

A. CENTER RESOURCES						
VOLUNTEERS AND SPACE			SOURCES OF FINANCIAL SUPPORT		ACCOUNTING	
1. How often does your center make use of volunteers? <i>Select one</i>	2. Why do you make use of volunteers? <i>Select all that apply</i> <i>Write in other</i>	3. Would you hire additional staff if you did not have volunteer support? <i>Select one</i>	4. Does the center operate in space that is donated, subsidized, or not directly paid for by the center? <i>Select one</i> <i>Write in source</i>	5a. Confirm center is supported with funds from:	5b. Does your center receive funds from any of the other following sources? <i>Select all that apply</i> <i>Write in 2 largest sources</i>	6. Does your center use accounting software to track expenditures and manage finances? <i>Write in name</i>
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 (Child Care Development Fund)	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:						

B. STAFFING STRUCTURE PART 1								
1. List the job title for each type of staff position (currently working in the center at this location)	1a. How many staff serve in this position?	1b. What are the responsibilities of this position? <i>Select all that apply for each position</i>						1c. WRITE IN brief description, if necessary
		Administration		Direct supervision of teachers of children 0-5	Teacher in classroom with children 0-5	Provide operations support	Provide special services	
		Over center operations	Over educational program					
Drop down and write in		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	

B. STAFFING STRUCTURE PART 1								
1. List the job title for each type of staff position (currently working in the center at this location)	1a. How many staff serve in this position?	1b. What are the responsibilities of this position? <i>Select all that apply for each position</i>						1c. WRITE IN brief description, if necessary
		Administration		Direct supervision of teachers of children 0-5	Teacher in classroom with children 0-5	Provide operations support	Provide special services	
		Over center operations	Over educational program					
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	

C. STAFFING STRUCTURE PART 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				
Total number <i>Write in total number</i>	Job title	Number of lead teachers by ages of children in classroom <i>Write in number for each age category</i>		
		Infants	Toddlers	Preschoolers
2b. Assistant teachers				
Total number <i>Write in total number</i>	Job title	Number of assistant teachers by ages of children in classroom <i>Write in number for each age category</i>		
		Infants	Toddlers	Preschoolers
2c. Aides <input type="checkbox"/> None				
Total number	Job title			
2d. Floaters or consistent substitutes <input type="checkbox"/> None				
Total number	Job title			

D. STAFFING STRUCTURE PART 3		
Educational, child, and family services		
<i>Write in specific job titles or program units</i>		
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	

D. STAFFING STRUCTURE PART 3, cont.		
Support services		
Food	Yes	
	No	
Transportation	Yes	
	No	
Maintenance	Yes	
	No	
Other (specify)	Yes	
	No	

E. CHILD AND FAMILY SUPPORT

1. What types of services does the center support access to or provide? <i>Select all that apply</i> <i>Write in other Write in change</i>	2. For children in the center, is there a process for deciding if they need access to services? <i>Select one for each type</i>	3. Who decides that children or families need access to services? <i>Select all that apply</i>	4. How does the center help children and families access services?				5. How often does the center track receipt of services? <i>Select one for each type</i>	6. How does the center track if the service was (partially or fully) received? <i>Select all that apply</i>					
			4a. Does the center support access to services? <i>Select one for each service</i>	4b. Does the center provide services? <i>Select one for each type</i> <i>Write in proportion of children</i>									
Counseling services <ul style="list-style-type: none"> 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 provides 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	Trained specialist		Trained specialist	Varies across children and families	Paper-based tracking system
		Yes, formal (with screening)								Trained teacher		Once or twice	
										Trained specialist (on staff)			
	Administrator	Until the services are fully received				Electronic tracking system WRITE IN below							
Requirement WRITE IN Source:													
WRITE IN any substantial changes to counseling services:													
Social services <ul style="list-style-type: none"> 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 provides 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	Trained specialist		Trained specialist	Varies across children and families	Paper-based tracking system
		Yes, formal (with screening)								Trained teacher		Once or twice	
										Trained specialist (on staff)			
	Administrator	Until the services are fully received				Electronic tracking system WRITE IN below							
Requirement WRITE IN Source:													
WRITE IN substantial changes to social services:													

E. CHILD AND FAMILY SUPPORT													
1. What types of services does the center support access to or provide? <i>Select all that apply</i> <i>Write in other</i> <i>Write in change</i>	2. Does the center have a process for deciding if parents or families need access to services? <i>Select one for each type</i>	3. Who decides that parents or families need access to services? <i>Select all that apply</i>	4. How does the center help parents or families access services?				5. How often does the center track receipt of services? <i>Select one for each type</i>	6. How does the center track if the service was (partially or fully) received? <i>Select all that apply</i>					
			4a. Does the center Support access to services? <i>Select one for each type</i>		4b. Does the center provide services? <i>Select one for each type</i>								
Adult education programs <ul style="list-style-type: none"> • Parent education • Fatherhood programs • Job training • GED • ESL • Couples relationship programs • Other: 	No	Families	Center provides information to families about services (or refers parents or families to services, but does not make appointment)	Center refers parents and families to services and makes the appointment	Outside entity provides service	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		Trained teacher	Varies across children and families	Paper-based tracking system	
	Yes, formal (with screening)	Trained teacher							Center covers cost		Trained specialist	Once or twice	Electronic tracking system WRITE IN below
		Trained specialist (on staff)										Multiple times	
Administrator 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?: (yes or no)													

F. CHILD CHARACTERISTICS		
1. Approximately how many children (ages 0-5) with special needs does your center serve? <i>Select one</i> <i>Write in approximate number/proportion (estimation guidelines)</i>	2. Approximately how many children (ages 0-5) enrolled in your center have an IEP/IFSP? <i>Select one</i> <i>Write in approximate number (estimation guidelines)</i>	3. Approximately how many children (ages 0-5) enrolled in your center speak a language other than English at home? <i>Select one</i> <i>Write in approximate number (estimation guidelines)</i>
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:

G. 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?		2. What type of curriculum is used? <i>Select all that apply</i> <i>Write in below</i>	3. How long has curriculum been used? <i>Select one for each type</i>	4. How was curriculum selected? <i>Select all that apply</i>	5. What other resources are provided to teachers to support instructional planning? <i>Select all that apply</i> <i>Write in other</i>	6. How long has resource been used? <i>Select one for each resource</i>	
1a. Child standards (such as State early learning guidelines) <i>Select one</i>	1b. Program standards (such as QRIS standards) <i>Select one</i>						
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	0-2 years	Selected or developed based on alignment with center philosophy or goals	Resource books	0-2 years	
			3-5 years			3-5 years	
			> 5 years			> 5 years	
Specifically follow standards	Specifically follow standards	Center developed WRITE IN name of curriculum below	0-2 years	Selected or developed to meet certain program requirements or standards	Other resources, paper or online	0-2 years	
			3-5 years			3-5 years	
			> 5 years			> 5 years	
		State developed WRITE IN name of curriculum below	0-2 years	Selected based on evidence of effectiveness	Center-developed activities	0-2 years	
			3-5 years			3-5 years	
			> 5 years			> 5 years	
					Child portfolios	0-2 years	
						3-5 years	3-5 years
						> 5 years	> 5 years
					Information from peers	0-2 years	
						3-5 years	3-5 years
						> 5 years	> 5 years
					Tools from coaches	0-2 years	
						3-5 years	3-5 years
						> 5 years	> 5 years
					Materials from professional development sessions	0-2 years	
						3-5 years	3-5 years
						> 5 years	> 5 years
					Other resources WRITE IN below	0-2 years	
						3-5 years	3-5 years
						> 5 years	> 5 years
WRITE IN name of the curriculum used:							
WRITE IN other resources provided to teachers to support instructional planning:							

H. CURRICULUM TRAINING					
1. Who is trained on the curriculum? <i>Select all that apply</i> <i>Write in proportions</i> <i>Write in others</i>	2. How are center directors or program administrators trained on the curriculum? <i>Select all that apply</i>	3. Over the course of a year, about how much time do center directors and/or program administrators spend in curriculum training? <i>Select one</i>	4. How are teaching staff trained on the curriculum? <i>Select all that apply</i> <i>Write in other</i>	5. Over the course of a year, about how much time do teaching staff (lead and aide and assistant teachers) spend in curriculum training? <i>Select one</i>	6. How often are teaching staff trained on the curriculum? <i>Select all that apply</i>
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/ assistant 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
All assistant teachers			By program director, education specialist, or center director through one-on-one training		As needed
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:		

I. INSTRUCTIONAL COORDINATION				
1. Which staff get paid planning time? <i>Select all that apply</i>	2. How much paid planning time do teaching staff have? <i>Select one</i> <i>Write in other</i>	3. Which staff work together to plan or coordinate instruction? <i>Select all that apply</i> <i>Write in other formations</i>	4. (When teaching staff plan instruction) on what topics do they coordinate? <i>Select all that apply</i> <i>Write in other</i>	5. What is the format of meetings that facilitate planning and coordination? <i>Select all that apply</i>
No paid time or coverage	None	No planning and coordination	No planning and coordination	No planning and coordination meetings
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	WRITE IN other below	
Center directors/ Assistant director		WRITE IN other formations 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:				

J. 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? <i>Select one</i> <i>Write in the name of tool</i>		2. How long has the screening/diagnostic tool been used in the center? <i>Select one</i>	3. Who administers the screening/diagnostic tool in the center? <i>Select all that apply</i>	4. How often is the screening/diagnostic tool administered in the center? <i>Select one</i>	5. How was the screening/diagnostic tool selected? <i>Select all that apply</i> <i>Write in other</i>	6. Who uses the information from the screening/diagnosis to individualize instruction in the classroom? <i>Select all that apply</i>	
No screening (go to 6 →)						Not used	
No screening done by center staff but screening is provided by non-center staff	No cost to center					Used for further assessment	Paid for by center
	Center pays for screening to be done by non-center staff (on- or off-site)					Not paid for by center	
		Used to guide instruction, such as individualizing instruction					
Yes. Screen on site WRITE IN the tool(s):	Center-developed	0-2 years	Classroom teacher (untrained)	Once a year	Based on ease of use/ experience with tool	Used by a specialist not paid for by the center	
		3-5 years		2 – 4 times per year			
		> 5 years	Classroom teacher (trained)	Based on connection to selected curriculum			
	Commercial	0-2 years	Administrator or specialist on staff (untrained)	Monthly	Based on evidence of effectiveness	Used by a teacher	
		3-5 years	Administrator or specialist on staff (trained)	WRITE IN other	Based on State or QRIS standards		
		> 5 years	Outside specialist (not paid for by the center)		WRITE IN other		
			Outside specialist (paid for by the center)				

K. 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) <i>Select one</i> <i>Write in name of tool</i>	2. How long has the assessment tool been used in the center? <i>Select one</i>	3. Who administers the assessment tool in the center? <i>Select all that apply</i>	4. How often is the assessment tool used in the center? <i>Select one</i>	5. How was the assessment tool selected? <i>Select all that apply</i>	6. How does the center track children's learning needs? <i>Select one</i>				
No assessment (go to Q6 →)					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)				
Yes. Assess on site WRITE IN the tool(s):	Center-developed	0-2 years	Classroom teacher or aide	Less than quarterly	Selected based on ease of use/ experience with tool				
		3-5 years	Administrator or on staff specialist	About quarterly					
		> 5 years	Outside specialist (paid for by the center)	About monthly					
	Commercial	0-2 years	Outside specialist (not paid for by the center)	At least weekly	Selected based on evidence of effectiveness				
		3-5 years							
		> 5 years							

L. 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 (performance) during classroom activities on an ongoing basis? <i>Select one frequency Write in tool</i>		2. How long has the measurement tool been used? <i>Select one for each tool</i>		3. How was the measurement tool selected? <i>Select all that apply</i>		4. How do teachers use measurement information on development and learning to guide instruction? <i>Select all that apply</i>		5. How does the center track the child's instructional assessments? <i>Select one</i>		6. Does the center measure and track child progress or summarize developmental growth overtime? <i>Select one frequency Write in tool</i>		7. How long has the measurement tool been used? <i>Select one for each tool</i>		8. How was the measurement tool selected? <i>Select all that apply</i>		9. How does the center use information about children's progress? <i>Select all that apply</i>		10. How does the center track the child's developmental assessments? <i>Select one</i>	
No				Do not use		Not tracked		No				Does not use		Not tracked					
Yes < once per week	Center-developed		0-2 years	Based on ease of use/ experience with tool	In whole class instruction With no supports	Paper-based tracking system	Yes Once per year	Center-developed		0-2 years	Based on ease of use/experience with tool	To inform classroom instruction	Paper-based tracking system						
			3-5 years							3-5 years									
			> 5 years							> 5 years									
	WRITE IN tool below	Commercial	Cost to center	0-2 years	Based on connection to selected curriculum	In whole class instruction With supports (professional development coaching, peer collaboration, tracking systems).		Electronic tracking system	WRITE IN tool below	Commercial	Cost to center	0-2 years	Based on connection to selected curriculum	To compare to national trends	Electronic tracking system				
No cost to center			3-5 years	3-5 years															
> 5 years			> 5 years	> 5 years															
			Based on evidence of effectiveness (evidence-based practice)				Based on evidence of effectiveness				To set and track center goals								
Yes ≥ once per week	Center-developed		0-2 years	Based on requirement. WRITE IN requirement	In individual instruction to children With no supports	WRITE IN tool below	Commercial		Cost to center	0-2 years	Based on conventional best practice (no evidence)	To identify training priorities							
			3-5 years						3-5 years										
			> 5 years						> 5 years										
	WRITE IN tool below	Commercial	Cost to center	0-2 years	Based on conventional best practice (no evidence)		In individual instruction to children With supports (professional development, coaching, peer	Yes > once per year	Center-developed		0-2 years	Based on requirement. WRITE IN requirement	To identify training priorities						
3-5 years			3-5 years																
> 5 years			> 5 years																
			No cost to center	0-2 years					Commercial	Cost to center	0-2 years								
								3-5 years											

					collaboration, tracking systems)		WRITE IN tool below		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:						

M. TRAINING ON ASSESSMENT TOOL

1. Who is trained on the assessment tool? <i>Select all that apply</i> <i>Write in who is trained (approximate proportion)</i>	2. How are center directors or program administrators trained on the assessment tool? <i>Select all that apply</i> <i>Write in other</i>	3. Over the course of a year, about how much time do center directors and/or program administrators spend in assessment tool training? <i>Select one</i>	4. How are teaching staff trained on the assessment tool? <i>Select all that apply</i> <i>Write in other</i>	5. Over the course of a year, about how much time do teaching staff (lead and aide and assistant teachers) spend in assessment training? <i>Select one</i>	6. How often are teaching staff trained on the assessment tool? <i>Select all that apply</i>
No assessment tool Center director/ Assistant director	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
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
All assistant teachers			By program director, education specialist, or center director through one-on-one training		As needed
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:		

N. CHILD ASSESSMENT FOR PROVIDING INFORMATION TO FAMILIES															
1. How does the center provide information to parents on developmental and instructional assessments? <i>Select all that apply, frequency, and formality</i>											2. If the center schedules parent-teacher conferences, when and for how long are they usually scheduled? <i>Select all that apply</i>				
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				
	At least once per month	Informal		At least once per month	Informal		At least once per month	Informal		At least once per month	Informal	At least once per month	More than once a year	Informal	Monthly for 1/2 hour
		Formal			Formal			Formal			Formal			Formal	Monthly for 1 hour
	At least once per week	Informal		At least once per week	Informal		At least once per week	Informal		At least once per week	Informal	At least once per week	More than once a year	Formal	Quarterly for 1/2 hour
		Formal			Formal			Formal			Formal			Formal	Quarterly for 1 hour
												Twice a year for 1/2 hour			
												Twice a year for 1 hour			
												Once a year for 1/2 hour			
												Once a year for 1 hour			
												WRITE IN other below			
	2. WRITE IN other occurrences of parent-teacher conferences:														

O. 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? <i>Select one for each group of children If targets lower than standards, write in standards</i>			2. Does the center have enough teaching staff to accommodate the teacher/child ratio targets? <i>Select one for each group of children If targets lower than standards, write in standards</i>			3. Do the classrooms have adequate equipment to support caregiving? <i>Select one</i>	4. Do the classrooms have adequate materials to support instruction? <i>Select one</i>	5. Does the center have an adequate outdoor play area? <i>Select one</i>	6. Does your center currently have facility acquisition, construction or renovation needs? <i>Select all that apply</i>
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	Meet lower targets than licensing based on other standards	Meet lower targets than licensing based on other standards	Meet lower targets than licensing based on other standards	Meet lower targets than licensing based on other standards	Meet lower targets than licensing based on other standards	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)
(WRITE IN standards below)	(WRITE IN standards below)	(WRITE IN standards below)	(WRITE IN standards below)	(WRITE IN standards below)	(WRITE IN standards below)	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:									

P. STAFFING								
Qualifications							Additional Support	
1. What informs the qualifications you look for when hiring staff?		Qualifications	Staff in Classroom <i>Write in approximate proportion</i>		Staff Not in Classroom <i>Write in approximate proportion</i>		6. Does center have access to staff who support instruction? <i>Select all that apply</i>	6a. The cost of the support is covered by: <i>Select one for each</i>
1a. Staff in Classroom (teachers) <i>Select all that apply Write in other Write in most important</i>	1b. Staff not in Classroom (specialists and directors) <i>Select all that apply Write in other Write in most important</i>		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?		
None	None	Education	High school degree	High school degree	High school degree	High school degree	Disability specialist	No cost to center
Licensing standards	Licensing standards		Associate's degree	Associate's degree	Associate's degree	Associate's degree		Center
Background, training, or staff performance assessments	Background, training, or staff performance assessments		Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree		Sponsoring org.
Specialized coursework	Specialized coursework		Master's degree or higher	Master's degree or higher	Master's degree or higher	Master's degree or higher	Health or nutrition	No cost to center
Standards set by sponsoring organization	Standards set by sponsoring organization		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
Standards set by funding sources	Standards set by funding sources	Certification	No	No	No	No	Art, music, dance or physical education	No cost to center
Standards set by QRIS	Standards set by QRIS		Yes	Yes	Yes	Yes		Sponsoring org.
Standards set by local, state, or national accrediting entity	Standards set by local, state, or national accrediting entity	Experience	None	None	None	None	Social emotional or behavior management	No cost to center
WRITE IN most important:	WRITE IN most important:		1-2 years	1-2 years	1-2 years	1-2 years		Center
			More than 2 years	More than 2 years	More than 2 years	More than 2 years		Sponsoring organization
			2a. What is the overall ability to meet targeted staff qualifications for lead teachers? <i>Circle one</i>	3a. What is the overall ability to meet targeted staff qualifications for other teachers? <i>Circle one</i>	4a. What is the overall ability to meet targeted qualifications for this position? <i>Circle one</i>	5a. What is the overall ability to meet targeted qualifications for the center director? <i>Circle one</i>	Literacy or Math	No cost to center
			Struggling	Struggling	Struggling	Struggling		Center
			Nearly meet	Nearly meet	Nearly meet	Nearly meet	WRITE IN other experts below	No cost to center
			Meet in full	Meet in full	Meet in full	Meet in full		Center
			Exceeding	Exceeding	Exceeding	Exceeding		Sponsoring org.

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:

Q. 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? <i>Write in number</i>	2. In the past two years, which type of teaching staff has been more difficult to retain? <i>Select one Write in if other</i>	3. When turnover occurs among teaching staff, how does it affect the daily operations of the center? <i>Select one or two</i>	4. What are the main factors that influence teaching staff to stay at the center?		5. What are the main factors that influence teaching 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? <i>Select one</i>
			a. Lead teachers <i>Select all that apply Write in if other & most important</i>	b. Assistant teachers or aides <i>Select all that apply Write in if other & most important</i>	a. Lead teachers <i>Select all that apply Write in if other & most important</i>	b. Assistant teachers or aides <i>Select all that apply Write in if other & most important</i>	
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:	Floater/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/assistant director		Floater/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:							

R. 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? <i>Select all that apply</i> <i>Write in other</i>	3. Who is involved in interviewing potential teacher candidates? <i>Select all that apply</i> <i>Write in other</i>	4. What activities occur during the interview process?		5. Who is involved in making the final hiring decision for teacher candidates? <i>Select all that apply</i> <i>Write in other</i>	6. Is the interview process standard for all candidates?	
1a. Formal <i>Select all that apply</i> <i>Write in other</i> <i>Write in most used</i>	1b. Informal <i>Select all that apply</i> <i>Write in other</i> <i>Write in most used</i>			4a. For lead teacher candidates <i>Select all that apply</i> <i>Write in other</i>	4b. For assistant teacher candidates <i>Select all that apply</i> <i>Write in other</i>		6a. For lead teacher candidates? <i>Select all that apply</i>	6b. For assistant teacher candidates? <i>Select all that apply</i>
Post job description on center's website	Post job description on Facebook	Center leadership	Center leadership	Discuss what quality education and care means with candidates	Discuss what quality education and care means with candidates	Center leadership Teaching staff at the center	Standard process for all candidates	Standard process for all candidates
Post job description on employment website (e.g., Craigslist, Indeed)	Post fliers locally Hiring from within the center	Teaching staff at the center	Teaching staff at the center	Discuss candidate's approach to teamwork Discuss scenarios of classroom situations with candidates	Discuss candidate's approach to teamwork Discuss scenarios of classroom situations with candidates	Staff from sponsoring org. (such as human resources)	Varies based on candidate's experience	Varies based on candidate's experience
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			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			
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 other activities below	WRITE IN other activities below			
WRITE IN which method was used most frequently in the past year:								
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:								

S. 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? <i>Select one</i> <i>Write in other</i>
1a. Lead teachers <i>Select one</i> <i>Write in days/month</i>	1a. Assistant teachers <i>Select one</i> <i>Write in days/month</i>	2a. Lead teachers <i>Select one</i> <i>Write in days/month</i>	2a. Assistant teachers <i>Select one</i> <i>Write in days/month</i>	3a. Lead teachers <i>Select one</i>	3b. Assistant teachers <i>Select one</i>	
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:			

T. 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? <i>Select all that apply</i> <i>Write in source of requirement, measure, or other criteria</i> <i>Write in highest priority</i>		3. Who determines the training and professional development needs of teaching staff? <i>Select one</i> <i>Write in source of requirement</i>		5. How does the center develop, maintain, and track training and professional development for individual teachers? <i>Select all that apply</i> <i>Write in other</i>		
2. What are center's priorities for training and professional development of teaching staff? <i>Select all that apply</i> <i>Write in source of requirements</i> <i>Write in highest priority</i>		4. How do staff contribute to determining their individual training and professional development needs? <i>Select all that apply</i> <i>Write in other below</i>		6. How does the center determine whether training meets center goals and staff needs? <i>Select all that apply</i>		
No priorities		No needs determined		No individual plans	Not determined	
Based on parent feedback or community needs		Center leadership or parent company (top-down)		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 on method/approach/pedagogy		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)		Training to meet the needs of individual children	Individual staff training plans established by State standards or State licensing requirements			
Based on meeting requirements WRITE IN source of requirement:		Training to meet requirements (such as Head Start or licensing requirements) WRITE IN source of requirements:	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:		Training that includes ECE credits			Center annual plan	
WRITE IN other below		WRITE IN the highest priority:		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:						

U. PROVIDING TRAINING AND PROFESSIONAL DEVELOPMENT TO TEACHING STAFF					
1. Does the center provide training for teaching staff? <i>Select one</i>	2. How often is training provided by the center? <i>Select all that apply</i> <i>Write in other</i> <i>Write in number of training hours</i>	3. Do all teaching staff attend the training provided by the center? <i>Select all that apply</i>	4. How is training provided and paid for by the center? <i>Select all that apply</i>	5. Who conducts the training provided by the center? <i>Select all that apply</i> <i>Write in entities that cover costs</i>	6. What activities are conducted after training? <i>Select all that apply</i>
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, teachers attend PD based on individual teacher needs	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
		No, only lead teachers attend			
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
				External experts or specialists provided at no cost to the center	Observations to assess adoption of skills or practices 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,	WRITE IN below the entities that cover the cost and the proportion of training covered by each entity	Coaching or mentoring to support ongoing skill development
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,		
Some training is provided to assist staff in acquiring credentials		WRITE IN the approximate number of training hours provided by the center per year:		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:					

5. **WRITE IN** below the entities that cover the cost and the proportion of training covered by each entity:

V. SUPPORT FOR TRAINING AND PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF			
1. How are staff informed of additional training opportunities? <i>Select all that apply</i> <i>Write in other</i>	2. In the past year, what assistance did the center provide to support additional training or education? <i>Select all that apply</i>	3. Does the center pay staff for time spent in training? <i>Select one</i> <i>Write in amount of time</i>	4. Does the center provide coverage when staff attend training during work hours? <i>Select one</i>
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			

W. 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? <i>Select all that apply</i> <i>Write in other goals</i> <i>Write in primary goal</i>	2. Who conducts the classroom observations? <i>Select all that apply to each goal identified in Q1</i>	3a. How often are classroom observations conducted for an individual classroom/teacher? <i>Select all that apply</i> <i>Write in goal to which frequency applies</i>		4. Is a tool used to conduct observations? <i>Select all that apply</i> <i>Write in tool</i>	5. What follow-up activities are conducted after an observation? <i>Select all that apply</i> <i>Write in other</i>	6. Do teaching staff visit other classrooms to observe practice? <i>If yes, where?</i> <i>Select all that apply</i> <i>Write in hours</i>	7. What happened after teaching staff observation other classrooms? <i>Select all that apply</i> <i>Write in follow-up activities</i>		
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/assistant 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:		Center-developed tool	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:							
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		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:		
WRITE IN primary goal(s) of observation(s):			No.					WRITE IN the approximate number of hours of classroom observation per year provided by the center:	WRITE IN reason for variation below
1. WRITE IN other goals of classroom observations:									
3b. WRITE IN reason for variation in the frequency of observations across classrooms/teachers:									

X. PROVIDING INDIVIDUALIZED COACHING TO CLASSROOM STAFF TO SUPPORT IMPROVING SKILLS IN WORKING WITH CHILDREN						
1. Does the center provide individualized coaching to staff? <i>Probe using definition of coaching above</i> Select one Write in below	2. What is the focus of individualized coaching? Select all that apply	3. Who provides the individualized coaching? Select all that apply Write in others	4. How often is individualized coaching provided by the center? Select one Three write ins below	5. What activities occur as part of individualized coaching? Select all that apply Write in other activities	6. How does the center develop and maintain coaching plans for individual teachers? Select all that apply	7. How does the center determine whether coaching meets center goals and staff needs? Select all that apply
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: ○ staff who receive coaching ○ why those staff receive coaching ○ 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/assistant director	Weekly WRITE IN requirement:	The center’s training priorities are assessed and adjusted, if necessary	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:	Staff participate in behavioral rehearsals to practice new skills	The plan is developed and maintained by the coach (or education specialist or program director)	Observations, formal
	Implementing curriculum		Quarterly WRITE IN requirement:	Staff are observed using new skills in the classroom setting Staff observe the coach modeling 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 ○ 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 required to meet a specific goal or benchmark indicating skill or knowledge acquisition	The plan is developed and maintained by the center director	Staff performance reviews
	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:	WRITE IN other:	The plan is aligned with the teacher’s performance review WRITE IN other ways the center develops and maintains coaching plans:	WRITE IN other:
	WRITE IN primary focus:	WRITE IN other:				
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:						

Y. 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? <i>Select all that apply</i> <i>Write in other expectations</i>	2. How does the center typically set individual performance goals for teaching staff? <i>Select all that apply</i> <i>Write in other</i>	3. How are individual performance goals determined for teaching staff? <i>Select all that apply</i> <i>Write in other</i>	4. How does the center monitor and evaluate teaching staff performance? <i>Select all that apply</i> <i>Write in other</i>	5. Does the center have a standardized process for monitoring and evaluating the performance of teaching staff? <i>Select one</i> <i>Write in amount of time</i>	6. How are teaching staff recognized or rewarded for strong performance? <i>Select all that apply</i> <i>Write in other</i>	7. Who has input into teaching staff performance? <i>Select all that apply</i> <i>Write in other</i>
Licensing and accreditation requirements (State, City, QRIS) WRITE IN source of requirements:	No individual performance goals	Based on a deficiency in performance, based on job expectations	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/assistant director
Program requirements (HS, Pre-K) WRITE IN source of requirements:	Professional development	Based on a need for training for professional development in a new area or center-identified need (not based on job expectations)	Meet with staff annually to set performance goals for the year	experience	Formally (e.g., recognition during staff meetings or in newsletter)	Supervisor
Personnel competencies (NAEYC/DEC). WRITE IN source of requirements:	Classroom instruction or care	Based on interactions with children	Meet with staff during the year to review progress toward performance goals			
Implementing a curriculum				Classroom instruction or care relating to other staff or parents)	Based on interactions with peers	Observe staff in the classroom and provide feedback
Screening and assessment	Varies by teacher	Based on goals identified by the teacher	Provide informal feedback as needed	Identified needs or deficiencies	Bonus or raise	Coach (if other than supervisor)
Classroom environment			Observe staff in the classroom and provide feedback			
Health and safety standards			Provide informal feedback as needed	Performance evaluation varies throughout the year, but the annual reviews are standardized	WRITE IN the approximate amount of time for each teacher annual review (includes documentation and meeting):	
Positive interactions with children			Receive staff self-assessments			Yes, performance evaluation is standardized for all teachers
Positive interactions with families	WRITE IN other:	WRITE IN other:				
Planning lessons and activities			WRITE IN other:			
Areas of child development (physical, language, cognitive, social-emotional)	WRITE IN other:	WRITE IN other:				
Documentation and record keeping			WRITE IN other:			
Supervision (lead teachers)	WRITE IN other:	WRITE IN other:				
WRITE IN other:			WRITE IN other:	WRITE IN other:		

					WRITE IN approximate amount of time for evaluation of each teacher per year:		
--	--	--	--	--	---	--	--

Z. CENTER PLANNING AND GOAL SETTING PROCESS						
1. How do you assess center progress toward meeting the goals of the center? <i>Ask open-ended, then select all that apply</i>	2. Who is involved in developing goals and reviewing progress toward meeting those goals? <i>Select all that apply and planning processes, if applicable</i>		3. What types of goals are established? <i>Select all that apply</i> <i>Write in other goals</i> <i>Write in priority goal(s)</i>	4. About how often does the center review progress toward meeting its goals? <i>Select one</i>	5a. What information or data do you review to determine if the center is making progress toward meeting the goals? <i>Select all that apply</i> <i>Write in below</i>	6. After reviewing progress toward goals, what happens next? <i>Select all that apply</i> <i>Q7 below</i>
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 Anecdotal information collected from staff (ad hoc conversations and meetings)	No change (business as usual)
	Center leadership	Strategic planning	Training and staff development	As needed		
		Quality improvement	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	Progress toward goals is communicated to teachers and staff
		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		
		Program evaluation	Upgrading facilities			
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	Program leadership (such as HS director)	Strategic planning	Student performance	Monthly review	Data collection by the center to track goals (checklist or documentation)	Goals are revised and updated as necessary
		Quality improvement	Parent satisfaction			
	Program evaluation	Licensing or accreditation requirements				
Overall evaluation of the center and the services it provides to children (Program evaluation)	Teaching staff	Strategic planning	WRITE IN source of requirements: WRITE IN other:		Center's administrative records (finances, enrollment, staff retention)	Action plans are created or revised to ensure goals are met
		Quality improvement				
		Program evaluation				
Goals or evaluation plan are documented	Parents/ Families	Strategic planning	WRITE IN priority goal(s):		Data collected for licensing, accreditation, or program requirements (State or District, ECERS, QRIS)	Student assessment data (diagnostic, progress, performance, or growth)
		Quality improvement				
		Program evaluation				
Community partners	Community partners	Strategic planning	WRITE IN other below		WRITE IN below additional data or information desired	WRITE IN other:
		Quality improvement				
		Program evaluation				
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:

AA. 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? <i>Select all that apply Write in other</i>	2. What concepts does the mission emphasize? <i>Select all that apply Write in other</i>	3. How does communication occur in the center (between leadership and teaching staff) to promote the center's goals and mission? <i>Select all that apply Write in other</i>	4. What topics are on a typical staff meeting agenda? <i>Select all that apply Write in other topics Write in priority topics</i>	5. When do staff meetings occur? <i>Select all that apply Write in other</i>		6. What is the typical length of a staff meeting? <i>Select one Write in other</i>	7. What proportion of teaching staff typically attend staff meetings? <i>Select one Write in why</i>	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? <i>Select all that apply Write in other</i>
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			During the day, during naptime		15 minutes		
The mission is discussed with teaching staff during hiring and/or orientation	(includes school readiness)	Frequent, ad-hoc communication between teaching staff and center director	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			
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			WRITE IN why less than 75% of teaching staff attend staff meetings, if applicable:	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					
		Weekly staff meetings	topic(s) or topics most					
		WRITE IN other below	often on the agenda:					
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:								

AB. FACILITATORS AND BARRIERS TO CENTER PLANNING AND GOAL SETTING		
1. How flexible is the center in changing policies and procedures or making improvements? <i>Select one</i>	2. What types of challenges does the center face in changing policies and procedures or making improvements? (What makes the center inflexible to change?) <i>Select all that apply</i> <i>Write in other challenges</i>	3. What types of facilitators make it possible for the center to change policies and procedures or make improvements? <i>Select all that apply</i> <i>Write in other facilitators</i>
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:		

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

AD. POLICIES AND PROCEDURES					
Documented Human Resources Policies Employee Handbook			Documented Human Resources Procedures Procedures Manual		
<p>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? <i>Select one, or Write in other</i></p>	<p>2. What information does the [employee handbook] include? <i>Select all that apply Write in other</i></p>	<p>3. How is information in the [employee handbook] communicated to teaching staff? <i>Select all that apply Write in other Write in method of communication</i></p>	<p>4. Does your center have an operating procedures manual, separate from the employee handbook? If yes, how often is this document updated? <i>Select one, or Write in other</i></p>	<p>5. What information does the [operating procedures manual] include? <i>Select all that apply Write in other</i></p>	<p>6. How is information in the [operating procedures manual] communicated to teaching staff? <i>Select all that apply Write in other Write in method of communication</i></p>
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]	No [operating procedures manual] 6a. WRITE IN below how this information is communicated to staff
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	The [operating procedures manual] is given to staff at the time of hire.
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	The [operating procedures manual] is reviewed with staff at the time of hire.
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	Updates to the [operating procedures manual] are distributed to staff as they are made.
	Purpose or mission statement	Updates to the [employee handbook] are reviewed with staff as they are made.		Licensing requirements	Updates to the [operating procedures manual] are reviewed with staff as they are made.
	WRITE IN other:	The [employee handbook] is distributed to staff annually.		Other standards that the center must meet or follow	The [operating procedures manual] is distributed to staff annually.
		The [employee handbook] is reviewed with staff annually.		WRITE IN other information included in the manual:	The [operating procedures manual] is reviewed with staff annually.
		3b. WRITE IN other below			6b. 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:					
6a. WRITE IN how information about center policies is communicated to staff, in the absence of an [operating procedures manual]:					
3b. WRITE IN other ways in which the information in the [operating procedures manual] is communicated to staff:					

AE. 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? <i>Select all that apply</i> <i>Write in other</i>	2. How does the center monitor compliance with regulations and standards? <i>Select all that apply</i> <i>Write in other</i>	3. How much of a concern is compliance with regulations and standards in the center? <i>Select one</i>	4. How is monitoring compliance helpful to the center? <i>Select one</i> <i>Write in least and most helpful reqs</i>	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? <i>Select one</i> <i>Write in number of days</i>	6. What types of technical assistance or support does the center director or leadership team receive? <i>Select all that apply</i> <i>Write in other</i>	7. If technical assistance is received, what entities provide program-level support? <i>Select all that apply</i> <i>Write in other</i> <i>Write in number of hours</i>
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 WRITE IN QI initiative: Local child care resource and referral agency (CCR&R)
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	Local child care association or network
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	Local child care association or network
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.				
Requirements or standards are reviewed with staff annually	WRITE IN other:	3b. WRITE IN below the requirements/standards that are the easiest to meet and why.	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:	7a. WRITE IN the approximate number of hours of program-level TA the center received in the past year:
Requirements or standards are reviewed with staff about quarterly						
Requirements or standards are regularly reviewed with staff during staff meetings						
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: