. How often are teaching staff trained on the curriculum?
No curriculum	No curriculum or no training is provided	None	No curriculum or not training is provided	None	No curriculum or not training is provided
Center director					
Education specialist/ Program director	Online	One day or less	Online	One day or less	Upon initial curriculum implementation
Staff from larger organization	Train the trainer by curriculum developer or external certified trainer	2 – 4 days	A curriculum book (written materials) are provided and teaching staff are expected to review	2 – 4 days	Once during new staff orientation
All lead teachers		5 or more days		5 or more days	Once a year
Some lead teachers **WRITE IN** approximate proportion:	**WRITE IN** other ways the center or program administrators are trained on the curriculum:		By program director, education specialist, or center director during staff meetings		Monthly
					As needed
All assistant teachers			By program director, education specialist, or center director through one-on-one training		
Some assistant teachers **WRITE IN** approximate proportion:			By program director, education specialist, or center director in sessions dedicated to curriculum (e.g., during PD days or in-service training time)		
WRITE IN other stakeholders who are trained on the curriculum:			By curriculum developer or external certified trainer		
			WRITE IN other ways teaching staff are trained on the curriculum:		

Directions for completing the Instructional Coordination rubric:

1. **Which staff get paid planning time, during which the teaching staff has no responsibility for child supervision?** Circle all that apply.

2. **How much paid planning time do teaching staff have, during which they have no responsibility for child supervision?** Circle one.

3. **Which staff work together to plan or coordinate instruction? Circle all that apply. WRITE IN other.**

4. **[When teaching staff plan instruction] on what topics do staff coordinate?** Circle all that apply.

5. **What supports facilitate planning and coordination?** Circle all that apply.

INSTRUCTIONAL COORDINATION				
1. Which staff get paid r planning time?	2. How much paid planning time do teaching staff have?	3. Which staff work together to plan or coordinate instruction?	4. (When teaching staff plan instruction) on what topics do they coordinate?	5. What supports facilitate planning and coordination?
No paid time or coverage	None	No planning and coordination	No planning and coordination	No planning and coordination
Aides	About 1/2 hour per month	Classroom teams (lead and assistant teachers)	Planning instruction	Staff meetings, in-person meetings, or staff meetings virtual (peer learning)
	About 1 hour per month		Planning assessments	
Assistant teachers	About 1/2 hour per week	Lead teachers and center directors	Classroom management (discipline, daily routines, classroom set-up, and supplies)	Meetings focused only on peer learning
	About 1 hour per week			
Lead teachers	About 1/2 hour per day	Lead teachers and specialists	Transitions between classrooms	Virtual meetings with peers internal or external to the center
	About 1 hour per day		Special events (such as parent conferences, holiday celebrations, field trips)	
Specialists	**WRITE IN** other:	Grade- and/or age-level teams		
Center directors		**WRITE IN** other below	**WRITE IN** other below	
3. **WRITE IN** other formations of staff who work together to plan or coordinate instruction:				
4. **WRITE IN** other topics on which staff coordinate when planning instruction:				

Directions for completing the Child Assessment to Plan Instruction Rubric Part 1

1. **Does the center screen/diagnose children to determine whether they need further developmental assessment and/or services? (For example, developmental screening, screening for English Language Learner (ELL) needs or for auditory processing deficits)** Circle one. If the center screens on-site, write in the name(s) of the tool(s) at the bottom of the rubric and circle the source of screening (center-developed or commercial).

2. **Who administers the screening/diagnostic tool in the center?** Circle all that apply.

3. **How long has the screening/diagnostic tool been used in the center?** Circle one.

4. **How often is the tool used in the center?** Circle one.

5. **How was the screening/diagnostic tool selected?** Circle all that apply. If there is more than one tool, circle all that apply to at least one of the tools.

6. **Who uses the information from the screening to individualize instruction in the classroom?** Circle all that apply.

CHILD ASSESSMENT TO PLAN INSTRUCTION PART 1						
SCREENING/DIAGNOSIS TO IDENTIFY SPECIAL NEEDS						
1. Does the center screen/diagnose children to determine whether they need further developmental assessment and/or services?		**2. Who administers the screening/diagnostic tool in the center?**	**3. How long has the screening/diagnostic tool been used in the center?**	**4. How often is the screening/diagnostic tool administered in the center?**	**5. How was the screening/ diagnostic tool selected?**	**6. Who uses the information from the screening/diagnosis to individualize instruction in the classroom?**
No screening						Not used
No screening done by center staff but screening is provided by non-center staff	No cost to center					Used for further assessment (double box paid for by the center not paid for by the center)
	Center pays for screening to be done by non-center staff (on- or off-site)					Used to guide instruction, such as individualizing instruction
Yes. Screen on site **WRITE IN** the tool(s):	Center-developed	Classroom teacher (untrained)	1-2 years	Once a year	Based on ease of use/ experience with tool	Used by a specialist not paid for by the center
			3-5 years			
		Classroom teacher (trained)	> 5 years			
	Commercial	Administrator or specialist on staff (untrained)	1-2 years	2 – 4 times per year	Based on connection to selected curriculum	Used by a teacher
		Administrator or specialist on staff (trained)	3-5 years			
		Outside specialist (not paid for by the center)	> 5 years	Monthly	Based on evidence of effectiveness	
		Outside specialist (paid for by the center)		**WRITE IN** other	Based on State or QRIS standards	

Directions for completing the Child Assessment to Plan Instruction Rubric Part 2

1. **Does the center conduct preliminary assessments to determine children's needs and plan instruction? (For example, reading readiness assessments, vocabulary)** Circle one. If the center assesses on-site, write in the name(s) of the tool(s) at the bottom of the rubric and circle the source of assessment (center-developed or commercial).

2. **Who administers the assessment tool in the center?** Circle all that apply.

3. **How long has the assessment tool been used in the center?** Circle one.

4. **How often is the tool used in the center?** Circle one.

5. **How was the developmental assessment tool selected?** Circle all that apply. If there is more than one tool, circle all that apply to at least one of the tools.

6. **How does the center track the child's learning needs?** Circle one.

CHILD ASSESSMENT TO PLAN INSTRUCTION PART 2						
ASSESSMENTS TO DETERMINE CHILDREN'S LEARNING NEEDS						
1. Does the center conduct preliminary assessments to determine children's needs and plan instruction? (For example, reading readiness assessments, vocabulary)		**2. Who administers the assessment tool in the center?**	**3. How long has the assessment tool been used in the center?**	**4. How often is the assessment tool used in the center?**	**5. How was the assessment tool selected?**	**6. How does the center track the child's learning needs?**
No assessment						Not tracked
No assessment done by center staff. The center refers children out.	No cost to center					Paper-based tracking system
	Center pays for assessment to be done by non-center staff (on- or off-site)					Electronic tracking system
Yes. Assess on site **WRITE IN** the tool(s):	Center-developed	Classroom teacher or aide	1-2 years	Less than quarterly	Selected based on ease of use/ experience with tool	
		Administrator or on staff specialist	3-5 years			
		Outside specialist (paid for by the center)	> 5 years			
	Commercial	Outside specialist (not paid for by the center)	1-2 years	About quarterly	Selected based on connection to selected curriculum	
			3-5 years			
			> 5 years	About monthly	Selected based on evidence of effectiveness	
				At least weekly		

Directions for completing the Formative and Summative Child Assessment rubric:

1. **Does the center measure development and learning (performance) during classroom activities?** Circle one for whether this occurs and how frequently. If this occurs, write in the name(s) of the tool(s) at the bottom of the rubric and circle the source of measurement tool (center-developed or commercial). There may be more than one tool.

2. **How long has the measurement tool been used?** Circle one for each tool used in the center.

3. **How was the measurement tool selected?** Circle all that apply. If there is more than one tool, circle all that apply to at least one of the tools.

4. **How do teachers use measurement information on development and learning (performance) to guide instruction?** Circle one.

5. **How does the center track the child's instructional assessments?** Circle one.

6. **Does the center measure and track child progress or developmental growth overtime?** Circle one for whether this occurs and how frequently. If this occurs, write in the name(s) of the tool(s) at the bottom of the rubric and circle the source of measurement tool (center-developed or commercial).

7. **How long has the measurement tool been used?** Circle one for each tool used in the center.

8. **How was the progress measurement tool selected?** Circle all that apply. If there is more than one tool, circle all that apply to at least one of the tools.

9. **How does the center use information about children's progress?** Circle all that apply.

10. **How does the center track the child's instructional assessments?** Circle one.

FORMATIVE AND SUMMATIVE CHILD ASSESSMENT

FORMATIVE ASSESSMENT TO INFORM INSTRUCTION DURING CLASSROOM ACTIVITIES						SUMMATIVE ASSESSMENT TO TRACK CHILD PROGRESS OR DEVELOPMENTAL GROWTH OVERTIME					
1. Does the center measure development and learning during classroom activities?			**2. How long has the measurement tool been used?**	**3. How was the measurement tool selected?**	**4. How do teachers use measurement information on development and learning to guide instruction?**	**5. How does the center track the child's instructional assessments?**	**6. Does the center measure and track child progress or growth overtime?**			**7. How long has the measurement tool been used?**	**8. How was the progress measurement tool selected?**	**9. How does the center use information about children's progress?**	**10. How does the center track the child's instructional assessments?**
No					Do not use	Not tracked	No					Does not use	Not tracked
Yes < once per week **WRITE IN** tool below	Center-developed		1-2 years / 3-5 years / > 5 years	Selected based on ease of use/experience with tool	In classroom instruction With no supports	Paper-based tracking system	Yes Once per year **WRITE IN** tool below	Center-developed		1-2 years / 3-5 years / > 5 years	Selected based on ease of use/experience with tool	To inform classroom instruction	Paper-based tracking system
	Commercial	Cost to center	1-2 years / 3-5 years / > 5 years	Selected based on connection to selected curriculum	In classroom instruction With supports (professional development coaching, peer collaboration, tracking systems).	Electronic tracking system		Commercial	Cost to center	1-2 years / 3-5 years	Selected based on connection to selected curriculum	To compare to national trends	Electronic tracking system
									Not cost to center	> 5 years			
		No cost to center		Selected based on the needs of the child			Yes Twice per year **WRITE IN** tool below	Center-developed		1-2 years / 3-5 years / > 5 years			
Yes ≥ once per week **WRITE IN** tool below	Center-developed		1-2 years / 3-5 years / > 5 years	Selected based on evidence of effectiveness	In individual instruction to children With no supports			Commercial	Cost to center	1-2 years / 3-5 years	Selected based on evidence of effectiveness	To set and track center goals	
	Commercial	Cost to center	1-2 years / 3-5 years / > 5 years		In individual instruction to children With supports (professional development, coaching, peer collaboration, tracking systems)				No cost to center	> 5 years			
							Yes > once per year **WRITE IN** tool below	Center-developed		1-2 years / 3-5 years / > 5 years		To identify training priorities	
		No cost to center						Commercial	Cost to center	1-2 years / 3-5 years			
									No cost to center	> 5 years			

WRITE IN name of the performance measurement tool(s) used to inform instruction during classroom activities:	**WRITE IN** name of growth or progress measurement tool(s) used to track child progress or developmental growth overtime:

Directions for completing the Training on Assessment Tool rubric:

1. **Who is trained on the assessment tool?** Circle all that apply. WRITE IN other stakeholders who are trained on the assessment tool.
   a. Use the following amounts to estimate the approximate proportions of lead teachers and/or assistant teachers who are trained on the assessment tool:
      i. None
      ii. Less than a quarter
      iii. About half
      iv. More than half
      v. All or close to all

2. **How are center directors or program administrators trained on the assessment tool?** Circle all that apply. WRITE IN other ways the center or program administrators are trained on the assessment tool.

3. **Over the course of a year, about how much time do center directors and/or program administrators spend in assessment tool training?** Circle one.

4. **How are teaching staff trained on the assessment tool?** Circle all that apply. WRITE IN other ways teaching staff are trained on the assessment tool.

5. **Over the course of a year, about how much time do teaching staff (lead and aide and assistant teachers) spend in assessment tool training?** Circle one.

6. **How often are teaching staff trained on the assessment tool?** Circle all that apply.

TRAINING ON ASSESSMENT TOOL					
1. Who is trained on the assessment tool?	**2. How are center directors or program administrators trained on the curriculum?**	**3. Over the course of a year, about how much time do center directors and/or program administrators spend in assessment tool training?**	**4. How are teaching staff trained on the assessment tool?**	**5. Over the course of a year, about how much time do teaching staff (lead and aide and assistant teachers) spend in assessment training?**	**6. How often are teaching staff trained on the assessment tool?**
No assessment tool	No assessment tool or no training is provided	None	No assessment tool or not training is provided	None	No assessment tool or not training is provided
Center director					
Education specialist/ Program director	Online	One day or less	Online	One day or less	Upon initial assessment tool implementation
Staff from larger organization	Train the trainer by assessment tool developer or external certified trainer	2 – 4 days	An assessment book (written materials) are provided and teaching staff are expected to review	2 – 4 days	Once during new staff orientation
All lead teachers		5 or more days		5 or more days	Once a year
Some lead teachers **WRITE IN** approximate proportion:	**WRITE IN** other ways the center or program administrators are trained on the assessment tool:		By program director, education specialist, or center director during staff meetings		Monthly
					As needed
All assistant teachers			By program director, education specialist, or center director through one-on-one training		
Some assistant teachers **WRITE IN** approximate proportion:			By program director, education specialist, or center director in sessions dedicated to assessment (e.g., during PD days or in-service training time)		
WRITE IN other stakeholders who are trained on the assessment tool:			By assessment tool developer or external certified trainer		
			WRITE IN other ways teaching staff are trained on the assessment tool:		

Directions for completing the Child Assessment for Providing Information to Families rubric:

1. **How does the center provide information to parents on developmental and instructional assessments?** Circle each type of information that applies.
   a. For each type that applies, circle one option for the frequency the information is provided.
   b. For each type of information provided and frequency, please circle how the information is provided:
      i. Informal, includes unscheduled verbal feedback, such as talking with parents during child drop off or pick up
      ii. Formal, includes written feedback and/or parent-teacher conferences
2. **If the center schedules parent-teacher conferences, for how long are they usually scheduled?** Circle all that apply. **WRITE IN** other occurrences of parent-teacher conferences below.

CHILD ASSESSMENT FOR PROVIDING INFORMATION TO FAMILIES												2. If the center schedules parent-teacher conferences, when and for how long are they usually scheduled?
1. How does the center provide information to parents on developmental and instructional assessments?												
Descriptive information (such as what the child is able to do)	Less than once per month	Informal	Diagnostic information (such as what the child struggles with)	Less than once per month	Informal	Developmental and learning (performance) information (such as the child's progress in learning the curriculum)	Less than once per month	Informal	Information on how child compares to other children	Once a year	Informal	No parent-teacher conferences
		Formal			Formal			Formal			Formal	
												Monthly for 1/2 hour
	At least once per month	Informal		At least once per month	Informal		At least once per month	Informal		More than once a year	Informal	Monthly for 1 hour
												Quarterly for 1/2 hour
		Formal			Formal			Formal			Formal	Quarterly for 1 hour
												Twice a year for 1/2 hour
	At least once per week	Informal		At least once per week	Informal		At least once per week	Informal				Twice a year for 1 hour
												Once a year for 1/2 hour
		Formal			Formal			Formal				Once a year for 1 hour
												WRITE IN other below
2. WRITE IN other occurrences of parent-teacher conferences:												

Supporting instruction and caregiving includes classroom and center resources (space and physical set-up, and materials and equipment), and staffing. (Everything in this function is related to supporting teachers as they provide instruction and they have cost implications if they vary across centers.)

Directions for completing the Classroom and Center Resources rubric:

1. **Does the center have enough classroom space to meet age-based group size targets in all the classrooms?** Circle one of the first three options for each group of children.
   a. **What standards beyond licensing do you follow to set group size targets?** If the center meets lower targets than those set by licensing, WRITE IN the standards that they follow (for example, accreditation, Head Start, QRIS, state prekindergarten). (Note: The "Exceed targets" cell should only be circled IF the cell above is circled and the standards are specified.)

2. **Does the center have enough teaching staff to meet age-based teacher/child ratio targets in all the classrooms?** Circle one of the first three options for each group of children.
   a. **What standards beyond licensing do you follow to set teacher/child ratio targets?** If the center meets lower targets than those set by licensing, WRITE IN the standards that they follow (for example, accreditation, Head Start, QRIS, state prekindergarten). (Note: The "Exceed targets" cell should only be circled IF the cell above is circled and the standards are specified.)

3. **Do the classrooms have adequate equipment to support caregiving? Equipment includes center supplies that generally do not need to be replaced each year and are generally more expensive than materials, such as furniture.** Circle one.

4. **Do the classrooms have adequate materials to support instruction? Materials include consumables that are generally replenished frequently, such as art supplies and diapers.** Circle one.

5. **Does the center have an adequate outdoor play area?** Circle one.

6. **6. Does your center currently have facility acquisition, construction or renovation needs?** Circle all that apply.

CLASSROOM AND CENTER RESOURCES									
Classroom Space			**Teaching Staff**			**Materials and Equipment**			
1. Does the center have enough space to meet group size targets in classrooms?			**2. Does the center have enough teaching staff to accommodate the teacher/child ratio targets?**			**3. Do the classrooms have adequate equipment to support caregiving?**	**4. Do the classrooms have adequate materials to support instruction?**	**5. Does the center have an adequate outdoor play area?**	**6. Does your center currently have facility acquisition, construction or renovation needs?**
Infants	**Toddlers**	**Preschool Children**	**Infants**	**Toddlers**	**Preschool Children**				
Struggle to meet licensing requirements	Struggle to meet licensing requirements	Struggle to meet licensing requirements	Struggle to meet licensing requirements	Struggle to meet licensing requirements	Struggle to meet licensing requirements	No. Need more equipment	No. Need more materials	No access to play area	Need to upgrade the space or made repairs to address health and safety concerns (such as lead paint, mold, electrical upgrades, etc).
No problem meeting licensing requirements	No problem meeting licensing requirements	No problem meeting licensing requirements	No problem meeting licensing requirements	No problem meeting licensing requirements	No problem meeting licensing requirements	No. Staff, families, and other entities contribute equipment	No. Staff, families, and other entities contribute materials	No. Limited access to nearby play area	
Meet lower targets than licensing based on other standards (**WRITE IN** standards below)	Meet lower targets than licensing based on other standards (**WRITE IN** standards below)	Meet lower targets than licensing based on other standards (**WRITE IN** standards below)	Meet lower targets than licensing based on other standards (**WRITE IN** standards below)	Meet lower targets than licensing based on other standards (**WRITE IN** standards below)	Meet lower targets than licensing based on other standards (**WRITE IN** standards below)	Yes, but could use more equipment	Yes, but could use more materials	Yes. Minimal play area	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)
						Yes. Well supplied	Yes. Well supplied	Yes. Excellent play area	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)
Exceed targets set by other standards	Exceed targets set by other standards	Exceed targets set by other standards	Exceed targets set by other standards	Exceed targets set by other standards	Exceed targets set by other standards				
									No facility needs
1a. WRITE IN standards to set group size targets:									
2a. WRITE IN standards to set teacher/child ratios:									

Directions for completing the Staffing rubric:

1. **What informs the qualifications you look for when hiring staff?** Circle all that apply. WRITE IN other considerations when hiring staff at the bottom of the rubric. WRITE IN most important guidelines for hiring staff.

Categories of qualifications of the staff at the center. No response to record.

2. **What proportion of lead teachers are at each qualification level?** We want to know the approximate proportion of lead teachers in each qualification level. WRITE IN the approximate proportion within each relevant level to cover all lead teachers using the following categories: less than a quarter, about half, more than half, all or close to all. (Note: "none" is assumed for levels with no entry.)
    a. **What is the overall ability to meet targeted qualifications for lead teachers?** Circle one

3. **What proportion of assistant teachers (or aides) are at each qualification level?** We want to know the approximate proportion of other teachers in each qualification level. Focus only on assistant teachers, when applicable. Focus only on aides when the center does not have assistant teachers. WRITE IN the approximate proportion within each relevant level to cover all assistant teachers (or aides) using the following categories: less than a quarter, about half, more than half, all or close to all. (Note: "none" is assumed for levels with no entry.)
    a. **What is the overall ability to meet targeted qualifications for other teachers?** Circle one

4. **What are the qualifications of the people who oversee the development and support of the educational program of the center (such as an education or curriculum specialist, or program director)?** Circle the appropriate response for each qualification.
    a. **What is the overall ability to meet targeted qualifications for this position?** Circle one

5. **What are the qualifications of the center director or site administrator?** Circle the appropriate response for each qualification.
    a. **What is the overall ability to meet targeted qualifications for the center director or site administrator?** Circle one

6. **Does the center have access to additional expert or specialized staff who support instruction?** Circle all that apply. WRITE IN other experts that the center has access to at the bottom of the rubric.
    a. **The cost of the expert or staff support is covered by:** Circle one

STAFFING								
Qualifications							Additional Support	
1. What informs the qualifications you look for when hiring staff?		Qualifications	**Staff in Classroom**		**Staff Not in Classroom**		**6. Does the center have access to additional staff who support instruction?**	
1a. Staff in Classroom (teachers)	**1b. Staff not in Classroom (specialists and directors)**		**2. What proportion of lead teachers are at each qualification level?**	**3. What proportion of other teachers (assistants or aides) are at each qualification level?**	**4. What are the qualifications of those who oversee/support the educational program?**	**5. What are the qualifications of the center director or site administrator?**		**6a. The cost of the support is covered by:**
None	None	Education	High school	High school	High school	High school	Disability specialist	No cost to center
			Associate's	Associate's	Associate's	Associate's		Center
Licensing standards	Licensing standards		Bachelor's	Bachelor's	Bachelor's	Bachelor's		Sponsoring org.
Background, training, or staff performance assessments	Background, training, or staff performance assessments		Master's or higher	Master's or higher	Master's or higher	Master's or higher	Health or nutrition	No cost to center
			18 hours or more of ECE coursework	18 hours or more of ECE coursework	18 hours or more of ECE coursework	18 hours or more of ECE coursework		Center
Specialized coursework	Specialized coursework							Sponsoring org.
Standards set by sponsoring organization	Standards set by sponsoring organization	Certification	No	No	No	No	Art, music, dance or physical education	No cost to center
								Center
Standards set by funding sources	Standards set by funding sources		Yes	Yes	Yes	Yes		Sponsoring org.
Standards set by QRIS	Standards set by QRIS	Experience	None	None	None	None	Social emotional or behavior management	No cost to center
			1-2 years	1-2 years	1-2 years	1-2 years		Center
Standards set by local, state, or national accrediting entity	Standards set by local, state, or national accrediting entity		More than 2 years	More than 2 years	More than 2 years	More than 2 years		Sponsoring organization
WRITE IN most important:	**WRITE IN** most important:		**2a. What is the overall ability to meet targeted staff qualifications for lead teachers?**	**3a. What is the overall ability to meet targeted staff qualifications for other teachers?**	**4a. What is the overall ability to meet targeted qualifications for this position?**	**5a. What is the overall ability to meet targeted qualifications for the center director?**	Literacy or Math	No cost to center
								Center
								Sponsoring org.
			Struggling	Struggling	Struggling	Struggling	**WRITE IN** other experts below	No cost to center
			Nearly meet	Nearly meet	Nearly meet	Nearly meet		Center
			Meet in full	Meet in full	Meet in full	Meet in full		Sponsoring org.
			Exceeding	Exceeding	Exceeding	Exceeding		
1a. **WRITE IN** other considerations when hiring staff in the classroom:								

1b. **WRITE IN** other considerations when hiring other staff:
6. **WRITE IN** other experts the center has access to:

Directions for completing the Barriers and Facilitators to Instruction and Caregiving rubric:

1. **In the past two years, how many staff have left or been terminated?** Enter number for each category of staff.

2. **In the past two years, which type of teaching staff has been more difficult to retain?** Circle one. If other, WRITE IN other staff to specify.

3. **When turnover occurs, how does it affect the daily operations of the center?** Circle one, or when both other center staff and floaters/substitutes provide coverage circle one response within each pair.

4. **What are the main factors that influence staff to stay at the center?** Circle all that apply for each category of staff. WRITE IN other factor(s) at the bottom of the rubric. WRITE IN which factor is most important.

5. **What are the main factors that influence staff to leave the center?** Circle all that apply for each category of staff. WRITE IN other factor(s) at the bottom of the rubric. WRITE IN which factor is most important.

6. **Is the center able to retain staff after they have increased their qualifications, such as teachers who have obtained a higher degree or credential?** Circle one.

Barriers and Facilitators to Instruction and Caregiving						
Turnover in the Center			Teacher Commitment to the Center			
1. In the past two years, how many staff have left or been terminated?	2. In the past two years, which type of teaching staff has been more difficult to retain?	3. When turnover occurs, how does it affect the daily operations of the center?	4. What are the main factors that influence staff to stay at the center?		5. What are the main factors that influence staff to leave the center?		6. Is the center able to retain staff after they have increased their qualifications, such as teachers who have obtained a higher degree or credential?
			a. Lead teachers	b. Assistant teachers or aides	a. Lead teachers	b. Assistant teachers or aides	
Lead teacher	Lead teachers	Other center staff cover, but this is stressful	Center has a culture of teamwork	Center has a culture of teamwork	Better pay or career opportunity	Better pay or career opportunity	No
Assistant teacher	Assistant teachers	Other center staff cover, and this is not stressful	Commitment to children and families	Commitment to children and families	Prefer to work for a school district	Prefer to work for a school district	Sometimes
Education specialist/program director	**WRITE IN** Other:	Floaters/substitutes cover, but this is stressful	Opportunities for professional development	Opportunities for professional development	Personal reasons, such as relocating	Personal reasons, such as relocating	Yes
Center director		Floaters/substitutes cover, and this is not stressful	Employee benefits	Employee benefits	Burnout	Burnout	
WRITE IN other staff and how many who have left or been terminated:			**WRITE IN** other main factors below	**WRITE IN** other main factors below	**WRITE IN** other main factors below	**WRITE IN** other main factors below	
			WRITE IN Which factor is most important:	**WRITE IN** Which factor is most important:	**WRITE IN** Which factor is most important:	**WRITE IN** Which factor is most important:	
4a. WRITE IN other factor(s) that influence lead teachers to stay at center:							
4b. WRITE IN other factor(s) that influence assistant teachers or aids to stay at center:							
5a. WRITE IN other factor(s) that influence lead teachers to leave the center:							
5b. WRITE IN other factor(s) that influence assistant teachers or aids to leave the center:							

Workforce Development includes recruiting, hiring, training, coaching, and supervising staff. This function also includes professional development to improve one's credentials, certifications, or general education.

Directions for completing Recruiting and Hiring Process rubric:

1. **How does the center recruit potential candidates for open teaching (in classroom) positions? Formal and informal.** Circle all that apply. **WRITE IN** any other formal or informal methods at the bottom of the rubric and **WRITE IN** the method used most frequently in the past year, either formal or informal.

2. **Who is involved in recruiting for open teaching (in classroom) positions and screening potential candidates?** Circle all that apply and **WRITE IN** other stakeholders involved in recruiting and screening.

3. **Who is involved in interviewing potential teacher candidates?** Circle all that apply and **WRITE IN** other stakeholders involved in recruiting and screening.

4. **What activities occur during the interview process for lead teacher candidates and for assistant teacher candidates?** Circle all that apply and **WRITE IN** other activities that occur at the bottom of the rubric.

5. **Who is involved in making the final hiring decision for teacher candidates?** Circle all that apply and **WRITE IN** other stakeholders involved in evaluating candidates.

6. **Is the interview process standard for all candidates?** Circle all that apply.

7. **Is there anything else that the center has in place to support recruiting and hiring teaching staff? WRITE IN** the answer at the bottom of the rubric.

