

ATTACHMENT 3A

BACKGROUND SURVEY—CAREGIVER

This page has been left blank for double sided copying.

OMB No.: 0970-XXXX
Expiration Date: XX/XX/XXXX

MATHEMATICA
Policy Research

**A Study of We Grow Together:
The Q-CCIIT Professional Development
System
Background Survey – Caregiver Version**

DRAFT

January 25, 2018

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX. The time required to complete this collection of information is estimated to average 45 minutes, including the time to review instructions, search existing data resources, gather the data needed and complete and review the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, D.C., Attention: Tim Bruursema, and reference the OMB Control Number 0970-XXXX.

CONTENTS

Section	Page
SI. SURVEY INSTRUCTIONS.....	2
SC. BACKGROUND SURVEY SCREENER QUESTIONS.....	4
A. YOUR CAREGIVING EXPERIENCE AND EDUCATION.....	6
B. YOUR KNOWLEDGE AND BELIEFS ABOUT HOW CHILDREN DEVELOP	8
C. YOUR THOUGHTS ABOUT CHANGE.....	11
D. YOUR KNOWLEDGE AND BELIEFS ABOUT CAREGIVING AND LEARNING	13
E. CURRICULUM AND APPROACHES TO CAREGIVING	17
F. SUPPORT AVAILABLE FROM OTHERS.....	18
G. USE OF ONLINE RESOURCES	20
H. YOUR BELIEFS ABOUT PROFESSIONAL DEVELOPMENT	21
I. EXPERIENCES AND TIME SPENT WITH PD OUTSIDE OF WE GROW TOGETHER	22
J. CAREGIVER - PD PROVIDER RELATIONSHIP.....	25
K. USE OF TECHNOLOGY	27
L. STRESS AND WELLBEING.....	28
M. MORE ABOUT YOU	30
N. CONCLUSION	31

ALL

Intro. This survey is an important part of a larger study supported under a contract from the U.S. Department of Health and Human Services, Administration for Children and Families to Mathematica Policy Research. The overall purpose of this study is to understand the use of the We Grow Together: The Q-CCIIT Professional Development System. We Grow Together aims to help caregivers in center-based and family child care interact with infants and toddlers in ways that promote positive outcomes for children. Participation in this project is voluntary.

This survey requests information about your background, experience, and opinions and information about your child-care setting. This survey will take approximately 45 minutes to complete.

SI. SURVEY INSTRUCTIONS

ALL

How to complete the survey

Thank you for taking the time to complete this survey.

- There are no right or wrong answers.
- To answer a question, click the box to choose your response.
- To continue to the next webpage, press the **"Next"** or **"Continue"** button.
- To go back to the previous webpage, click the **"Back"** or **"Previous"** button. Please note that this command is only available in certain sections.
- If you need to stop before you have finished, the "Suspend" button at the bottom of each page allows you to exit the survey. The data you provide prior to clicking "Suspend" will be securely stored and available when you return to complete the survey.
- Please answer questions in the order they appear regardless of the question number. **Questions will not always be numbered sequentially**, and some may be skipped because they do not apply to you.
- For security purposes, you will be timed out if you are idle for longer than **30 minutes**.
- When you decide to continue the survey, you will need to log in again using your login ID and password.
- Your answers are important to us, but completion of this survey is voluntary. Choosing not to respond to these questions will have not affect your access to the We Grow Together resources. You do not have to answer questions that you do not wish to answer.
- All information you share will remain private to the extent permitted by law. No one from your program will see or hear any of your responses, and your name will never be associated with or identified in study reports. The information we get will be used for research and educational purposes to make We Grow Together better.

Please click one of the buttons below to begin or exit the survey.

Begin your survey (Button)

Exit (Button)

Glossary

In this survey, we use the following terms:

(Infant and toddler) “caregiver” - teachers of infants and toddlers in center-based care or in family child care (FCC) homes.

Classroom - both center-based classrooms and FCCs.

Coaching - a relationship-based process usually led by an expert with specialized early childhood development and education, and adult learning knowledge and skills. In We Grow Together the coach serves in a different professional role than the caregivers. Coaching is designed to build specific knowledge, skills, attitudes, and behaviors that will improve quality in caregiving.

Mentoring - a relationship-based process between colleagues in similar professional roles. A mentor is a more-experienced individual with adult learning knowledge and skills. The mentor provides guidance and examples to the less-experienced mentee. Mentoring is intended to increase a person’s professional effectiveness.

