



Center Director Survey
Draft for OMB
February 2020

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 infants and toddlers 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 30 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 and instead focus on staff and services serving center-based families. We will be asking program directors about all home visiting staff and services in their interview.

Source: Adapted from Baby FACES 2009 – A1

A1. How many Early Head Start staff do you have in infant and toddler classrooms in each of the following job roles at your center? Please enter “0” if you do not have any of this type of staff at your center. Your best guess is fine.

	NUMBER OF EHS STAFF	DON'T KNOW
a. Lead teachers	_ _ _ _	d
b. Assistant teachers	_ _ _ _	d
c. Classroom aides	_ _ _ _	d
d. Classroom volunteers	_ _ _ _	d

A2. Does your center have a state license to operate?

(Click [here](#) for “LICENSING” definition)

As described by the National Center on Early Childhood Quality Assurance: “Licensing is a process administered by State and Territory governments that sets a baseline of requirements below which it is illegal for facilities to operate. States have regulations that facilities must comply with and policies to support the enforcement of those regulations. Some States may call their regulatory processes “certification” or “registration.” Additional information on licensing can be found in: National Center on Child Care Quality Improvement and the National Association for Regulatory Administration. “Research Brief #1: Trends in Child Care Center Licensing Regulations and Policies for 2014.” November 2015. Available at https://childcareta.acf.hhs.gov/sites/default/files/public/center_licensing_trends_brief_2014.pdf. (Accessed May 17, 2018.)

- Yes, my center has a state license to operate 1
- No, my center is exempt from the requirement for a state license 2
- No, my center does not have a license for another reason (Specify) 3
-
- Don't know d

IF CENTER HAS STATE LICENSE (A2=1) ANSWER A3

Source: FACES 2019 – A2a

A3. Sometimes centers have a state license even if they are exempt from the requirement to have one. Is your center required to have a state license, or is your center exempt (but the center applied for a received a license anyway)?

- My center is required to have a state license to operate 1
- My center is exempt from the state license requirement, but we have one anyway..... 2
- Don't know d

IF CENTER IS EXEMPT (A2=2) ANSWER A4

Source: FACES 2019 – A2b

A4. Why is your center exempt from having a state license?

- My center is part of a school system..... 1
- My center is affiliated with a religious organization..... 2
- My center is open only a few hours per day or days per week..... 3
- Another reason (Specify) 99
-
- Don't know d

IF CENTER HAS STATE LICENSE (A2=1) ANSWER A5

A5. Has your center received any technical assistance from the licensing agency to help with improving the facilities and/or to meet licensing requirements?

- Yes..... 1
- No 0
- Don't know d

ALL

A6. Does your center participate in your state or local quality rating and improvement system (QRIS)?

- Yes..... 1
- No 0
- Don't know d

IF CENTER DOES NOT PARTICIPATION IN QRIS (A6=0) ANSWER A7

A7. Why doesn't your center participate in your state or local quality rating and improvement system (QRIS)?

Select all that apply

- Too much time/too burdensome to enroll 1
- The QRIS does not accept Early Head Start monitoring data to document quality indicators included in the state's QRIS 2
- Too expensive to meet standards 3
- Not an effective marketing tool to attract applicants..... 4
- Not a good measure of program quality 5
- We plan to join, but we haven't joined it yet. 6
- QRIS does not allow or encourage Early Head Start programs to participate 7
- Other (Specify) 8
-
- Don't know.....d

Source: Adapted from Baby FACES 2018 – A3

A8. Does your center have age based EHS classrooms that is the children are all around the same age or developmental stage, or are classroom mixed age, that is children span a wider range of ages and developmental stages all within the same classroom?

AGE BASED CLASSROOMS 1
MIXED AGE CLASSROOMS..... 0

Source: Adapted from Continuity of Care Scale (Ruprecht) – A11

A9. How many teachers (including primary teachers, lead teachers, and assistant teachers) do EHS children typically interact with in their classroom throughout the day?