RECRUITING AND HIRING PROCESS								
1. How does the center recruit potential candidates for open teaching (in classroom) positions?		**2. Who is involved in recruiting for open positions and screening potential teacher candidates?**	**3. Who is involved in interviewing potential teacher candidates?**	**4. What activities occur during the interview process?**		**5. Who is involved in making the final hiring decision for teacher candidates?**	**6. Is the interview process standard for all candidates?**	
1a. Formal	**1b. Informal**			**4a. For lead teacher candidates**	**4b. For assistant teacher candidates**		**6a. For lead teacher candidates?**	**6b. For assistant teacher candidates?**
Post job description on center's website	Post job description on Facebook	Center director	Center director	Discuss what quality education and care means with candidates	Discuss what quality education and care means with candidates	Center director	Standard process for all candidates	Standard process for all candidates
Post job description on employment website (e.g., Craigslist, Indeed)	Post fliers locally	Teaching staff at the center	Teaching staff at the center	Discuss candidate's approach to teamwork	Discuss candidate's approach to teamwork	Teaching staff at the center	Varies based on candidate's experience	Varies based on candidate's experience
	Hiring from within the center			Discuss scenarios of classroom situations with candidates	Discuss scenarios of classroom situations with candidates	Staff from sponsoring org. (such as human resources)		
Job fairs	Referrals from center staff	Staff from larger organization (such as human resources)	Staff from larger organization (such as human resources)	Have candidates prepare a lesson or age-appropriate activity for discussion during interview	Have candidates prepare a lesson or age-appropriate activity for discussion during interview	Parent council	Varies based on time available in the center	Varies based on time available in the center
Community and state agencies	Referrals from parents							
Teaching degree or certificate programs	**WRITE IN** other informal methods below	**WRITE IN** other stakeholders:	**WRITE IN** other stakeholders:	Have candidates prepare a lesson or age-appropriate activity for presentation in classroom	Have candidates prepare a lesson or age-appropriate activity for presentation in classroom	**WRITE IN** other stakeholders:		
WRITE IN other formal methods below								
WRITE IN which method was used most frequently in the past year:				**WRITE IN** other activities below	**WRITE IN** other activities below			
1a. WRITE IN other formal methods of recruiting potential candidates:								
1b. WRITE IN other informal methods of recruiting potential candidates:								
4a. WRITE IN other activities that occur during the interview process for lead teachers:								
4b. WRITE IN other activities that occur during the interview process for assistant teachers:								
7. WRITE IN anything else that the center has in place to support recruiting and hiring teaching staff:								

Directions for completing the Facilitators and Challenges to Recruiting and Hiring rubric:

1. **How much of the center's resources (staff time) were needed in the past year to recruit and screen candidates?**
   a. **Lead teachers.** Circle one. **WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed.
   b. **Assistant teachers.** Circle one. **WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed.

2. **How much of the center's resources (staff time) were needed in the past year to interview and evaluate candidates?**
   a. **Lead teachers.** Circle one. **WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed.
   b. **Assistant teachers.** Circle one. **WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed.

3. **How easy was it for the center to recruit qualified candidates in the past year? Lead teachers and assistant teachers.** Circle one.

4. **What is the biggest challenge the center faces in filling vacant positions for teaching staff?** Circle one or **WRITE IN** other.

FACILITATORS AND CHALLENGES TO RECRUITING AND HIRING						
1. How much of the center's resources (staff time) were needed in the past year to recruit and screen candidates?		**2. How much of the center's resources (staff time) were needed in the past year to interview and evaluate candidates?**		**3. How easy or difficult was it for the center to recruit qualified candidates in the past year?**		**4. What is the biggest challenge the center faces in filling vacant positions for teaching staff?**
1a. Lead teachers	**1a. Assistant teachers**	**2a. Lead teachers**	**2a. Assistant teachers**	**3a. Lead teachers**	**3b. Assistant teachers**	
More than center would like	More than center would like	More than center would like	More than center would like	Very difficult. Center did not receive enough qualified applicants and did extra outreach to recruit qualified applicants.	Very difficult. Center did not receive enough qualified applicants and did extra outreach to recruit qualified applicants.	Recruiting qualified candidates
Manageable	Manageable	Manageable	Manageable	Semi-difficult. Center received some qualified applicants, but would have preferred more to choose from.	Semi-difficult. Center received some qualified applicants, but would have preferred more to choose from.	Paying staff competitive salaries
Minimal	Minimal	Minimal	Minimal	Manageable. Center usually received multiple qualified applicants.	Manageable. Center usually received multiple qualified applicants.	**WRITE IN** other challenge:
None	None	None	None	Easy. Center had ready access to job candidates	Easy. Center had ready access to job candidates	
WRITE IN the approximate days of staff time needed per month, or if less than one day per month was needed:	**WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed:	**WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed:	**WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed:			

Directions for completing the Setting Priorities and Determining Needs for Training and Professional Development rubric:

Note the questions about training and professional development are focused only on staff who work with children in the classroom (the teaching staff).

1. **How does center determine priorities for training and professional development of teaching staff, as a whole?** Circle all that apply.
    a. If the center uses requirements to determine priorities, **WRITE IN** the source of the requirement.
    b. If the center uses scores on observational measures (e.g., CLASS or ERS), **WRITE IN** the measure.
    c. If the center uses criteria from sources other than what is listed, **WRITE IN** other sources of criteria below.
    d. **WRITE IN** source of highest priority

2. **What are center's priorities for training and professional development of teaching staff?** Circle all that apply.
    a. If the center prioritizes training to meet requirements, **WRITE IN** the source of the requirements, (such as state licensing, QRIS, Head Start, etc.).
    b. **WRITE IN** the highest priority.

3. **Who determines the training and professional development needs of teaching staff?** Circle one.
    a. If requirements, **WRITE IN** the source of the requirement (State licensing, QRIS, Head Start, etc.)

4. **How do staff contribute to determining their individual training and professional development needs?** Circle all that apply.
    a. If staff contribute to determine their training and professional development needs in other ways than the responses included, **WRITE IN** other below.

5. **How does the center develop, maintain, and track training and professional development for individual teachers?** Circle all that apply.
    a. **WRITE IN** other ways in which the center develops and maintains training plans for individual teachers below.

6. **How does the center determine whether training meets center goals and staff needs?** Circle all that apply.

SETTING PRIORITIES AND DETERMINING NEEDS FOR TRAINING AND PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF					
Setting priorities		**Assessing needs**		**Maintaining individual plans**	**Training effectiveness**
1. How does center determine priorities for training and professional development needs for teaching staff, as a whole?		**2. What are center's priorities for training and professional development of teaching staff?**	**3. Who determines the training and professional development needs of teaching staff?**	**4. How do staff contribute to determining their individual training and professional development needs?**	**5. How does the center develop, maintain, and track training and professional development for individual teachers?**	**6. How does the center determine whether training meets center goals and staff needs?**
No priorities		No priorities	No needs determined	Staff do not contribute	No individual plans	Not determined
Based on parent feedback or community needs		Leadership/ supervisory training	Center leadership or parent company (top-down)	Direct feedback to center director	Teachers use a training or professional development registry (such as QRIS)	Staff self-report
Based on staff needs	identified through informal mechanisms (discussions, staff meetings)	Training on pyramid model (social-emotional development)	Teaching staff (bottom-up)	Staff meetings	Center director or administrator uses a training registry (such as QRIS)	Observations, informal
	identified through formal mechanisms (surveys, performance reviews, observation)	Training specific to classroom content or achievement (curriculum, math, literacy, etc.)	Bringing together leadership identified needs with teaching staff identified needs and performance (both top-down and bottom-up)	Staff surveys or evaluation forms	Center director or administrator reviews performance with individual teacher	Observations, formal
Based on new initiatives or activities in the classroom (e.g. curricula)		Training to meet requirements (such as Head Start or licensing requirements) **WRITE IN** source of requirements:		Individual staff training plans established on QRIS registry	**WRITE IN** other ways the center develops and maintains training plans:	Assessments or other outcome data
Based on assessments to determine children's needs (such as meeting the needs of children with disabilities or English language learners)				Individual staff training plans established by State standards or State licensing requirements		
Based on meeting requirements **WRITE IN** source of requirement:		Training that includes ECE credits	Committee comprised of a range of center staff; may include parents or board members	Individual staff training plans established as part of performance review		Staff annual review
Based on scores on observational measures (e.g., CLASS, ERS) **WRITE IN** measure:		**WRITE IN** the highest priority:				Center annual plan
WRITE IN other below				**WRITE IN** other ways staff contribute below		**WRITE IN** other ways below
WRITE IN source of highest priority:						
1. **WRITE IN** other sources of criteria for determining and setting priorities for training and professional development for teaching staff:						
4. **WRITE IN** other ways in which staff contribute to setting priorities for training and development:						
6. **WRITE IN** other ways the center determines whether training meets the center's goals and staff needs:						

Directions for completing the Providing Training and Professional Development to Teaching Staff rubric

Note the questions about training and professional development are focused only on staff who work with children in the classroom (the teaching staff).

1. **Does the center provide training for teaching staff (staff in the classrooms)?** Circle one.

2. **How often is training provided by the center?** Circle all that apply.
   a. **WRITE IN** other occurrences of training by the center below.
   b. **WRITE IN** the approximate number of training hours provided by the center per year.

3. **Do all teaching staff attend the training provided by the center? If not, how does it vary?** Circle all that apply.

4. **How is training provided by the center?** Circle all that apply.

5. **Who conducts the training provided by the center?** Circle all that apply and **WRITE IN** the entities that cover the costs and the proportion of training covered by each entity.

6. **What activities are conducted after training to assess knowledge acquisition or skill development?** Circle all that apply.