PD provider - the local person who provides professional development and is also participating with a caregiver in this study.

Professional Development includes any activity to support an individual in gaining the knowledge, skills, attitudes, and behaviors of a high quality early childhood education and care professional. The We Grow Together system refers to all of the information and activities provided by We Grow Together and the interactions between the caregiver and PD provider who are using We Grow Together.

Setting - center-based early care and education settings and FCCs. When we mention “programs” these could be FCCs or center-based settings.

Supervising - activities conducted by an individual who has an administrative role, for example, scheduling, approving leave, assuring that ratio and other licensing rules are followed. Supervisors may contribute to high stakes decisions, such as recommending promotions and compensation. Supervisors also may provide technical assistance or other PD support to caregivers as they oversee the quality of care.

Training - activities offered to support caregiver in learning what is needed to provide infant-toddler care and education or to support the PD provider in learning to be an effective coach. Training can be offered online or in-person, and may be group or self-directed.

SC. BACKGROUND SURVEY SCREENER QUESTIONS

PROGRAMMER NOTES:

Preload from SMS:
 Whether the respondent works at a center or FCC
 Whether the respondent is a caregiver or PDP
 The name of the respondent's workplace

ALL

FILL CG CENTER or FCC NAME

SC1. Our records show that you currently work at [WORKPLACE]. Is this correct?

*Created by
 Q-CCIIT
 PD Team*

- Yes..... 1
- No 0

SOFT CHECK:
 IF SC2=0, "Is your workplace connected to [FILL CG CENTER OR FCC NAME]? If so, please select "Yes."

ALL

Hover text for "caregiver": *In this survey, we use the term infant and toddler "caregiver" to refer to teachers of infants and toddlers in center-based care or in family child care homes.*

SC2. Our records show that you currently work as a caregiver. Is this correct?

*Created by
 Q-CCIIT
 PD Team*

- Yes..... 1
- No 0

HARD CHECK:
 IF SC2=NOT ANSWERED, "Please provide an answer to this question. Do you currently work as a [caregiver/professional development provider]?"
 IF SC2=0, then Exit Screen: "Thank you for your time and interest in We Grow Together. Please contact XXX-XXX-XXXX if you have any questions."
 Then, STATUS XXXX (Alert, Wrong respondent)

ALL
Fill [NAME] with PD provider name from sample file.

Created by
Q-CCIIT
PD Team

SC3. Is the PD provider who will be working with you on We Grow Together [FIRSTNAME PD PROVIDER]?

- Yes..... 1
- No 0

Programming Note:

IF SC3=0, then "Please contact the study team toll-free at 844-WEGROW2 (844-934-7692) to provide us with information about any new PD provider(s) you are currently working with."

STATUS XXXX.

A. YOUR CAREGIVING EXPERIENCE AND EDUCATION

In this section, we will ask you some questions about your experience and education.

ALL

Adapted from Q-CCIT Caregiver SAQ, 2012

A1. Including this year, how many years have you worked in early childhood care and education?

____|____| YEARS
RANGE (0-99)

ALL

Adapted from Q-CCIT Caregiver SAQ, 2012

A2. Are you currently working at your child care setting 35 hours or more a week?

- Yes..... 1
- No 2

ALL

Created by Q-CCIT PD Team

A5. Is the PD provider working with you as part of the We Grow Together study also your supervisor?

- Yes..... 1
- No 0

ALL

Adapted from Q-CCIT Caregiver SAQ, 2012

A6. Did you ever earn a Child Development Associate (CDA) credential?

Select one only

- Yes, and it is current..... 1
- Yes, but no longer current. 2
- No 3

ALL

Adapted from Q-CCIIT Caregiver SAQ, 2012

A7. What is the highest level of education you have completed?

Select one only

- High school diploma or GED 1
- College course(s) without a degree 2
- Associate’s degree 3
- Bachelor’s degree 4
- Master’s degree 5
- Education specialist or professional diploma based on at least one year of course work past a Master’s degree level 6
- Doctorate 7
- Other (Specify)..... 99

Specify (STRING 250)

ALL

Adapted from Q-CCIIT Caregiver SAQ, 2012

A8. In what field(s) did you obtain your highest degree?

Select all that apply

- Child development or developmental psychology 1
- Early childhood education 2
- Elementary education 3
- Special education 4
- Other (Specify)..... 99

Specify (STRING 250)

ALL

Adapted from Q-CCIIT Caregiver SAQ, 2012

A9. How many college courses have you completed in the following areas?

PROGRAMMER: CODE ONE PER ROW

Select one per row

	0 None	1	2	3	4	5	6 or more
a. Infant/Toddler development and care	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Early childhood education	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Child development	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

B. YOUR KNOWLEDGE AND BELIEFS ABOUT HOW CHILDREN DEVELOP

In this section, we want to know your thoughts about the development of infant and toddlers.

ALL

Created by
Q-CCIIT
PD Team

B1. Please indicate how much you agree or disagree with the following statements.

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. Infants should feed themselves as soon as they can hold a bottle.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. Infants recognize their mother’s voice when they are born.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. Infants under 3 months do not feel pain.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. An 8-month-old infant will look for something when it is hidden under a blanket.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. If a toddler is very shy, he or she has an emotional problem.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
f. If a 10-month-old does not share attention with you (for example, look when you point your finger and say look), there may be a problem.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. Older infants who are very active – always on the go – need to see a doctor.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
h. A 1-year-old who isn’t walking will be bad at sports.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
i. Older infants and toddlers who drink while lying flat on their backs are more likely to have ear infections.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
j. Toddlers who drink milk or formula to go to sleep are likely to have dental problems.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
k. It is very common for infants to spit out new foods when they start eating.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
l. All children must be toilet trained by the time they are 30 months old.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
m. An 8-month-old can solve some problems on his/her own.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
n. Newborns try to imitate adult movements.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
o. Singing songs with infants is fun, but doesn't really do anything to help them to learn.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
p. A young infant (0 to 3 months) cannot have a back and forth conversation.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
q. If you do not talk to infants often, their language development will be behind when they become toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
r. Children can imitate finger-plays and some movements when they are less than 1 year old.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
s. Infants use their bodies (movement, looking, and expressions) to communicate.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
t. Infants cannot learn very much until they start walking.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
u. Carrying young infants helps them gain control of their bodies.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
v. It is best to keep infants safely in a seat when in your care.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
w. Even children younger than 8 months can play with the other infants and toddlers in the room.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
x. It is good to use lots of new words like "opportunity," "jog," "insect" with infants and toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
y. Most toddlers cannot stop right away when told to stop.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
z. Toddlers cannot understand feelings of others.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
aa. Infants are too young to benefit from looking at and hearing you talk about books.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
ab. Infants mostly develop at the same pace.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
ac. Infants need to explore their environment.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL

*Adapted
from
Modified
KIDI*

- B2. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

C. YOUR THOUGHTS ABOUT CHANGE

[Display for C1-C7, gray out for C2-C7] For the next items, please select the answer that best completes the statement.

ALL

*Adapted
from
Stages of
Change
Self-Report
Form*

- C1. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

ALL

*Adapted
from
Stages of
Change
Self-Report
Form*

- C2. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

ALL

*Adapted
from
Stages of
Change
Self-Report
Form*

- C3. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

ALL

C4. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.

Adapted from Stages of Change Self-Report Form

ALL

C5. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.

Adapted from Stages of Change Self-Report Form

ALL

C6. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.

Adapted from Stages of Change Self-Report Form

ALL

C7. Mathematica’s agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.

Adapted from Stages of Change Self-Report Form

ALL

C8. How likely are you to continue working in infant/toddler care in any child care setting next year?

Adapted from Q-CCIT Caregiver SAQ, 2012

Select one only

- Very Likely 4
- Somewhat likely..... 3
- Somewhat unlikely..... 2
- Very unlikely 1

ALL

C9. Indicate your career goal by completing this statement. Within the next five years...

Created by Q-CCIT PD Team

Select one only

- I want to keep my current job 1
- I want a new position in my current workplace..... 2
- I want to work in a different early childhood education setting 3
- I want a job outside of the early childhood education field..... 4
- None of these statements are true of me 5

D. YOUR KNOWLEDGE AND BELIEFS ABOUT CAREGIVING AND LEARNING

The next set of items are about what you think is important for infants' and toddlers' development.

ALL

*Adapted
from Baby
FACES
and
Created by
Q-CCIIT
PD Team*

D1. Please indicate how much you agree or disagree with the following statements.

Practices Involving Social-Emotional Development

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. You should position infants and toys so that infants play with other children.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. You should draw children's attention to what others are doing.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. You should be aware of and monitor your emotional expressions and body language.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. You need to show toddlers how to follow rules/limits.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. You need to word limits/rules positively (tell infants and toddlers what to do instead of what not to do).	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
f. When children are crying, you should respond to them right away.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. Infants and toddlers are too young to learn about the feelings that others have.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
h. Infants should be kept away from each other so they do not hurt one another.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
i. Infants and toddlers should have the same teacher or caregiver every day.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
j. You should smile frequently at infants and toddlers.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
k. You should greet each child by name when they arrive.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
l. You should let children cry it out so you do not spoil them.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
m. Toddlers who cry when mom and dad leave should be ignored until they calm down.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
n. If toddlers are fighting, you need to take away what they are fighting over.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
o. You should pay attention to infants' and toddlers' body language.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
p. You need to change activities every few minutes to keep toddlers happy.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
q. You should limit toys so infants and toddlers learn to share.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
r. You should provide lots of positive touch (hugs, rubbing backs, holding) for infants and toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
s. As long as needs for food and diapering are taken care of, any teacher can take care of an infant.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
t. You spoil children if you play with them all the time.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
u. You should help infants and toddlers persist and stay engaged in play even when the child begins losing interest.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

ALL

Adapted from Baby FACES and Created by Q-CCIIT PD Team

D2. Please indicate how much you agree or disagree with the following statements.

Practices Involving Language

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. You need to start all the conversations with infants.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. You should only use short sentences.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. You should talk about what children are doing while they play.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. You should balance questions and comments when talking with infants or toddlers.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. You should talk in sentences so babies can learn and understand words and sentences.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. You should always use as few words as possible with children younger than 18 months.	6 <input type="radio"/>	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
g. You should repeat sounds that children make.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
h. Infants and toddlers need to hear only familiar words throughout the day.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
i. You should play games with infants and toddlers that involve a back and forth with you.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
j. Reading to children younger than one month probably doesn't help them.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
k. You should wait and watch at least 5 seconds for infants and toddlers to respond to a question.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
l. You should wait until children are old enough to sit and pay attention before reading a book to them.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
m. You should respond when a child makes a sound.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

ALL

D3. Please indicate how much you agree or disagree with the following statements.

Practices Involving Thinking and Learning

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. Most children will turn out okay no matter what the teacher does.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. Infants should be put in swings or car seats when awake so that they are safe and can see everything.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. Infants and toddlers are concrete learners so you should talk only about things that are in the room.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. You should quietly fix things and solve problems for toddlers.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. What teachers do with infants and toddlers makes a big difference in their development.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
f. You should plan some new experiences for young children to challenge them.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. You should use cause and effect statements when talking to	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

Adapted from Baby FACES and Created by Q-CCIT PD Team

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
infants and toddlers (for example, the baby is crying because __).						
h. Sometimes you should change the pretend play materials to help infants and toddlers understand more about the world.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
i. Infants only learn by watching so you don't need to talk to them often.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

ALL

D4. In this section, we ask about your beliefs about infant/toddler caregiving. Please indicate how much you agree or disagree with the following statements.

Created by
Q-CCIIT
PD Team

	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE
a. Infants and toddlers will develop what they need for school if they are safe and healthy.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
b. I can make a big difference in how infants and toddlers develop.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
c. Parents rely on me to help infants and toddlers develop skills in taking care of themselves.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
d. My goals in caregiving are to keep infants and toddlers safe and healthy.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
e. My goals in caregiving are to help infants and toddlers develop in all areas.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
f. My goal in caregiving is to keep children in my care happy.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
g. My actions can change how an infant's or toddler's brain develops.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○
h. Improving my practice will improve how well the children will later do in school.	6 ○	5 ○	4 ○	3 ○	2 ○	1 ○

E. CURRICULUM AND APPROACHES TO CAREGIVING

The following questions are about your curriculum or approach.

ALL
IF CAREGIVER WORKS AT FCC, FILL "FCC"; IF CAREGIVER WORKS AT CENTER, FILL "center"

*Adapted from
LA Advance
Administrator
Survey*

E1. Please select all the curricula and approaches used in your classroom. You may select more than one.

PROGRAMMER: CODE ALL THAT APPLY

	CURRICULA USED SELECT ALL THAT YOU USE
a. We do not use a specific curriculum or approach	1 <input type="checkbox"/>
b. Active Learning for Infants	1 <input type="checkbox"/>
c. Bank Street developmental-interaction approach	1 <input type="checkbox"/>
d. Continuity of care	1 <input type="checkbox"/>
e. Creative Curriculum	1 <input type="checkbox"/>
f. Educare	1 <input type="checkbox"/>
g. Frog Street	1 <input type="checkbox"/>
h. High/Scope	1 <input type="checkbox"/>
i. Montessori method	1 <input type="checkbox"/>
j. Mother Goose	1 <input type="checkbox"/>
k. Reggio Emilia	1 <input type="checkbox"/>
l. Resources for Infant Educators (RIE; Magda Gerber).	1 <input type="checkbox"/>
m. Scholastic Curriculum	1 <input type="checkbox"/>
n. Other	
Please identify the primary curriculum or approach used in your [FCC/center]	1 <input type="checkbox"/>

Specify: (STRING 100)

ALL
IF CAREGIVER WORKS AT CENTER, FILL "CENTER"; IF CAREGIVER WORKS AT FCC, FILL "FCC"

*Created by
Q-CCIT
PD Team*

E2. In your [center/FCC] is each infant and toddler assigned a primary caregiver? If you are the only caregiver in your setting, please select "Yes."

- Yes..... 1
- No 0

F. SUPPORT AVAILABLE FROM OTHERS

The next questions are about supports available to you.

*Adapted from
Q-CCIT
Caregiver
SAQ*

ALL

F1. Is there someone who mentors you in your classroom, that is, someone who observes your caregiving on a regular basis and provides feedback, guidance, and training?

- Yes..... 1
- No 0

*Q-CCIT
Caregiver
SAQ*

ALL

F2. Are you a member of a professional organization or network such as the National Association for Family Child Care or the National Association for the Education of Young Children (NAEYC)?

- Yes..... 1 GO TO F3
- No 0 GO TO F5

*Adapted from
Q-CCIT
Caregiver
SAQ*

F2=1

F3. Do you meet with other caregivers as part of a support network?

- Yes..... 1 GO TO F4
- No 0 GO TO F5

F3=1

*Created by
Q-CCIT
PD Team*

F4. How often do you meet with other caregivers as part of a support network?

- More than once a month..... 4
- Once a month 3
- Several times a year 2
- About once a year 1

ALL
IF CAREGIVER WORKS AT FCC, FILL "FCC"; IF CAREGIVER WORKS AT CENTER, FILL "CENTER"

Items 17b, 17d, 17e are adapted from Q-CCIT Caregiver SAQ

All else adapted from LA Advance Administrator Survey

F8. Which of the following PD activities does your [FCC/center] provide for caregivers? Would you say...

	SELECT ONE PER ROW	
	YES	NO
a. Paid preparation/planning time	1 <input type="radio"/>	0 <input type="radio"/>
b. Tuition reimbursement for relevant college courses	1 <input type="radio"/>	0 <input type="radio"/>
c. Participation in a mentor program	1 <input type="radio"/>	0 <input type="radio"/>
d. Reimbursement for workshop fees or other costs for outside training	1 <input type="radio"/>	0 <input type="radio"/>
e. Paid time during work hours for staff development activities such as attending courses or workshops	1 <input type="radio"/>	0 <input type="radio"/>
f. Ongoing consultation from a specialist, coach, or mentor	1 <input type="radio"/>	0 <input type="radio"/>
g. Visits to other child care classrooms or centers	1 <input type="radio"/>	0 <input type="radio"/>
h. Professional organizational meetings (e.g., attendance at conferences)	1 <input type="radio"/>	0 <input type="radio"/>
i. Other	1 <input type="radio"/>	0 <input type="radio"/>
What PD activity does your [FCC/center] provide? Specify <input type="text"/> (STRING 500)		

G. USE OF ONLINE RESOURCES

Early childhood professionals may consult different resources for information on best practice. In this section, we ask you about resources.

ALL

*Created by
Q-CCHIT
PD Team*

G1. Please select all the websites you have accessed.

PROGRAMMER: CODE ALL THAT APPLY

WEBSITES ACCESSED
SELECT ALL THAT
APPLY

- | | |
|--|----------------------------|
| a. Center for Early Literacy Learning | 1 <input type="checkbox"/> |
| b. Center on the Developing Child – Harvard University | 1 <input type="checkbox"/> |
| c. Center on the Social and Emotional Foundations for Early Learning (CSEFEL) – Vanderbilt University | 1 <input type="checkbox"/> |
| d. Early Childhood Knowledge and Learning Center (ECKLC) | 1 <input type="checkbox"/> |
| e. NAEYC | 1 <input type="checkbox"/> |
| f. Reading Rockets | 1 <input type="checkbox"/> |
| g. Resources for Early Learning | 1 <input type="checkbox"/> |
| h. Scholastic | 1 <input type="checkbox"/> |
| i. Talk With Me Baby | 1 <input type="checkbox"/> |
| j. Vroom | 1 <input type="checkbox"/> |
| k. Zero to Three | 1 <input type="checkbox"/> |
| l. Other | 1 <input type="checkbox"/> |

Please Specify (STRING 250)

H. YOUR BELIEFS ABOUT PROFESSIONAL DEVELOPMENT

The next questions are about your opinions on professional development (PD).

ALL

H1. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.

*Adapted from
Teachers'
Attitudes
about
Professional
Development
(TAP)*

I. EXPERIENCES AND TIME SPENT WITH PD OUTSIDE OF WE GROW TOGETHER

The next questions are about the professional development you receive outside of PD you receive as part of the We Grow Together study.

ALL

*Baby
FACES
2009*

- 11. Do you have an individual career or professional development plan?**
- Yes 1 GO TO I2
- No 0 GO TO I3

ALL

*Baby
FACES
2018*

- 12. Do you feel your program director or supervisor uses the plan to provide you with professional development and training?**
- Yes 1
- No 0

ALL

*Adapted
from Baby
FACES
2018*

- 13. How does your PD provider assess your needs? Is it by...?**
- Select one per row*

	YES	NO	DON'T KNOW
a. Observing your classroom	1 <input type="radio"/>	0 <input type="radio"/>	d <input type="radio"/>
b. Directly asking you what your needs are	1 <input type="radio"/>	0 <input type="radio"/>	d <input type="radio"/>
c. Reviewing classroom observation data	1 <input type="radio"/>	0 <input type="radio"/>	d <input type="radio"/>
d. Reviewing child assessment data	1 <input type="radio"/>	0 <input type="radio"/>	d <input type="radio"/>
e. Asking you to complete surveys or questionnaires	1 <input type="radio"/>	0 <input type="radio"/>	d <input type="radio"/>

ALL

*Adapted from
Baby FACES
and LA
Advance
Administrator
survey*

14. Please review the list of in-service training topics and technical assistance activities below.

Please check all PD available to you, whether on-site or off-site, in the past 12 months. This can include one-on-one training from a coach or someone else, training received through workshops, or training you may have completed online. Have you received training from your program in...

Select all that apply

TRAINING OR TECHNICAL ASSISTANCE ACTIVITY	TRAINING OFFERED
a. Child development and early childhood education	1 <input type="checkbox"/>
b. Culture and diversity	1 <input type="checkbox"/>
c. Special needs and inclusion of children with disabilities	1 <input type="checkbox"/>
d. Development of dual language learners	1 <input type="checkbox"/>
e. Strategies and activities that support positive parent-child relationships	1 <input type="checkbox"/>
f. Managing and guiding children's behavior	1 <input type="checkbox"/>
g. Strategies and activities that support positive teacher-child interactions	1 <input type="checkbox"/>
h. Strategies for engaging parents and families in program activities and in children's learning	1 <input type="checkbox"/>
i. Practices that support children who are dual language learners	1 <input type="checkbox"/>
j. Conducting and using information from screenings and assessments	1 <input type="checkbox"/>
k. Strategies and activities to support a positive classroom environment that is safe and encourages learning	1 <input type="checkbox"/>
l. Infant-toddler curriculum	1 <input type="checkbox"/>
m. Strategies and activities to support early learning in math and science	1 <input type="checkbox"/>
n. Strategies and activities to support language and literacy development	1 <input type="checkbox"/>
o. Strategies and activities to support social-emotional development	1 <input type="checkbox"/>
p. Health, safety, and nutrition	1 <input type="checkbox"/>
q. Professionalism (for example, ethics; reflective practice; leadership)	1 <input type="checkbox"/>

ALL

*Adapted from
LA Advance
Administrator
Survey*

15. How many hours in a month do you participate in professional development, training, or technical assistance activities?

|_|_|_| HOURS

RANGE (0-99)

J. CAREGIVER - PD PROVIDER RELATIONSHIP

[FOR CAREGIVERS ONLY:] The next questions are about the professional development (PD) provider who will work with you on We Grow Together.

ALL

Created by Q-CCIIT PD Team

J0. Have you worked with this PD provider in prior years?

Select only one

Yes..... 1

No 0 SKIP TO SECTION K

ALL

Adapted from LAA Administrator Survey

J1. How long have you been working with this PD provider?

____ YEARS

RANGE (0-30)

____ MONTHS

RANGE (0-12)

ALL

J2. How often do you meet with this PD provider?

Select one only

Adapted from Baby FACES

Daily..... 1

Weekly..... 2

A few times a month..... 3

Once a month..... 4

More than once a year..... 5

Once a year..... 6

Never..... 7

ALL

J3a-f adapted from UPCOS Teacher Interview

J3. For each of the following statements about the relationship a caregiver may have with a PD Provider, please indicate how true it is for you and your We Grow Together PD Provider.

	Usually true	Sometimes true	Rarely true	Never true
a. I feel free to discuss with my PD provider the challenges I face in my classroom.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. My PD provider is someone I trust.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. I know my PD provider truly wants to help me.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. My PD provider shows me respect in our interactions.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. My relationship with my PD provider motivates me to continue to improve my classroom.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. My relationship with my PD provider is very professional without personal discussions.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
g. I am comfortable talking with my PD provider about mistakes that I make.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
h. I feel comfortable asking my PD provider questions about things I am unsure of.	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

J3g and J3h were created from Q-CCIIT PD Team

ALL

Adapted from Baby FACES

J4. Focusing on teacher-child interactions, how much support (such as information, feedback, and help in doing your job) do you feel you receive from your PD Provider?

Select one only

- A lot of support 1
- Some support 2
- A little support 3
- No support 4

ALL

Adapted from Baby FACES

J5. Overall, how much do you feel the resources and feedback provided by your PD provider have contributed to your professional effectiveness?

Select one only

- A great deal 1
- Somewhat 2
- A little 3
- Not at all 4

K. USE OF TECHNOLOGY

The next questions are about your use of technology.

ALL

K1. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.

*Adapted from
Administrator
Technology
Survey, 2014*

L. STRESS AND WELLBEING

ALL

CES-D 10

- L1. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

*Kessler 6
Self-Report
Measure*

ALL

- L2. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

ALL

- L3. Mathematica's agreement with the publisher/developer of this set of items does not allow us to share the items publicly without prior written approval.**

*Adapted
from
Teacher
Opinion
Survey*

M. MORE ABOUT YOU

Please tell us about yourself. This information will help us describe, in a general way, the caregivers and PD providers who are participating in We Grow Together. This information will be kept private.

ALL

Q-CCIIT
Caregiver
SAQ

M1. Are you of Spanish, Hispanic or Latino origin?

Select one only

- Yes..... 1
- No 0

ALL

Q-CCIIT
Caregiver
SAQ

M2. What is your race?

Select one or more

- White..... 1
- Black or African-American 2
- Asian 3
- American Indian or Alaskan Native 4
- Native Hawaiian or other Pacific Islander..... 5

ALL

Q-CCIIT
Caregiver
SAQ

M3. What is your sex?

Select one only

- Male..... 1
- Female..... 2

ALL

Q-CCIIT
Caregiver
SAQ

M4. In what year were you born?

____|____|____| YEAR
RANGE (1940-2002)

N. CONCLUSION

We would like to collect some additional contact information so that we can reach you.

ALL

N1. What is your home address?

(STRING 200)

Street Address 1

(STRING 200)

Street Address 2

(STRING 200)

City

(STRING 200)

State

(STRING 10)

Zip

ALL

N2a. What is your home phone number?

|_|_|_| - |_|_|_| - |_|_|_|_| HOME PHONE

(201-989) (200-999) (00000-9999)

ALL

N2b. What is your cell phone number?

|_|_|_| - |_|_|_| - |_|_|_|_| CELL PHONE

(201-989) (200-999) (00000-9999)

ALL

N3. What is your non-work email address?

(STRING 50)

ALL

EndSurvey. Thank you for your participation in this survey. We look forward to your participation in the We Grow Together professional development activities.