More than four teachers 4
Three to four teachers..... 3
Two teachers, or 2
One teacher 1

Source: Baby FACES 2018 – A6

A10. Does your center assign each Early Head Start child a “primary teacher”, that is one teacher or caregiver 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

IF NO PRIMARY TEACHER (A10=0) ANSWER A11

Source: New Item – A6a

A11. If your center does not assign children a primary teacher within a classroom, do the children stay together with the same team or group of teachers? That is all the teachers know the children equally well with no one teacher being more responsible for particular children.

YES 1
NO 0

IF PRIMARY TEACHER (A10=1 OR A11=1) ANSWER A11A

Source: Adapted from Continuity of Care Scale (Ruprecht) – A10

A11a. INTERVIEWER: INSTRUCT RESPONDENT TO CONSULT SHOW CARD (yellow)

What tasks does the primary teacher perform in the classroom? Please tell me which of the tasks on the card are performed by the primary teachers. (GIVE RESPONDENT SHOW CARD. RECORD ALL RESPONSES.)

Select all that apply

- Primary 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
- NONE OF THESE APPLY 9
- DON'T KNOW/REFUSED d

Source: New Item – A9a

A12. Which of the following best describes how long EHS children typically work with the same teacher? (Excluding situations where a teacher leaves the center or moves to a different role).

Children typically work with the same teachers...

- For the entire time they are enrolled in this center 1
- Until the end of the program year 2
- Until the child reaches a certain age or milestone 3

IF CHILDREN WITH SAME TEACHER WHILE ENROLLED (A12=1) ANSWER A13

Source: New Item – A9b

A13. When children change their teacher while still enrolled at this center, is it usually...

Based on the families' preference or 1

Some other reason such as scheduling, logistics, or funding?..... 2

IF CHILDREN CHANGE BASED ON AGE/MILESTONE (A12=3) ANSWER A14

Source: Adapted from Continuity of Care Scale (Ruprecht) – A8

A14. Which of the following best describes how your center typically moves EHS children to new classrooms and teachers.

Children move to a different teacher every 6 months or less 1

Children and teachers stay together between 6-9 months 2

Children and teachers stay together between 9-15 months 3

Children and teachers stay together for over 15 months 4

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

B1. Which of the following, if any, do you take into account when placing infants and toddlers in Early Head Start classrooms? Please think across all the children going into classrooms.

READ ITEMS AND RECORD IN FIRST COLUMN).

Which do you consider to be the most and second most important factors? (IF DON'T KNOW SELECTED FOR MOST IMPORTANT, SKIP OVER 2ND MOST IMPORTANT)

	<i>Select all that apply</i>	<i>Select one per column</i>	
		MOST IMPORTANT	2ND MOST IMPORTANT
a. Language or cultural background	1	1	1
b. Family circumstances or specific needs	2	2	2
c. Parent choice or preference	3	3	3
d. Child age, health, or development	4	4	4
e. Results of screening or assessment	5	5	5
f. Family's existing relationship with teachers	6	6	6
g. Availability of space in a given classroom	7	7	7
h. Neighborhood or geographic location	8	8	8
g. Other (SPECIFY) _____	9	9	9
		Don't know	Don't know
Don't take any of the above into account when placing infants and toddlers into classrooms	0		

Thinking now about attendance...

Source: Adapted from Baby FACES 2018 – B1.1

B2. For what percentage of center based families do you have attendance concerns? By attendance concerns we mean patterns of absence where a child is at risk of missing 10 percent of the program days or more per year.

- 0 – None..... 0
- 1 to 5 percent 1
- 6 to 10 percent 2
- 11 to 20 percent 3
- 21 to 50 percent 4
- More than 50 percent (51-100%) 5
- Don't know d

IF ATTENDANCE CONCERNS (B2 IS GREATER THAN 0) ANSWER B3

Source: New Item – B1.2

B3. For center based children where you have concerns, what if any of the following do you do to encourage attendance? If you have no specific approaches to encourage attendance please indicate that as well.

Select all that apply

- Call parents 1
- Text or email parents 2
- Send a letter to the parents..... 3
- Do a home visit 4
- Set up a meeting with a family advocate, family service, worker, or other staff member, or 5
- Messaging through social media such as Facebook 8
- Program-wide family education about the value of attendance 9
- Something else? (Specify) 6
- _____
- No specific approach to encourage attendance 7

Turning next to curricula and assessments...

Source: Adapted from Baby FACES 2009 – B2.1

B4. Does your center use any specific curriculum for Early Head Start classrooms?

- YES, SPECIFIC CURRICULUM 1
- YES, COMBINATION..... 2
- NO 0 GO TO B6

IF SPECIFIC CURRICULUM OR COMBINATION OF CURRICULA USED (B4=1 OR 2) ANSWER B5

Source: Adapted from Baby FACES 2018 – B2.1a

B5. What curricula or curriculum do Early Head Start classroom teachers use? SELECT ALL THAT APPLY IN COLUMN A

Which do you consider the main curriculum? SELECT ONE ONLY IN COLUMN B

	<u>SELECT ALL THAT APPLY</u>	<u>SELECT ONE ONLY</u>
	A. CURRICULA USED	B. MAIN CURRICULUM
a. AGENCY-CREATED CURRICULUM	1	1
b. ASSESSMENT, EVALUATION AND PROGRAMMING SYSTEM (AEPS)	2	2
c. BABY TALK	33	33
d. BEAUTIFUL BEGINNINGS	3	3
e. CONSCIOUS DISCIPLINE (BABY DOLL CIRCLE TIME)	30	30
f. CREATIVE CURRICULUM/TEACHING STRATEGIES	4	4
g. FROG STREET	6	6
h. HAWAII EARLY LEARNING PROFILE (HELP)	10	10
i. HIGH/SCOPE	13	13
j. LEARNING ACTIVITIES FOR INFANTS(MAGDA GERBER, RIE)	14	14
k. ONES AND TWOS (PARENTING: THE FIRST THREE YEARS CURRICULUM)	15	15
l. PARENTS AS TEACHERS (PAT)	16	16
m. PLAYTIME LEARNING GAMES FOR YOUNG CHILDREN	18	18
n. PROGRAM FOR INFANT-TODDLER CARE (PITC)	19	19
o. REGGIO EMILIA	20	20
p. OTHER (SPECIFY) _____	28	28
		No main curriculum

Source: Baby FACES 2009 – B2.2

B6. Does your center ask EHS teachers to use any assessments to gather information on children’s development or progress?

YES1

NO0 GO TO B8

IF CHILD ASSESSMENT TOOLS USED (B6=1), ANSWER B7

Source: Adapted from Baby FACES 2018 – B2.2a

B7. What child assessments have your EHS teachers used since September of this year?

	<i>Select all that apply</i>
SCREENERS	ASSESSMENT USED
a. AGENCY-CREATED SCREENING ASSESSMENT	1
b. AGES AND STAGES QUESTIONNAIRE (ASQ)	2
c. ASQ: SOCIAL-EMOTIONAL	25
d. BRIEF INFANT TODDLER SOCIAL EMOTIONAL ASSESSMENT (BITSEA)	26
e. BRIGANCE SCREENER	24
f. DENVER DEVELOPMENTAL SCREENING TEST	8
ASSESSMENTS	
g. BRIGANCE ASSESSMENT	27
h. CREATIVE CURRICULUM TOOLS (MAY ALSO BE KNOWN AS TEACHING STRATEGIES GOLD)	6
i. DESIRED RESULTS DEVELOPMENTAL PROFILES-R (DRDP)	7
j. DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA)	9
k. EARLY LEARNING ACCOMPLISHMENT PROFILE	10
l. HIGH SCOPE CHILD OBSERVATION RECORD (COR)	13
m. INFANT-TODDLER DEVELOPMENTAL ASSESSMENT (IDA)	14
n. INFANT TODDLER SOCIAL EMOTIONAL ASSESSMENT (ITSEA)	15
OTHER (SPECIFY) _____	22
Don't know what assessments/screeners teachers have used	d

Source: Baby FACES 2018 – B2

B8. Many Early Head Start programs have a specific curriculum that they use in classrooms. Early Head Start programs also 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 in EHS classrooms? If you don't have a specific curriculum for EHS classrooms please indicate that as well.

- YES 1
- NO 0
- NOT APPLICABLE – NO CURRICULUM FOR TEACHERS N

IF ANY ADAPTATION MADE (B8=1) ANSWER B9

Source: Baby FACES 2018 – B2a

B9. Please indicate for each of the following if this was a reason you adapted the curriculum used in EHS classrooms, or not.

	<i>Select all that apply</i>
a. Accommodating culture or language of your population	1
b. Accommodating age or developmental needs of your population	2
c. Better aligning with abilities or preferences of teachers	3
d. Logistical issues (such as to fit with program schedule, facilities, or available materials)	4
None of the above were reasons for adapting the curriculum	d

IF ANY ADAPTATION MADE (B9=1,2,3, OR 4RESPONSES) ANSWER B10

Source: New Item – B2b

B10. When you adapted the teacher curriculum used at your EHS center did you...

	<i>Select all that apply</i>
a. Remove content or materials?	1
b. Reorder the content or material (change the sequence)?	2
c. Include new content/augment the existing content or materials	3
d. Change the way content or materials are delivered (for example, delivered in small groups instead of individually)	4
e. Accelerate or shorten the timeline for delivering content (without dropping or adding content)	5
f. Translate the content or materials into a different language	6
Didn't do any of the above adaptations	9
Don't know what adaptations were made to curriculum	d

IF SPECIFIC CURRICULUM OR COMBINATION OF CURRICULA USED (B4=1 OR 2), ANSWER B12

Source: New Item – B2d

B12. Some programs use checklists or standardized tools to assess the extent to which teachers are implementing the curriculum the way it was intended, that is, with fidelity. Which of the following best describes what your center does.

Select all that apply

- Teachers complete a checklist or standardized tool about how they use the curriculum..... 1
- Supervisors or manager or others complete a checklist or standardized tool during observations of teachers 2
- Our center does not use a checklist or other standardized tool to assess how teachers are using the curriculum 3

Source: New Item – B3.1

B13. Do you have a standard process for establishing family partnership agreements with families in the center-based option?

- Yes for all families 1
- Yes for some families 2
- No 0
- Don't know d

IF STANDARD PROCESS FOR FAMILY PARTNERSHIPS (B13=1 OR 2) ANSWER B14

Source: New Item – B4.1

B14. As part of establishing family partnership agreements, do you use a standard tool or assessment for screening center-based families in each of the following areas? By standard tool or assessment we mean a tool, questionnaire or screener developed by your program or by someone else that you use in a consistent way.

Select one per row

	Yes for all families	Yes for some families	No	Don't know
a. Depression or mental health concerns	2	1	0	D
b. Intimate partner violence	2	1	0	D
c. Child abuse/neglect	2	1	0	D
d. Economic hardship	2	1	0	D
e. Food insecurity	2	1	0	D
f. Alcohol misuse	2	1	0	D
g. Opioid misuse	2	1	0	D
h. Other drug use	2	1	0	D
i. Homelessness or housing insecurity	2	1	0	D
j. Child welfare involvement	2	1	0	D
k. Incarcerated parent	2	1	0	D
l. Other	2	1	0	D

Source: New Item – B5

B15. To what extent do you think each of these issues is a problem among the EHS families you serve in the center-based option? Please think about the number of families affected by each issue to determine how much of a problem it is.

Select one per row

	NOT A PROBLEM	SOMEWHAT OF A PROBLEM	BIG PROBLEM
a. Depression or mental health concerns	0	1	2
b. Intimate partner violence	0	1	2
c. Child abuse/neglect	0	1	2
d. Economic hardship	0	1	2
e. Food insecurity	0	1	2
f. Alcohol misuse	0	1	2
g. Opioid misuse	0	1	2
h. Other drug use	0	1	2
i. Homelessness or housing insecurity?	0	1	2
j. Child welfare involvement?	0	1	2
k. Incarcerated parent?	0	1	2
i. Other - Specify _____	0	1	2

SECTION C. STAFF MENTORSHIP AND LEADERSHIP

The next questions are about supervision and coaching.

Source: Adapted from Baby FACES 2009 – C5

C1. Does your program do any of the following in supervising EHS infant and toddler teachers?

Do you....

	<i>Select all that apply</i>
a. Provide training on reflective supervision to all supervisors of EHS teachers?	1
b. Require supervisors to conduct regular individual supervision meetings with teachers?	2
c. Require supervisors to observe EHS teachers in the classroom regularly?	3
d. Require supervisors to conduct regular teacher group supervision meetings?	4
e. Require supervisors to conduct formal performance reviews with teachers?	5
Don't do any of the above when supervising teachers	9

IF TRAINING ON REFLECTIVE SUPERVISION PROVIDED (C1a=1) ANSWER C2

Source: Adapted from Baby FACES 2018 – C6a

C2. How many times a year are teachers' supervisors required to complete a training in reflective supervision? Your best guess is fine.

____ TIMES PER YEAR

Don't knowd

IF INDIVIDUAL MEETINGS (C1b=1) ANSWER C3

Source: Adapted from Baby FACES 2018 – C6b

C3. How many times a year do supervisors typically hold one-on-one supervision meetings with EHS teachers? Again, your best guess is fine.

____ TIMES PER YEAR

Don't knowd

IF GROUP SUPERVISION MEETINGS (C1d=1) ANSWER C4

Source: New Item – C6d

C4. How many times a year do supervisors typically hold group supervision meetings with EHS teachers? Your best guess is fine.

|_|_|_| TIMES PER YEAR

Don't knowd

IF FORMAL PERFORMANCE REVIEWS (C1e=1) ANSWER C5

Source: New Item – C6e

C5. How many times a year do supervisors typically conduct a formal performance review for individual EHS teachers?

|_|_|_| TIMES PER YEAR

Don't knowd

IF OBSERVATIONS CONDUCTED (C1c=1) ANSWER C6

Source: New Item – C6c

C6. How many times a year do supervisors typically conduct an observation of an individual EHS teacher in the classroom?

|_|_|_| TIMES PER YEAR

Don't knowd

The next questions are about coaching. Some people may think of this as mentoring. A coach is a person, usually someone other than your supervisor, who has expertise in specific areas and provides ongoing professional development, performance feedback, and works with staff to improve practice. Supervisors may do these things as well, but we are interested in whether staff have coaches who are different from their supervisor.

Source: Adapted from FACES 2014 Center Director SAQ – C1

C7. Is each Early Head Start teacher formally assigned a coach?

Yes, all EHS teachers are assigned a coach who is different from their supervisor.....1 GO TO C9

Some EHS teachers are assigned a coach who is different from their supervisor.....2 GO TO C8

Supervisors of teachers serve as coaches3 GO TO C12

No, we don't have coaches for our EHS teachers0 GO TO C12

IF SOME GET COACHES (C7=2) ANSWER C8

Source: New Item – C1a

C8. What factors determine which Early Head Start teachers get a coach?

Select all that apply

- Teacher requests a coach 1
- Teachers with fewer than a certain number of years of experience 2
- Teachers with less than a certain level of education 3
- Teachers who are new to the program 4
- Based on performance/supervisor recommendation 5
- None of the above..... n
- Don't know d

**IF ANY COACHES (C7=1 OR 2) ANSWER QUESTIONS C9-C11
IF NO COACHES GO TO QUESTION C12 ON NEXT PAGE**

Source: Adapted from FACES 2014 Center Director SAQ – C2

C9. Which of the following types of staff serve as coaches working with Early Head Start teachers? Again, we are interested in staff who serve as coaches, but NOT those who also supervise EHS teachers.

Types of staffing serving as coaches to EHS teachers

Select all that apply

- | | |
|---|---|
| a. More experienced teachers in your program? | 1 |
| b. Education coordinators? | 2 |
| c. Consultants hired by your program? | 3 |
| d. Coaches employed by the program or center whose sole job is coaching (that is, not consultants or staff whose primary role is as a teacher, manager, or director)? | 4 |
| e. The center director or manager? | 5 |
| f. Other specialists on the program or center staff? | 6 |
| g. Someone else? (SPECIFY) | 7 |
| _____ | |
| Don't know the type of staff that serve as coaches | d |

Source: New item

C10.1 How many of the staff that serve as coaches to your EHS teachers have a coaching certificate or coaching credential?

- All of them 4
- Most of them 3
- Some of them 2
- None of them..... 1
- Don't know how many have a certificate or credential..... d

Source: Adapted from FACES 2014 Director SAQ – C4

C11. Do coaches working with Early Head Start teachers at your center use any of the following specific models or approaches?

Select all that apply

- Practice-based coaching?..... 1
 - Coaching tied to the curriculum used by your EHS teachers (for example, Creative Curriculum)? 2
 - MyTeachingPartner? 3
 - Relationship-based coaching? 4
 - Some other model or approach? (Specify) 99
-
- Do not use any of the above models/approaches N
 - Don't know d

ALL

Source: Adapted from Organizational Climate Description for Elementary Schools – C7

C12. Next we would like to ask your opinion about your program director and how often he or 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 or organization. For each of the following, please indicate if it occurs rarely, sometimes, often, or very frequently.

Select one per row

	RARELY OCCURS	SOMETIMES OCCURS	OFTEN OCCURS	VERY FREQUENTLY OCCURS	DON'T KNOW
a. The program director goes out of his/her way to help center staff.	1	2	3	4	d
b. The program director uses constructive criticism.	1	2	3	4	d
c. The program director explains his/her reasons for criticism to center staff.	1	2	3	4	d
d. The program director listens to and accepts center staffs' suggestions.	1	2	3	4	d
e. The program director looks out for the personal welfare of center staff.	1	2	3	4	d
f. The program director treats center staff as equals.	1	2	3	4	d
g. The program director compliments center staff.	1	2	3	4	d
h. The program director is easy to understand.	1	2	3	4	d
i. The program director goes out of his/her way to show appreciation to center staff.	1	2	3	4	d

SECTION D: STAFFING

The next questions are about funding.

Source: Baby FACES 2018 – D1

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

- Less than 25 percent? 1
- 25 to 49 percent? 2
- 50 to 74 percent? 3
- 75 to 99 percent? 4
- 100 percent? 5
- Don't know/Can't estimate d

IF DON'T KNOW/CAN'T ESTIMATE PERCENTAGE OF CHILDREN EHS FUNDED ANSWER D2

Source: Baby FACES 2018 – D1.a

D2. Would you estimate that more than 50 percent of the infants and toddlers at your center are funded by an Early Head Start grant or EHS-CCP? 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

Source: Baby FACES 2018 – D2

D3. Does your center serve infants and toddlers who are supported with subsidies for child care, such as through the Child Care Development Fund or STATE TANF PROGRAM, REFER TO NEXT PAGE?

- YES 1
- NO 0 GO TO D6
- DON'T KNOW d GO TO D6

STATE TANF PROGRAMS			
Alabama	Family Assistance Program or JOBS Program	Montana	
Alaska	Alaska Temporary Assistance Program	Nebraska	Aid to Dependent Children or Employment First
Arizona	Cash Assistance	Nevada	NEON
Arkansas	Transitional Employment Assistance	New Hampshire	Financial Assistance to Needy Families
California	CalWORKs	New Jersey	Work First New Jersey
Colorado	Colorado Works	New Mexico	New Mexico Works
Connecticut	Temporary Family Assistance or Jobs First Employment Services	New York	Temporary Assistance
Delaware		North Carolina	Work First
District of Columbia		North Dakota	JOBS
Florida	Temporary Cash Assistance	Ohio	Ohio Works First
Georgia		Oklahoma	
Hawaii		Oregon	JOBS
Idaho	Temporary Assistance For Families in Idaho	Pennsylvania	
Illinois		Rhode Island	Rhode Island Works
Indiana	IMPACT	South Carolina	
Iowa	Family Investment Program	South Dakota	
Kansas	Successful Families Program	Tennessee	Families First
Kentucky	K-TAP or Kentucky Transitional Assistance Program	Texas	Choices
Louisiana	Family Independence Temporary Assistance Program or STEP Program	Utah	Family Employment Program
Maine	ASPIRE	Vermont	Reach Up
Maryland	Temporary Cash Assistance	Virginia	VIEW
Massachusetts	Transitional Aid to Families with Dependent Children or Employment Services Program	Washington	Work First
Michigan	Family Independence Program or PATH	West Virginia	West Virginia Works
Minnesota	Minnesota Family Investment Program	Wisconsin	Wisconsin Works
Mississippi		Wyoming	POWER
Missouri	Temporary Assistance or Missouri Work Assistance		

IF CENTER RECEIVES ADDITIONAL SUBSIDIES (D3=1) ANSWER D4

Source: Baby FACES 2018 – D2a

D4. Approximately what percentage of infants and toddlers in the center receive subsidies to pay for their care?

- Less than 25 percent?..... 1
- 25 to 49 percent? 2
- 50 to 74 percent? 3
- 75 to 99 percent? 4
- 100 percent? 5
- Don't know/Can't estimate d

IF DON'T KNOW/CAN'T ESTIMATE PERCENTAGE RECEIVING SUBSIDIES ANSWER D5

Source: Baby FACES 2018 – D2.b

D5. Would you estimate that more than 50 percent of the infants and toddlers 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

The next few questions are about staffing at your center.

Source: Adapted from Baby FACES 2009 – D3

D6. 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? Would you say...

- Very difficult** 1
- Somewhat difficult** 2
- Not too difficult, or** 3 GO TO D8
- Not at all difficult?** 4 GO TO D8

Source: New Item – D5a

D8. How many Early Head Start teachers (lead teachers, primary teachers and assistant teachers) do you currently employ? Your best estimate is fine.

____ NUMBER OF EARLY HEAD START TEACHERS

Don't know

Source: New Item – Adapted from the Migrant and Seasonal Head Start Study, 2017 (new)

D9. What percentage of your EHS teachers did your program have to replace at the start of the program year because the teacher did not return after last year? (That is teachers that left between program years.)

- 0 – No EHS teachers left between last program year and this program year 0
- 1 to 5 percent 1
- 6 to 10 percent 2
- 11 to 20 percent 3
- 21 to 50 percent 4
- More than 50 percent (51-100%) 5
- Don't know d

Source: New Item – Adapted from the Migrant and Seasonal Head Start Study, 2017 (new)

D10. And what percentage of your EHS teachers did you have to replace after the start of the program year? (That is teachers that left during the current program year.)

- 0 – No teachers left during the current program year 0
- 1 to 5 percent 1
- 6 to 10 percent 2
- 11 to 20 percent 3
- 21 to 50 percent 4
- More than 50 percent (51-100%) 5
- Don't know d

ASK D11 IF ANYONE LEFT THE PROGRAM ((D9=1-5 OR D) OR (D10=1-5 OR D)):

Source: New Item – Adapted from the Migrant and Seasonal Head Start Study, 2017 (new)

D11. Please mark the primary *three* reasons that EHS teachers left your center.

	<u>SELECT UP TO THREE REASONS</u>
a. Transitioned to another position in your center or program	1
b. Pursue their education	2
c. Higher pay in an equivalent early childhood job at another center	3
d. Higher level early childhood position at another center	4
e. Better work hours in another job	5
f. Transportation needs	6
g. Left early childhood field	7
h. Personal reasons	8
OTHER (SPECIFY) _____	9
Don't know why teachers left	d

Source: New Item – Adapted from the Migrant and Seasonal Head Start Study, 2017 (new)

D12. What is your program doing or trying to do to reduce EHS teacher turnover?

	<u>SELECT ALL THAT APPLY</u>
a. Increasing teacher salaries and benefits	1
b. Hiring or recruiting more assistants or aides for EHS teachers	2
c. Providing more or better training or education	3
d. Providing more opportunities for career advancement	4
e. Providing better fringe benefits	5
f. Giving teachers more say in choice of curriculum and planning activities	6
g. Providing EHS teachers with better materials or physical facilities	7
h. Decreasing the number of child slots or hours of operations in order to have more fiscal resources to provide teachers with higher salaries and/or benefits	8
i. Increasing positive relationships at the centers	9
OTHER (SPECIFY) _____	10
None of the above, no need to reduce teacher turnover	11
Don't know what is being done to reduce teacher turnover	d

SECTION E. DEMOGRAPHICS

These last questions are about you.

Source: Adapted from Baby FACES 2009 – E1

E1. Are you male or female?

- Male..... 1
- Female 2
- Other 3

Source: OMB Guidance – E2

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

Select all that apply

- Not of Hispanic, Latina/o, or Spanish origin..... 1
- Mexican, Mexican American, Chicano/a..... 2
- Puerto Rican 3
- Cuban..... 4
- Another Hispanic, Latino/a, or Spanish origin..... 5

Source: OMB Guidance – E3

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

Select all that apply

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

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

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 GO TO E5
- High school diploma or equivalent..... 2 GO TO E5
- Some vocational/technical school, but no diploma 3 GO TO E5
- Vocational/technical diploma 4 GO TO E5
- Some college courses, but no degree 5 GO TO E5
- Associate’s degree..... 6 GO TO E7
- Bachelor’s degree 7 GO TO E7
- Graduate or professional school, but no degree..... 8 GO TO E7
- Master’s degree (M.A., M.S.) 9 GO TO E7
- Doctorate degree (PH.D., ED.D.)..... 10 GO TO E7
- Professional degree after Bachelor’s degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)..... 11 GO TO E7

IF LESS THAN AN ASSOCIATE’S DEGREE ANSWER E5 AND E6

E5. Do you currently have either of the following credentials or certificates?

Select one per row

	YES, I HAVE IT AND IS CURRENT	HAD IT BUT NOT CURRENT	NO, I DON'T HAVE IT	DON'T KNOW
a. An Infant/Toddler Child Development Associate (CDA) credential	1	2	0	d
b. Some other kind of CDA credential or state awarded certificate/license	1	2	0	d

IF LESS THAN AN ASSOCIATE’S DEGREE ANSWER E6

E6. Are you currently working toward an associate’s or a bachelor’s degree?

- YES 1
- NO 0

IF AN ASSOCIATE'S DEGREE OR HIGHER ANSWER E7 AND E8

Source: Adapted from Baby FACES 2018 – E5.2

E7. Is your degree in Early Childhood Education or a related field?

YES 1
NO 0

IF AN ASSOCIATE'S DEGREE OR HIGHER ANSWER E8

Source: Source: Adapted from Baby FACES 2018 – E5a

E8. Did your degree or graduate work include the study of or a focus on infants/toddler development?

YES 1
NO 0

Source: Adapted from Baby FACES 2009 – E6

E9. In total, how many years have you been working in Early Head Start?

IF LESS THAN ONE YEAR WRITE IN ZERO. ROUND TO WHOLE NUMBERS

____ NUMBER OF YEARS

Source: Adapted from Baby FACES 2009 – E7

E10. In total, how many years have you been working in Early Head Start in this center?

IF LESS THAN ONE YEAR WRITE IN ZERO. ROUND TO WHOLE NUMBERS

____ NUMBER OF YEARS

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.

Source: Adapted from Baby FACES 2009 – E8

E11. In total, how many years have you been the Early Head Start director at this center?

IF LESS THAN ONE YEAR WRITE IN ZERO. ROUND TO WHOLE NUMBERS

____ NUMBER OF YEARS

Source: Adapted from Baby FACES 2009 – E9

E12. 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 WRITE IN ZERO. ROUND TO WHOLE NUMBERS

|_|_|_| NUMBER OF YEARS

Source: Adapted from Baby FACES 2009 – E10

E13. 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 WRITE IN ZERO. ROUND TO WHOLE NUMBERS

|_|_|_| NUMBER OF YEARS

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 infants and toddlers and families.