PROVIDING TRAINING AND PROFESSIONAL DEVELOPMENT TO TEACHING STAFF					
1. Does the center provide training for teaching staff?	**2. How often is training provided by the center?**	**3. Do all teaching staff attend the training provided by the center?**	**4. How is training provided and paid for by the center?**	**5. Who conducts the training provided by the center?**	**6. What activities are conducted after training?**
No training is provided by the center	No training is provided by the center	No training is provided by the center	No training is provided or paid for by the center	No training is provided by the center	None
Some training is provided to meet licensing requirements	Staff meetings **WRITE IN** frequency of meetings:	No, only lead teachers attend	Training resources developed by the center are provided to staff, but staff are not given paid time to review resources	Center leadership or staff	Post-test on knowledge acquisition
All training is provided to meet licensing requirements **WRITE IN** number of hours of training required for licensing:	During 2 to 4 in-service or professional development days each year	No, certain teachers receive training through other programs (e.g., HS or state PreK program)	Training resources developed by the center are provided to staff and staff are given paid time to review resources	Staff from larger organization	Teacher written reports on practice changes in the classroom
Some training is provided to meet standards beyond licensing	During 5 to 10 in-service or professional development days each year	No, all teaching staff are expected to attend but they don't for various reasons	In-person training is paid for by the center (both at the center and off-site) but, staff time is not paid for,	External experts or specialists provided at no cost to the center **WRITE IN** below the entities that cover the cost and the proportion of training covered by each entity	Observations to assess adoption of skills or practices in the classroom
All training is provided to meet other standards beyond licensing **WRITE IN** standards and the number of hours required:	**WRITE IN** other occurrences of training:	Yes, all teaching staff attend	In-person, off-site training and staff time is paid for by the center,		Coaching or mentoring to support ongoing skill development
Some training is provided to assist staff in acquiring credentials			In-person, at the center training and staff time is paid for by the center	External experts or specialists paid for by the center	
All training is provided to assist staff in acquiring credentials **WRITE IN** type of credential and the number of hours required:	**WRITE IN** the approximate number of training hours provided by the center per year:				
5. **WRITE IN** below the entities that cover the cost and the proportion of training covered by each entity:					

Directions for completing the Support for Training and Professional Development for Teaching Staff rubric

Note the questions about training and professional development are focused only on staff who work with children in the classroom (teaching staff).

1. **How are staff informed of additional training opportunities beyond what the center provides?** Circle all that apply. WRITE IN other source(s) about training opportunities.

2. **In the past year, what assistance did the center provide to teaching staff to support additional training or education, such as tuition, registration fees, travel, or costs of required materials?** Circle all that apply.

3. **Does the center pay staff for time spent attending outside training?** Circle one of first four options. **WRITE IN** if teaching staff are given a certain amount of paid time to attend training (e.g. 10 hours, 3 days, etc.)

4. **Does the center provide classroom coverage when teaching staff attend training during work hours?** Circle one.

SUPPORT FOR TRAINING AND PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF			
1. How are staff informed of additional training opportunities?	**2. In the past year, what assistance did the center provide to support additional training or education?**	**3. Does the center pay staff for time spent in training?**	**4. Does the center provide coverage when staff attend training during work hours?**
Staff do not pursue training on their own	None	No	No
Center staff distributes information (such as center director, training coordinator, educational specialist, or other staff)	Center helps staff access supplemental assistance (e.g., through T.E.A.C.H., QRIS, or HS programs) **WRITE IN** source of supplemental assistance:	Yes, but very limited	Yes, but very limited
		Yes, staff are paid for time in training that occurs during work hours	Yes, but it's a hardship to arrange coverage (by other staff or substitutes)
Professional development registry	Center provides assistance on a case by case basis	Yes, staff are paid for time in training during or outside of work hours	Yes, coverage is provided by floaters or substitutes who are on staff
Through a specific initiative or program **WRITE IN** program (such as QRIS, HS, or state PreK):	Center provides up to a specific dollar amount per staff member **WRITE IN** amount available per staff member:	Staff are given a certain amount of time to pursue training **WRITE IN** amount of time (hours or days):	
WRITE IN other source(s) of information about training opportunities			

Observation, Coaching, and Monitoring and Evaluating Staff Performance

Directions for completing the Classroom Observations rubric:

1. **What are the goals of classroom observations? Circle all that apply.**
   a. **WRITE IN** other goals of classroom observations at the bottom of the rubric.
   b. **WRITE IN** primary goal of classroom observations

2. **Who conducts the classroom observations?** Circle all that apply across the various purposes for observations (identified in response to question 1).

3. **How often are classroom observations conducted for an individual classroom/teacher?** (Consider the frequency accounting for all the various purposes of observations.)
   a. For each frequency for which observations are conducted, **WRITE IN** the corresponding goal (from column 1).
   b. **WRITE IN** other occurrences of classroom observations.
   c. **Are observations conducted with similar frequency across all classrooms/ teachers?** Circle yes or no. If no, **WRITE IN** reason for variation below.
   d. **WRITE IN** the approximate number of hours of classroom observations per year provided by the center:

4. **Is a tool used to conduct observations?** Circle all that apply.
   a. **WRITE IN** name of observation tool(s) at the bottom of the rubric.

5. **What follow-up activities are conducted after an observation?** Circle all that apply. **WRITE IN** other follow-up activities that are conducted after observations.

6. **Do teaching staff visit other classrooms to observe practice? If so, where?**
   a. **WRITE IN** the approximate number of hours staff have spent observing other classrooms in the past year.

7. **What happened after the observations?** Circle all that apply. **WRITE IN** other follow-up activities that occur after an observation.

TEACHER/CLASSROOM OBSERVATIONS						
OBSERVATIONS OF TEACHERS/CLASSROOMS					OBSERVATIONS BY TEACHING STAFF	
Logistics				Follow-up activities	Logistics	Follow-up Activities
1. What are the goals of classroom observations?	**2. Who conducts the classroom observations?**	**3a. How often are classroom observations conducted for an individual classroom/teacher?**	**4. Is a tool used to conduct observations?**	**5. What follow-up activities are conducted after an observation?**	**6. Do teaching staff visit other classrooms to observe practice? If yes, where?**	**7. What happened after teaching staff observation other classrooms?**
No observations conducted in center	No observations conducted in center	No observations conducted in center	No tool used	None	No	Nothing
To monitor and supervise teaching staff performance	Lead teacher	As needed **WRITE IN** goal:	Commercially developed tool **WRITE IN** name of tool:	Feedback to teacher on strengths and areas for improvement	Yes, classrooms within the same center	Discussed how to apply what was observed in practice with coach or supervisor
	Center director	1-5 times per week **WRITE IN** goal:				
To provide individualized coaching on specific skill or practice	Education specialist	Each month **WRITE IN** goal:		Develop action plan for improvement	Yes, classrooms in another center within the same program	Developed plan to apply new knowledge and skills (stand-alone or as part of coaching or performance review)
	External consultant paid for by the center	6 times per year **WRITE IN** goal:	Center-developed tool			
To identify professional development needs	External consultant paid for by a specific program or quality initiative	1-2 times per year **WRITE IN** goal:		Follow-up observations	Yes, classrooms in another center outside of the program	Observed in the classroom to assess degree of skill application
To measure quality of environment or teacher/ child interactions		**WRITE IN** other: **WRITE IN** goal:				
WRITE IN other below **WRITE IN** primary goal(s) of observation(s):		**3b. Are observations conducted with similar frequency across all classrooms/ teachers?**	Yes	**WRITE IN** other:	**WRITE IN** the approximate number of hours staff have spent observing other classrooms in the past year:	**WRITE IN** other:
			No. **WRITE IN** reason for variation below			
		WRITE IN the approximate number of hours of classroom observation per year provided by the center:				
1. **WRITE IN** other goals of classroom observations:						
3b. **WRITE IN** reason for variation in the frequency of observations across classrooms/teachers:						

Directions for completing the Providing Individualized Coaching to Classroom Staff to Support Improving Skills in Working with Children rubric

1. **Does the center provide individualized coaching to teaching staff?** Note, this question includes teaching staff and education specialists. We define coaching as scheduled one-on-one support focused on improving teaching staffs' skills in working with children (this does include informal mentoring). Circle one. If applicable to answer, **WRITE IN** the additional information for the question: the staff who receive coaching, why those staff receive coaching, the proportion of total staff who receive coaching

2. **What is the focus of individualized coaching?** Circle all that apply.

3. **Who provides the individualized coaching?** Circle all that apply across all coaching that occurs. **WRITE IN** other stakeholders who provide individualized coaching.

4. **How often is individualized coaching provided by the center?** Circle one.
    a. **WRITE IN** the requirement or initiative to which the coaching is linked, if applicable.
    b. **WRITE IN** other occurrences of individualized coaching.
    c. **WRITE IN** the approximate number of hours per year provided by the center.

5. **What activities occur as part of individualized coaching?** Circle all that apply.
    a. **WRITE IN** other methods of conducting individualized coaching at the bottom of the rubric.

6. **How does the center determine whether coaching meets center goals and staff needs?** Circle all that apply.

PROVIDING INDIVIDUALIZED COACHING TO CLASSROOM STAFF TO SUPPORT IMPROVING SKILLS IN WORKING WITH CHILDREN						
1. Does the center provide individualized coaching to staff?	2. What is the focus of individualized coaching?	3. Who provides the individualized coaching?	4. How often is individualized coaching provided by the center?	5. What activities occur as part of individualized coaching?	6. How does the center develop and maintain coaching plans for individual teachers?	7. How does the center determine whether coaching meets center goals and staff needs?
No individualized coaching is provided	No individualized coaching is provided	No individualized coaching is provided	No individualized coaching is provided	No individualized coaching is provided	No individual plans	Not determined
Yes, individualized coaching is provided to some staff **WRITE IN** below: o staff who receive coaching o why those staff receive coaching o the proportion of total staff who receive coaching	Varies based on staff needs	Peers (such as lead or master teachers)	As needed **WRITE IN** requirement:	Formal meeting to discuss feedback and develop an action plan for implementing new skill in classroom	The plan is developed as part of the teacher's professional development plan.	Self-report
	Monitoring and supervising staff	Center director	Weekly **WRITE IN** requirement:		The plan is developed and maintained by the coach (or education specialist or program director) in consultation with the teacher	Observations, informal
	Improving instruction	Internal coach employed by the center, including program director or education specialist	Monthly **WRITE IN** requirement:	The center's training priorities are assessed and adjusted, if necessary		Observations, formal
	Implementing curriculum		Quarterly **WRITE IN** requirement:	Staff participate in behavioral rehearsals to practice new skills	The plan is developed and maintained by the coach (or education specialist or program director)	Assessments or other child outcome data
Yes, individualized coaching is provided to all staff **WRITE IN** below o why all staff receive coaching	Interacting with children (including meeting the needs of children with disabilities or English language learners)	External coach paid for by a specific program or quality initiative, at no cost to the center	**WRITE IN** other:	Staff are observed using new skills in the classroom setting	The plan is developed and maintained by the center director	Staff performance reviews
				Staff observe the coach modeling new skills	The plan is aligned with the teacher's performance review	
	Meeting requirements **WRITE IN** source of requirements:	External coach, paid for by the center	**WRITE IN** the approximate number of hours per year provided by the center as a whole:	Staff are required to meet a specific goal or benchmark indicating skill or knowledge acquisition		WRITE IN other:
	WRITE IN primary focus:	**WRITE IN** other:		**WRITE IN** other:	**WRITE IN** other ways the center develops and maintains coaching plans:	

1. If individualized coaching is provided to some staff, **WRITE IN** staff who receive coaching, why those staff receive coaching and the proportion of total staff who receive coaching:

1. If individualized coaching is provided to all staff, **WRITE IN** why all staff receive coaching:

Directions for completing the Monitoring and Evaluating Performance of Teaching Staff rubric:

1. **What expectations of knowledge, skills and abilities are included in job descriptions for teachers?** Circle all that apply. **WRITE IN** other expectations of knowledge and skills included in job descriptions.

2. **How does the center typically set individual performance goals for teaching staff?** Circle all that apply. **WRITE IN** other ways in which staff performance goals are set.

3. **How are individual performance goals determined for teaching staff?** Circle all that apply. **WRITE IN** other ways in which individual performance goals are determined for staff.

4. **How does the center monitor and evaluate staff performance of teaching staff?** Circle all that apply. **WRITE IN** other ways in which the center monitors and evaluates staff performance.

5. **Does the center have a standardized process for monitoring and evaluating the performance of teaching staff?** Circle one of the main response categories and circle or **WRITE IN** the sub-response category.
   a. **WRITE IN** approximate amount of time for evaluation of each teacher per year. This includes soliciting input, writing, and sharing with the teacher.

6. **How are teaching staff recognized or rewarded for strong performance?** Circle all that apply. **WRITE IN** other ways in which staff are recognized or rewarded for strong performance.

7. **Who has input into staff performance?** Circle all that apply. **WRITE IN** other stakeholders who have input into staff performance.

MONITORING AND EVALUATING STAFF PERFORMANCE						
Job Descriptions	Monitoring and Evaluating Staff Performance				Staff Recognition	
1. What expectations of knowledge and skills are included in job descriptions?	2. How does the center typically set individual performance goals for teaching staff?	3. How are individual performance goals determined for teaching staff?	4. How does the center monitor and evaluate teaching staff performance?	5. Does the center have a standardized process for monitoring and evaluating the performance of teaching staff?	6. How are teaching staff recognized or rewarded for strong performance?	7. Who has input into teaching staff performance?
Licensing and accreditation requirements (State, City, QRIS) **WRITE IN** source of requirements:	No individual performance goals	Based on a deficiency in performance	Use specific expectations and responsibilities outlined in job descriptions	No, performance evaluation varies by individual teacher based on:	Informally (e.g., lunches, cake)	Center director
					Formally (e.g., recognition during staff meetings or in newsletter)	Supervisor
Program requirements (HS, Pre-K) **WRITE IN** source of requirements:	Professional development	Based on a need for training for professional development	Meet with staff annually to set performance goals for the year	experience		Other teaching staff
				Tenure		
Personnel competencies (NAEYC/DEC). **WRITE IN** source of requirements:	Classroom instruction or care	Based on interactions with children		Position: Lead or assistant	Promotion or new job title	Parents
Implementing a curriculum			Meet with staff during the year to review progress toward performance goals	Identified needs or deficiencies	Bonus or raise	Coach (if other than supervisor)
Screening and assessment	Interpersonal (e.g., relating to other staff or parents)	Based on interactions with peers		**WRITE IN** other below	**WRITE IN** other:	**WRITE IN** other:
Classroom environment						
Health and safety standards	Varies by teacher	Based on goals identified by the teacher	Observe staff in the classroom and provide feedback	Performance evaluation varies throughout the year, but the annual reviews are standardized		
Positive interactions with children						
Positive interactions with families			Provide informal feedback as needed			
Planning lessons and activities						
Areas of child development (physical, language, cognitive, social-emotional)	**WRITE IN** other:	**WRITE IN** other:	Receive staff self-assessments	**WRITE IN** the approximate amount of time for each teacher annual review:		
Documentation and record keeping			**WRITE IN** other:			
Supervision (lead teachers)				Yes, performance evaluation is standardized for all teachers		
WRITE IN other:				**WRITE IN** approximate amount of time for evaluation of each teacher per year:		

Leadership activities, program planning, and evaluation includes strategic planning and program-level functions, such as leadership activities and management practices that establish processes and infrastructures to effectively support quality.

Directions for completing the Center Planning and Goal Setting process rubric:

1. **How do you assess center progress toward meeting the goals of the center?** Circle all that apply.
   Note that we developed answer categories to understand the level of formality around center planning and goal setting, and to distinguish between strategic planning, quality improvement, and program evaluation:
   a. Discuss at meetings how the center is functioning overall, but not with specific goals in mind. *This category should be circled if planning discussions occur, but the center does not set goals. This reflects no intentionality in center planning and goal setting.*
   b. Hold regular meetings to reflect on center's progress toward meeting goals. *This category should be circled if planning discussions occur and goals are established, but the center does not track progress toward meeting the goals. This reflects low intentionality in center planning and goals setting.*
   c. Make decisions about allocating resources to pursue broad, strategic goals and tracking progress toward meeting these goals. (Strategic planning). *This category should be circled if the center has a formal process for establishing strategic plans for the center and making decisions about allocating resources to pursue the strategic plans. This reflects intentionality, in formal discussions, goals setting, and tracking.*
   d. Identify areas in need of improvement and specific actions for making improvements and tracking progress toward meeting these improvement goals. (Quality improvement). This includes Quality Improvement (QI) plans for QRIS. *This category should be circled if the center has a formal quality improvement process. This reflects intentionality in formal discussions, goals setting, and tracking*
   e. Overall evaluation of the center and the services it provides to children. *We included this category in case the respondent is more familiar with the term "Program Evaluation." This response category should be circled if the center has a formal process for program evaluation. This reflects intentionality in formal discussions, goals, and tracking.)*

2. **Who is involved in developing goals and reviewing progress toward meeting those goals?** Circle all that apply. Please circle the planning processes in which each stakeholder is involved: Strategic planning, Quality improvement, or Program evaluation, if applicable. Circle all that apply to each stakeholder.

3. **What types of goals are established?** Circle all that apply. WRITE IN other goals. WRITE IN priority goal(s).

4. **About how often does the center review progress toward meeting its goals?** Circle only one.

5. **a. What information or data do you review to determine if the center is making progress toward meeting the goals?** Circle all that apply.
   b. Is there any additional data or information that the center would like access to? Why would this data or information be beneficial? WRITE IN response to this question at the bottom of the rubric.

6. **After reviewing progress towards goals, what happens next?** Circle all that apply. WRITE IN other.

7. **How do you promote a shared understanding of the center's goals and expectations? WRITE IN** how the center promotes a shared understanding of the center's goals and expectations at the bottom of the rubric.

center						
CENTER PLANNING AND GOAL SETTING PROCESS						
1. How do you assess center progress toward meeting the goals of the center?	**2. Who is involved in developing goals and reviewing progress toward meeting those goals?**		**3. What types of goals are established?**	**4. About how often does the center review progress toward meeting its goals?**	**5a. What information or data do you review to determine if the center is making progress toward meeting the goals?**	**6. After reviewing progress toward goals, what happens next?**
Discuss at meetings or informal check-ins how the center is functioning overall, but not with specific goals in mind	No formal process		Recruiting or retaining staff	Do not review progress toward goals	Do not review information or data	No change (business as usual)
	Center leadership	Strategic planning			Anecdotal information collected from staff (ad hoc conversations and meetings)	
		Quality improvement	Training and staff development	As needed		Progress toward goals is communicated to teachers and staff
		Program evaluation	Changing the curriculum or improving its use			
Hold regular meetings to reflect on center's progress toward meeting goals	Leadership from larger organization	Strategic planning	Changing the assessment tool or improving its use	Annual review	Data collected from staff through surveys or during performance assessment	
		Quality improvement				
		Program evaluation				
Make decisions about allocating resources to pursue broad, strategic goals and tracking progress toward meeting these goals. (Strategic planning)	Board of directors	Strategic planning	Providing support to or engaging families	Bi-annual review (twice a year)	Anecdotal information collected from parents	Progress toward goals is communicated to parents and families
		Quality improvement	Increasing (or decreasing) enrollment	Quarterly review	Data collected from parents through surveys or a parent committee that meets at least monthly	
		Program evaluation	Upgrading facilities			
	Program leadership (such as HS director)	Strategic planning	Student performance		Data collection by the center to track goals (checklist or documentation)	
Identify areas in need of improvement and actions for making improvements and tracking progress toward meeting these improvement goals (Quality improvement) Includes QI plan for QRIS		Quality improvement	Parent satisfaction			
		Program evaluation	Licensing or accreditation requirements **WRITE IN** source of requirements:	Monthly review	Center's administrative records (finances, enrollment, staff retention)	Goals are revised and updated as necessary
	Teaching staff	Strategic planning				
		Quality improvement				
		Program evaluation	**WRITE IN** other:		Data collected for licensing, accreditation, or program requirements (State or District, ECERS, QRIS)	Action plans are created or revised to ensure goals are met
	Parents/ Families	Strategic planning				
		Quality improvement				
Overall evaluation of the center and the services it provides to children (Program evaluation)		Program evaluation			Student assessment data (diagnostic, progress, performance, or growth)	
	Community partners	Strategic planning				
		Quality improvement	**WRITE IN** priority goal(s):			**WRITE IN** other:
		Program evaluation			**WRITE IN** other below	
Goals or evaluation plan are documented	**WRITE IN** other:				**WRITE IN** below additional data or information desired	
5a. WRITE IN other data or information that the center reviews to determine progress toward goals:						
5b. WRITE IN Is there any additional data or information that the center would like access to? Why would this data or information be beneficial:						
7. WRITE IN how the center promotes a shared understanding of the center's goals and expectations:						

Directions for completing the Center Processes to Promote the Goals and Mission (i.e., Quality) rubric:

1. **Does the center have a mission? If yes, how does the center engage teaching staff in the mission?** Circle all that apply. **WRITE IN** other ways in which the center engages teaching staff in the mission.

2. **What concepts does the mission emphasize?** Circle all that apply. **WRITE IN** other concepts emphasized in the mission.

3. **How does communication occur in the center (between leadership and teaching staff) to promote the center's goals and mission?** Circle all that apply. **WRITE IN** at the bottom of the rubric, other ways in which communication occurs in the center to promote the center's goals and mission.

4. **What topics are on a typical staff meeting agenda?** Circle all that apply. **WRITE IN** other topics that are typically on the agenda. **WRITE IN** priority topic(s) or topics most often on the agenda.

5. **When do staff meetings occur?** Circle all that apply. **WRITE IN** other occurrences of staff meetings.

6. **What is the typical length of a staff meeting?** Circle one. **WRITE IN** other meeting length if necessary.

7. **What proportion of teaching staff typically attend staff meetings?** Circle one. **WRITE IN** why less than 75% of teaching staff attend staff meetings, if applicable.

8. **How are teaching staff involved in resolving issues that have negative effects on the center and the care it provides to children?** Circle all that apply. **WRITE IN** other ways in which teaching staff are involved in resolving issues that have negative effects on the center and the care it provides.

CENTER PROCESSES TO PROMOTE THE GOALS AND MISSION (i.e., QUALITY)								
CENTER'S MISSION		CENTER'S COMMUNICATION PROCESSES						
1. Does the center have a mission? If yes, how does the center engage teaching staff in the mission?	**2. What concepts does the mission emphasize?**	**3. How does communication occur in the center (between leadership and teaching staff) to promote the center's goals and mission?**	**4. What topics are on a typical staff meeting agenda?**	**5. When do staff meetings occur?**		**6. What is the typical length of a staff meeting?**	**7. What proportion of teaching staff typically attend staff meetings?**	**8. How are teaching staff involved in resolving day-to-day issues that have effects on the center and the care it provides to children?**
No mission statement	No mission statement	Infrequent, ad-hoc communication between teaching staff and center director	Center-wide activities and upcoming events (e.g., field trips)	As needed		As needed	Less than 25%	Teaching staff are expected to resolve issues as they arise in their classroom
The mission is posted in the center	Child development (includes school readiness)	Frequent, ad-hoc communication between teaching staff and center director		During the day, during naptime		15 minutes	Between 25% and 50%	
The mission is discussed with teaching staff during hiring and/or orientation			Highlights in the center or individual classrooms	During the day, before children arrive or after they leave	Unpaid	30 minutes	Between 50% and 75%	Teaching staff raise issues with the center director, as needed
					Paid	45 minutes		
Center leadership maintain consistent messaging about the mission on a regular basis (e.g., staff meetings, training)	Child-centered care	Annual performance review for teaching staff	Challenges in the center or individual classrooms	Evenings	Unpaid	1 hour	More than 75% of teaching staff, but not all	Teaching staff raise issues with the center director, during staff meetings
	Quality of care	Monthly meetings between classroom teaching teams and center leadership			Paid	WRITE IN other:		
Center leadership convey the mission through communication related to accreditation and licensing standards	Meeting the needs of families	Bi-weekly meetings between classroom teaching teams and center leadership	Curriculum and lesson planning	Saturdays	Unpaid		All teaching staff	Teaching staff raise issues during in-service days
	Family engagement		Enrollment		Paid		**WRITE IN** why less than 75% of teaching staff attend staff meetings, if applicable:	
Center leadership involve teaching staff in the development of the mission statement	Community engagement	Weekly meetings between classroom teaching teams and center leadership	The center's mission and goals	During the day, during planning time				Teaching staff are on committees that meet and debrief throughout the year
	School readiness							
WRITE IN other:	**WRITE IN** other:	Monthly staff meetings	**WRITE IN** other below	**WRITE IN** other:				**WRITE IN** other:
		Biweekly staff meetings	**WRITE IN** priority topic(s) or topics most often on the agenda:					
		Weekly staff meetings						
		WRITE IN other below						
3. WRITE IN other ways in which communication occurs in the center to promote the center's goals and mission:								
4. WRITE IN other topics that are on a typical staff meeting agenda:								

Directions for completing the Facilitators and Barriers to Center Planning and Goal Setting:

1. **How flexible is the center in changing policies and procedures or making improvements?** Circle one.

2. **What types of challenges does the center face in changing policies and procedures or making improvements? (What makes the center inflexible to change?)** Circle all that apply. WRITE IN other challenges at the bottom of the rubric.

3. **What types of facilitators make it possible for the center to change policies and procedures or making improvements?** Circle all that apply. WRITE IN other facilitators at the bottom of the rubric.

FACILITATORS AND BARRIERS TO CENTER PLANNING AND GOAL SETTING		
1. How flexible is the center in changing policies and procedures or making improvements?	**2. What types of challenges does the center face in changing policies and procedures or making improvements? (What makes the center inflexible to change?)**	**3. What types of facilitators make it possible for the center to change policies and procedures or make improvements?**
Not flexible	Difficult to get staff buy-in	The quality of the staff
Generally not flexible	Limited resources	Center leadership listen to staff
Somewhat not flexible	Limited space	Available resources
Somewhat flexible	Limited time	Good management of change
Generally flexible	The center is part of a larger organization that must approve change	The center director has independence to lead change
Very flexible	**WRITE IN** other below	**WRITE IN** other below
2. WRITE IN other challenges to change:		
3. WRITE IN other facilitators of change:		

Directions for completing the Center Oversight and Community Involvement rubric:

1. **Does the center have an oversight board (or board of directors or governing body)? If yes, how often does the board meet?** Circle one. **WRITE IN** other occurrences of the oversight board's meetings.

2. **What is the focus of the board's oversight of the center?** Circle all that apply. Circle if a community partner is a member of the board or not. **WRITE IN** other topics on which the oversight board focuses.

3. **How involved is the oversight board in the operation of the center?** Circle one.

4. **If the center is part of a larger organization, does the center director have a role within that larger organization?** Circle only one.

5. **Does the center have a parent policy council (or parent governing board)? If yes, how often does the council meet?** Circle one. **WRITE IN** other occurrences of the parent council's meetings. **WRITE IN** cross-memberships with the oversight board and the topics on which oversight is coordinated.

6. **What is the focus of the parent group's oversight of the center?** Circle all that apply.

7. **How involved is the parent council in the operation of the center?** Circle one.

8. **Does the center director have a role on community boards/councils?** Circle all that apply.

CENTER OVERSIGHT AND COMMUNITY INVOLVEMENT							
Center Oversight				Community Involvement			
1. Does the center have an oversight board? If yes, how often does the board meet?	**2. What is the focus of the board's oversight of the center?**	**3. How involved is the oversight board in the operation of the center?**	**4. If part of a larger organization, does the center director have a role within that larger organization?**	**5. Does the center have a parent policy council? If yes, how often does the council meet?**	**6. What is the focus of the parent council's oversight of the center?**	**7. How involved is the parent council in the operation of the center?**	**8. Does the center director have a role on community boards/councils?**
No oversight board	No oversight board	No oversight board	No larger organization	No parent council	No parent council	No parent council	No, the center director is not involved on community boards
As needed	Fulfilling the mission or the larger organization	Board provides oversight with little involvement in the operations of the center	No, the center director is not involved in the larger organization	As needed	Same as oversight board	Council provides oversight with little involvement in the operations of the center	
Less than annually	Strategic planning			Less than annually	Strategic planning		The center director attends community meetings, sponsored by private or government entities
					Staffing		
Annually	Staffing		The center director attends meetings, sponsored by the larger organization	Annually	Training		
					Enrollment		
					Licensing and compliance		
Quarterly	Training	Board is involved as necessary, depending on current issues		Quarterly	School readiness	Council is involved as necessary, depending on current issues	The center director is a member of a board sponsored by a local or state entity that is focused on early care and education
Bi-monthly	Enrollment			Bi-monthly	Financials		
Monthly	Licensing and compliance		The center director is a member of a board sponsored by a larger organization	Monthly	Grants and fundraising	Council is active in the center's operations and makes concrete contributions to the operations of the center	
WRITE IN other:	Policies and procedures	Board is active in the center's operations and makes concrete contributions to the operations of the center		**WRITE IN** other:	Teacher appreciation		
	School readiness				Parent education		Center director is on the board of other community service agencies or early care and education programs.
	Financials				Community involvement		
	Grants and fundraising				Health and safety		
	Community involvement / Community partners are not members of the board				**WRITE IN** other:		
	Community partners are members of the board				**WRITE IN** cross-memberships with the oversight board and the topics on which oversight is coordinated:		
	WRITE IN other:						

Observational Measures collects information about the timing, reason, type, and scores received from the most recent classroom observation.

Directions for completing the Observational Measures rubric:

1. **Has your center received a score from classroom observations conducted by an external entity?** If yes, proceed with the rest of the questions. If not, go to the next rubric.

2. **When was the most recent observation conducted? WRITE IN** month and year.

3. **For what reason or reasons was the observation conducted?** Mark all that apply. **WRITE IN** other responses.

4. **What type of observational measure(s) was used?** Mark all that apply.

5. **Did you receive a summary score for the center?**
    IF YES, ask:
    5a.   What is the summary score for the center? WRITE IN numerical value of the score (include decimals if applicable). For example, value could be 5.2 if on a scale of 1 to 7.

    IF NO, ask:
    5b.   Did you receive scores averaged by measure across classrooms, or for each individual classroom observed?

    5c.   What scores did you receive, by measure?

6. **WRITE IN** information provided voluntarily about the construction of scores or reason for not having a center-level score. (For example, some Head Start programs may not receive any scores for a particular location if scores are determined for the grantee as a whole.)

TIMING OF OBSERVATION	REASON FOR OBSERVATION	MEASURES AND ASSOCIATED SCORES RECEIVED			
2. When was the most recent observation conducted?	3. For what reason or reasons was the observation conducted?	4. What type of measure(s) was used?	5a. What is the summary score for the center?	5b. Did you receive scores averaged by measure across classrooms or for each individual classroom observed?	5c. What score(s) did you receive (by measure)?
WRITE IN month and year:	To determine a QRIS rating	Environment Rating Scales □ ITERS-R □ ECERS-R □ ECERS-3 □ SACERS □ SACERS - Updated	No summary score at the center level	Averaged across classrooms, by measure	Score(s) = Score(s) = Score(s) =
	To qualify for accreditation	Classroom Assessment Scoring System □ CLASS – Infant □ CLASS - Toddler □ CLASS - PreK	**WRITE IN** Score =	Provided for each classroom observed	Score(s) = Score(s) =
	To meet specific program standards (such as Head Start)	**WRITE IN** other:			Score(s) =
	WRITE IN other:				
6. **WRITE IN** additional information about receipt or construction of scores:					

Center Administration includes compliance with regulations, such as licensing and QRIS, Head Start program performance standards monitoring, and the accreditation process; fiscal management, marketing, and public relations; and facilities management and maintenance.

Directions for completing the Policies and Procedures rubric:

1. **Does your center have an employee handbook, or a document that includes human resources policies? (such as benefits or performance appraisal) If yes, how often is this information updated?** Circle only one, or **WRITE IN** other instances in which the [employee handbook] is updated.

2. **What information does the [employee handbook] include?** Circle all that apply. **WRITE IN** other information included in the [employee handbook].

3. **How is information in the [employee handbook] communicated to teaching staff?** Circle all that apply. **WRITE IN** other ways in which information in the [employee handbook] is communicated to teaching staff. If no [employee handbook] **WRITE IN** how this information is communicated to teaching staff.

4. **Does your center have an operating procedures manual, separate from the employee handbook? If yes, how often is this document updated?** Circle only one, or **WRITE IN** other instances in which the [operating procedures manual] is updated.

5. **What information does the [operating procedures manual] include?** Circle all that apply. **WRITE IN** other information included in the [operating procedures manual].

6. **How is information in the [operating procedures manual] communicated to teaching staff?** Circle all that apply. **WRITE IN** other ways in which information in the [operating procedures manual] is communicated to teaching staff. If no [operating procedures manual] **WRITE IN** how this information is communicated to teaching staff.

POLICIES AND PROCEDURES				
Documented Human Resources Policies Employee Handbook			Documented Human Resources Procedures Procedures Manual	
1. Does your center have an employee handbook, or a document that includes human resources policies? (such as benefits or performance appraisal) If yes, how often is this information updated?	**2. What information does the [employee handbook] include?**	**3. How is information in the [employee handbook] communicated to teaching staff?**	**4. Does your center have an operating procedures manual, separate from the employee handbook? If yes, how often is this document updated?**	**5. What information does the [operating procedures manual] include?**
No [employee handbook]	No [employee handbook]	No [employee handbook] **3a. WRITE IN** below how this information is communicated to staff	No [operating procedures manual]	No [operating procedures manual]
Yes, updated as needed	Expectations for staff (e.g., hours, conduct, supervision policies)	The [employee handbook] is given to staff at the time of hire.	Yes, updated as needed	Hours of operation
Yes, updated annually	Benefits for staff (e.g., health insurance, paid time off)	The [employee handbook] is reviewed with staff at the time of hire.	Yes, updated annually	Child to staff ratios and group size limits
Yes, **WRITE IN** other:	Policies or procedures for staff development and performance appraisal	Updates to the [employee handbook] are distributed to staff as they are made.	Yes, **WRITE IN** other:	Health and safety procedures
	Purpose or mission statement	Updates to the [employee handbook] are reviewed with staff as they are made.		Licensing requirements
	WRITE IN other:	The [employee handbook] is distributed to staff annually.		Other standards that the center must meet or follow
		The [employee handbook] is reviewed with staff annually.		**WRITE IN** other information included in the manual:
		3b. WRITE IN other below		
3a. WRITE IN how information about center policies is communicated to staff, in the absence of an [employee handbook]:				
3b. WRITE IN other ways in which the information in the [employee handbook] is communicated to staff:				

Directions for completing the Compliance with Requirements and Standards rubric:

1. **How are teaching staff 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 state prekindergarten program)?** Circle all that apply. **WRITE IN** other ways in which teaching staff are made aware of requirements and standards that the center must meet or follow.

2. **How does the center monitor compliance with requirements and standards that it must follow?** Circle all that apply. **WRITE IN** other ways in which the center monitors compliance with requirements and standards.

3. **How much of a concern is compliance with regulations and standards in the center?** Circle only one.

4. **How is monitoring compliance helpful to the center?** Circle only one. **WRITE IN** the requirements or standards that are least helpful to the center. **WRITE IN** the requirements or standards that are most helpful to the center.

5. **How much of the center's resources (staff time) were needed in the past year to monitor and maintain compliance with requirements and standards that the center must meet or follow?** Circle only one. **WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed, to monitor and maintain compliance with all requirements and standards.

6. **What types of technical assistance or support does the center director or leadership team receive?** Circle all that apply. **WRITE IN** other types of TA or support the center director or leadership team receives.

7. **If technical assistance is received, what entities provide program-level support?** Circle all that apply. **WRITE IN** other State or Federal QI initiatives in which the center participates. **WRITE IN** other TA entities that provide program-level support.
   a.   **WRITE IN** the approximate number of hours of program-level TA the center received in the past year:

COMPLIANCE WITH REGULATIONS AND STANDARDS
(including licensing, accreditation, Head Start, Pre-K funding, and QRIS, among others)

1. How are teaching staff made aware of requirements or standards that the center must follow?	2. How does the center monitor compliance with regulations and standards?	3. How much of a concern is compliance with regulations and standards in the center?	4. How is monitoring compliance helpful to the center?	5. How much of the center's resources (staff time) were needed in the past year to monitor and maintain compliance with regulations and standards?	6. What types of technical assistance or support does the center director or leadership team receive?	7. If technical assistance is received, what entities provide program-level support?
Requirements or standards are not reviewed with teaching staff	Teaching staff report concerns to center leadership	A major concern; it is difficult to meet many of the requirements and standards	Monitoring compliance is not helpful	A lot of time and more than the center would like	Support with compliance and regulations	Licensing entity
						Accrediting body
The center is exempt from licensing requirements (such as faith-based institutions or university programs)	Center leadership monitors informally (e.g., in the course of regular activities)	Somewhat of a concern; we struggle with meeting some requirements and standards	Monitoring compliance is somewhat helpful	Manageable	Support with managing enrollment or finances	State QRIS
						Other State or Federal QI initiative
Requirements or standards are detailed in the center's operating procedures manual which is given to or accessible to staff for reference	Center leadership monitors formally (e.g., using specified observations or checklists)	Not much of a concern; we are able to meet all requirements and standards	Monitoring compliance is very helpful	Minimal	Support with managing center operations	**WRITE IN** QI initiative:
						Local child care resource and referral agency (CCR&R)
Requirements or standards are reviewed with teaching staff as needed	Administrator from larger organization conducts regular compliance checks	Not a concern at all; we can readily meet all requirements and standards	**4a. WRITE IN** below the requirements/ standards that are least helpful to the center and why.	None	Support with leadership or board management	
Requirements or standards are reviewed with staff at the time of hire (during orientation)		**3a. WRITE IN** below the requirements/ standards that are the hardest to meet and why.				Local child care association or network
Requirements or standards are reviewed with staff annually	**WRITE IN** other:		**4b. WRITE IN** below the requirements/ standards that are most helpful to the center and why.	**WRITE IN** the approximate days of staff time needed per month, or if less than one day per month was needed:	**WRITE IN** other:	**WRITE IN** other:
Requirements or standards are reviewed with staff about quarterly		**3b. WRITE IN** below the requirements/standards that are the easiest to meet and why.				
Requirements or standards are regularly reviewed with staff during staff meetings					**7a. WRITE IN** the approximate number of hours of program-level TA the center received in the past year:	
WRITE IN other below						

1. WRITE IN other ways in which teaching staff are made aware of requirements or standards:

3a. WRITE IN the requirements/ standards that are the hardest to meet and why:

3b. WRITE IN the requirements/standards that are the easiest to meet and why:

4a. WRITE IN the requirements/ standards that are least helpful to the center and why:

4b. WRITE IN below the requirements/ standards that are most helpful to the center and why: