



**Center Director Survey**  
***OMB Draft***

*May 15, 2017*

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

This collection of information will be used to describe the characteristics of children and families served by Early Head Start, and the characteristics and features of programs and staff that serve them. Your participation in the study is voluntary. Please be assured that all information you provide will be kept private to the extent permitted by law. The survey will take about 20 minutes to complete.

## SECTION A: CENTER CHARACTERISTICS/INPUTS

To begin, we would like to ask some questions about the characteristics of your center. Throughout this survey we want you to focus only on Early Head Start and the staff working with EHS infants and toddlers and their families. We also ask that you exclude home visitors that may work out of your center. We will be asking program directors about all home visiting staff and services in their interview.

Source: Baby FACES 2009

**A1. How many Early Head Start staff do you have in each of the following job roles at your center?**

	Number of EHS staff
In infant and toddler classrooms	
a. Lead teachers	<input style="width: 80px; height: 20px;" type="text"/>
b. Assistant Teachers	<input style="width: 80px; height: 20px;" type="text"/>
c. Classroom Aides	<input style="width: 80px; height: 20px;" type="text"/>
d. Classroom volunteers	<input style="width: 80px; height: 20px;" type="text"/>

Source: New item

**A2. Not all states require EHS programs to be licensed. Can you tell me if your center is licensed to operate as a child care center or not, or if it is exempt from licensing.**

- Yes, licensed center..... 1
- Yes, licensed center, but also exempt..... 2
- No, not a licensed center..... 3
- Exempt..... 4
- NO RESPONSE..... M

Source: New item

**A3. Does your center have age based classrooms or mixed age classrooms?**

- Age based classrooms..... 1
- Mixed age classrooms..... 0
- NO RESPONSE..... M

**IF AGE BASED CLASSROOMS ASK A4 AND A5**

Source: New item

**A4. As children age and move to a new classroom, do they usually stay together with the same group of children?**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

Source: New item

**A5. And do they stay with the same teachers?**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

**ASK ALL:**

Source: New item

**A6. Does your center assign each child a “primary teacher”, that is one teacher who has primary responsibility for the care of a small group of children within a larger group setting? The primary teacher takes the lead in establishing relationships with the child and the family as well as seeing to the child’s learning and care.**

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

**IF PRIMARY TEACHERS, ASK A7**

Source: New item

**A7. How many children, on average, are the primary responsibility of each teacher?**

- One child per teacher.....1
- Two children per teacher.....2
- Three children per teacher.....3
- Four children per teacher.....4
- Five children per teacher.....5
- Six children per teacher.....6
- Seven children per teacher.....7
- Eight or more children per teacher.....8
- NO RESPONSE.....M

Source A8, A10-A11: Adapted from Continuity of Care Scale (Ruprecht) . A9 is new

**A8. Can you describe how your center typically moves children to new classrooms and teachers?**

- Children moved to a different teacher every 6 months or less.....1
- Children and teachers together between 6-9 months.....2
- Children and teachers together between 9-15 months.....3
- Children and teachers together for over 15 months.....4
- NO RESPONSE.....M

Source: New item

**A9. Which of the following does your program do to support continuity between teachers and children?**

*Select one per row*

	Yes	No
a. Keep children with the same teacher throughout their enrollment in the center-based option	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Keep children with the same teacher throughout the program year	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Keep children with the same teacher until the child reaches a certain age or milestone (for example until 12 months of age or until the child is walking)	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**A10. What tasks does the primary teacher perform in the classroom?**

MARK ALL THAT APPLY

- Teacher assigned to a small group of children.....1
- Primary teacher sits with primary caregroup during snack/meals.....2
- Primary teacher is responsible for diaper changes for caregroup at least 75% of the time.....3
- Primary teacher soothes children in primary caregroup to sleep.....4
- Primary teacher interacts with children in primary caregroup via book reading, play time, etc.....5
- Primary teacher takes the lead on documenting daily activities for child (fills out daily activity sheets for children).....6
- Parents have the opportunity to talk to the primary teacher on a daily basis at either drop off or pick up times.....7
- Primary teacher provides information on children's development (i.e., completes developmental checklists, makes recommendations to parents about their child, points out achievement of developmental milestones to parents).....8
- NO RESPONSE.....M

**A11. How many teachers do children typically interact with throughout the day?**

- More than four teachers.....4
- Three to four teachers.....3
- Two teachers.....2
- One teacher.....1
- NO RESPONSE.....M

## SECTION B: SERVICES AND PARENT INVOLVEMENT

The next questions are about how you determine the services that families receive.

Source: Adapted from Baby FACES 2009

**B1. Which of the following, if any, do you take into account when placing infants and toddlers in classrooms? Which do you consider to be the most and second most important factors?**

	<i>Select one per row</i>		<i>Select one per column</i>	
	Yes	No	Most Important	2nd most important
a. Language or cultural background.....	1 <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	1 <input type="radio"/>
b. Family circumstances or specific needs.....	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	2 <input type="radio"/>
c. Parent choice or preference.....	1 <input type="radio"/>	0 <input type="radio"/>	3 <input type="radio"/>	3 <input type="radio"/>
d. Child age, health, or development.....	1 <input type="radio"/>	0 <input type="radio"/>	4 <input type="radio"/>	4 <input type="radio"/>
e. Results of screening or assessment.....	1 <input type="radio"/>	0 <input type="radio"/>	5 <input type="radio"/>	5 <input type="radio"/>
f. Family's existing relationship with home visitor.....	1 <input type="radio"/>	0 <input type="radio"/>	6 <input type="radio"/>	6 <input type="radio"/>
g. Other ( <i>specify</i> ).....	1 <input type="radio"/>	0 <input type="radio"/>	7 <input type="radio"/>	7 <input type="radio"/>
_____				

Source: New item

**B2. Many programs have a specific curriculum that they use in classrooms. Programs do, however, have the flexibility to make adaptations to the curriculum to meet the needs of their program. By adaptations, we mean significant, global changes that would be program wide, as opposed to accommodations made for individual children or situations.**

**Has your program made any adaptations to the curricula used by teachers? If you don't have a specific curriculum for teachers please indicate that as well.**

- Yes..... 1
- No..... 0      GO TO B3
- Not applicable – no curriculum for teachers..... N
- NO RESPONSE..... M

**IF ANY ADAPTATION MADE ASK:**

Source: New item

**B2a. Please indicate for each of the following if this was a reason you adapted the curriculum, or not.**

Select one per row

	Yes	No
a. Accommodating cultural/language of your population	1 <input type="radio"/>	0 <input type="radio"/>
b. Accommodating developmental needs of your population	1 <input type="radio"/>	0 <input type="radio"/>
c. Better align with abilities or preferences of teachers.	1 <input type="radio"/>	0 <input type="radio"/>
d. Logistical issues (to fit with program schedule, facilities, available materials, for example)	1 <input type="radio"/>	0 <input type="radio"/>

Source: Baby FACES 2009

**B3. Does your center conduct family needs assessments with the families of children enrolled in classes at your center?**

- Yes.....1
- No.....0 GO TO C1
- NO RESPONSE.....M

**B4. Which assessments does your center used for determining family needs?**

MARK ALL THAT APPLY

- Agency-Created Assessment..... 1
- Adult-Adolescent Parenting Inventory..... 2
- Beck Depression Inventory..... 3
- CES-D Depression Scale..... 4
- Child Abuse Potential Inventory (CAP)..... 5
- Family Needs Scale..... 6
- Family Partnership Agreement..... 7
- Family Support Scale (FSS)..... 8
- Home Observation for Measurement of the Environment (HOME)..... 9
- Infant-Toddler and Family Instrument..... 10
- Kempe Family Stress Inventory..... 11
- Knowledge of Infant Development Inventory (KIDI)..... 12
- Parenting Stress Index..... 13
- Partners in Parenting Education (PIPE)..... 14
- Parents as Primary Caregivers Parent Survey..... 15
- Another parenting or family assessment ..... 16
- NO RESPONSE..... M



## SECTION C. STAFF MENTORSHIP AND LEADERSHIP

Source for C1-C4: Adapted from FACES 2014 Center Director SAQ

The next questions are about coaching. Some people may think of this as mentoring. A coach is a person who has expertise in specific areas and who models practices, provides professional development, and works with staff to improve their performance.

**C1. Is each EHS teacher formally assigned a coach?**

- Yes, all EHS teachers are assigned a coach.....1
- Some teachers are assigned a coach (such as new teachers or those who need extra help).....2
- No, we don't have coaches for our EHS teachers.....3 GO TO C5
- NO RESPONSE.....M

**C2. Are the coaches working with teachers...**

*Select one per row*

	Yes	No
a. More experienced teachers in your program?	1 <input type="radio"/>	0 <input type="radio"/>
b. Education coordinators?	1 <input type="radio"/>	0 <input type="radio"/>
c. Consultants hired by your program?	1 <input type="radio"/>	0 <input type="radio"/>
d. Coaches on the program or center staff (not consultants)?	1 <input type="radio"/>	0 <input type="radio"/>
e. The center director or manager?	1 <input type="radio"/>	0 <input type="radio"/>
f. Other specialists on the program or center staff?	1 <input type="radio"/>	0 <input type="radio"/>
g. Someone else? Specify	1 <input type="radio"/>	0 <input type="radio"/>

**C3. How many coaches are currently working with EHS teachers at your center?**

COACHES  
 NO RESPONSE.....M

**C4. Do coaches working with teachers at your center use a specific model or approach?**

MARK ALL THAT APPLY

- Practice-based coaching.....1
- Coaching tied to a specific curriculum (for example, Creative Curriculum).....2
- MyTeachingPartner.....3
- Relationship-based coaching.....4
- Other (SPECIFY).....99

Specify   
 NO RESPONSE.....M

**C5. Does your program do any of the following in supervising EHS infant and toddler teachers?**

Do you....

Select one per row

	Yes	No
a. Provide training on reflective supervision to all supervisors?	1 <input type="radio"/>	0 <input type="radio"/>
b. Require supervisors to conduct regular and ongoing individual and group supervision with performance feedback?	1 <input type="radio"/>	0 <input type="radio"/>
c. Require supervisors to observe teachers in the classroom regularly?	1 <input type="radio"/>	0 <input type="radio"/>

**C6. How many times a year are supervision meetings held with EHS teachers?**

TIMES PER YEAR

NO RESPONSE.....M

**C7. Next I would like to ask your opinion about your program director and how often he/she interacts with you and other teachers at this center. Please focus on the director or person above you who oversees EHS operations for the entire EHS program/organization. For each of the following, please tell me how often the following occur.**

Select one per row

	Rarely occurs	Sometimes occurs	Often occurs	Very frequently occurs
a. The program director goes out of his/her way to help center staff.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. The program director uses constructive criticism.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. The program director explains his/her reasons for criticism to center staff.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. The program director listens to and accepts center staffs' suggestions.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. The program director looks out for the personal welfare of center staff.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. The program director treats center staff as equals.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. The program director compliments center staff.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. The program director is easy to understand.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. The program director goes out of his/her way to show appreciation to center staff.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

## SECTION D: STAFFING

The next questions are about funding.

Source: New item

**D1. Approximately what percentage of infants and toddlers (birth to age 3) in the center are funded by Early Head Start?**

PERCENTAGE -- GO TO D2

DON'T KNOW / CAN'T ESTIMATE.....D

NO RESPONSE.....M

**IF DON'T KNOW/CAN'T ESTIMATE PERCENTAGE OF CHILDREN EHS FUNDED ASK D1a:**

Source: New item

**D1.a. Would you estimate that more than 50 percent of the infants and toddler at your center are funded by an Early Head Start grant? Your best guess is fine.**

Yes, more than 50 percent are EHS funded.....1

No, 50 percent or fewer are EHS funded.....0

DON'T KNOW.....D

NO RESPONSE.....M

**ASK ALL:**

Source: New item

**D2. Does your center serve infants and toddlers who are supported with subsidies for child care, such as through [STATE-SPECIFIC TERM FOR CCDF OR TANF SUBSIDIES]?**

Yes.....1

No.....0

NO RESPONSE.....M

Source: New item

**D2.a. Approximately what percentage of infants and toddlers in the center receive subsidies to pay for their care?**

PERCENTAGE -- GO TO D3

DON'T KNOW / CAN'T ESTIMATE.....D

NO RESPONSE.....M

**IF DON'T KNOW/CAN'T ESTIMATE PERCENTAGE RECEIVING SUBSIDIES ASK D2.b:**

Source: New item

**D2.b. Would you estimate that more than 50 percent of the infants and toddler at your center receive subsidies to pay for their care? Your best guess is fine.**

- Yes, more than 50 percent receive subsidies to pay for care.....1
- No, 50 percent or fewer receive subsidies .....0
- DON'T KNOW.....D
- NO RESPONSE.....M

The next two questions are about how your program retains staff.

Source: Adapted from Baby FACES 2009

**D3. How difficult is it for you to hire infant and toddler teachers whom you think of as highly qualified to work in your Early Head Start center?**

- Very difficult.....1
- Somewhat difficult.....2
- Not too difficult.....3
- Not at all difficult.....4
- NO RESPONSE.....M

Source: Adapted from Baby FACES 2009

**D4. How difficult is it for you to retain infant and toddler teachers whom you think of as highly qualified to work in your Early Head Start center?**

- Very difficult.....1
- Somewhat difficult.....2
- Not too difficult.....3
- Not at all difficult.....4
- NO RESPONSE.....M

Source: Adapted from Baby FACES 2009

**D5. What is the average length of time a teacher stays at your Early Head Start center? Your best estimate is fine.**

NUMBER

- Days.....1
- Months.....2
- Years.....3
- NO RESPONSE.....M

**D6. How many teachers were new to your Early Head Start center as of September 2017?**

**Please do not include floaters or rovers.**

NUMBER

NO RESPONSE.....M

**D7. How many teachers have left your Early Head Start center since September 2017?**

**Please do not include floaters or rovers.**

NUMBER

NO RESPONSE.....M

## SECTION E. DEMOGRAPHICS

These last questions are about you.

Source: Adapted from Baby FACES 2009

**E1. Are you male or female?**

- Male..... 1
- Female..... 2
- Other..... 3
- NO RESPONSE..... M

Source: OMB Guidance

**E2. Are you of Hispanic, Latino/a, or Spanish origin? You may select one or more.**

- No, not of Hispanic, Latina/o, or Spanish origin..... 1
- Yes, Mexican, Mexican American, Chicano/a..... 2
- Yes, Puerto Rican..... 3
- Yes, Cuban..... 4
- Yes, Another Hispanic, Latino/a, or Spanish origin..... 5
- NO RESPONSE..... M

Source: OMB Guidance

**E3. What is your race? You may select one or more.**

- White..... 1
- Black or African American..... 2
- American Indian or Alaska Native..... 3
- Asian..... 4
- Native Hawaiian or Other Pacific Islander..... 5
- NO RESPONSE..... M

**E4. What is the highest level of school you have completed?**

**NOTE: If you are still in school or no longer in school, please tell us about the last year of schooling you finished.**

- Less than a high school diploma.....1
- High school diploma or equivalent.....2
- Some vocational/technical school, but no diploma.....3
- Vocational/technical diploma.....4
- Some college courses, but no degree.....5
- Associate's degree.....6
- Bachelor's degree.....7
- Graduate school or professional school, but no degree.....8
- Master's degree (M.A., M.S.).....9
- Doctorate degree (Ph.D., Ed.D.).....10
- Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; law/JD/LLB; etc.).....11
- NO RESPONSE.....M

Source: Adapted from Baby FACES 2009

**E5. Next is a list of credentials, certifications, or degrees that you may have. If you do not yet have it, but are currently working toward it, please indicate that. Do you have or are you currently working toward...**

Select one per row

	Yes, have it	No, I don't have it, but am working toward it	No, don't have it
a. An Infant/Toddler Child Development Associate (CDA) credential	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
b. A Pre-K CDA credential	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
c. Some other kind of CDA credential	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
d. A state-awarded certification or license that meets or exceeds CDA requirements, This could be a preschool, infant/toddler, family child care or home-based certification, or license?	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
e. An Associate degree in Early Childhood Education or a related field?	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
f. A Bachelor's degree in Early Childhood Education or a related field, or	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
g. A Graduate degree in Early Childhood Education or a related field?	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
h. An Associate degree in Program Management or Administration	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
i. A Bachelor's degree in Program Management or Administration, or	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>
j. A Graduate degree in Program Management or Administration	1 <input type="radio"/>	2 <input type="radio"/>	0 <input type="radio"/>

**ASK ONLY FOR RESPONDENTS WHO REPORTED HAVING AN ASSOCIATE DEGREE OR HIGHER IN E4 AND DID NOT SAY YES TO HAVING AN ASSOCIATE DEGREE, BACHELOR'S DEGREE, OR GRADUATE DEGREE IN E5**

Source: New item

**E5a Did your [AA/BA/graduate work] include the study of or a focus on infants/toddler development?**

YES.....1  
 NO.....0  
 NO RESPONSE.....M



**E6. In total, how many years have you been working in Early Head Start?**

IF LESS THAN ONE YEAR, CODE ZERO. ROUND TO WHOLE NUMBERS

NUMBER OF YEARS

NO RESPONSE..... M

**E7. In total, how many years have you been working in Early Head Start in this center?**

IF LESS THAN ONE YEAR, CODE ZERO. ROUND TO WHOLE NUMBERS

NUMBER OF YEARS

NO RESPONSE..... M

**The next few questions ask about your years being a director. We use the term “director” for simplicity. If you have a different title, such as manager or coordinator, please answer about your time in this position.**

**E8. In total, how many years have you been the Early Head Start director at this center?**

IF LESS THAN ONE YEAR, CODE ZERO. ROUND TO WHOLE NUMBERS

NUMBER OF YEARS

NO RESPONSE..... M

**E9. Before you became a director, how many years of experience did you have as a teacher or home visitor in any Early Head Start program?**

**Please round your response to the nearest whole year.**

IF LESS THAN ONE YEAR, CODE ZERO. ROUND TO WHOLE NUMBERS

NUMBER OF YEARS

NO RESPONSE..... M

**E10. In total, how many years have you been a director in any early childhood program? Please include your time as the EHS director at this center.**

**Please round your response to the nearest whole year.**

IF LESS THAN ONE YEAR, CODE ZERO. ROUND TO WHOLE NUMBERS

NUMBER OF YEARS

NO RESPONSE..... M

**Thank you for taking the time to complete this survey. This information will help us better understand the Early Head Start program services and the delivery of services to children and families.**