



BASELINE ADMINISTRATOR SURVEY

The purpose of the Baseline Administrator Survey is to collect information on administrator demographics and background as well as characteristics of early care and education centers that are theorized to: 1) affect implementation; and 2) moderate the impacts of the interventions, or the effects of early care and education quality on child outcomes, as indicated in the VIQI Project conceptual model. This attachment includes the following: (a) the baseline survey, and (b) communication to administrators regarding this survey.

A. Introduction

Thank you for participating in the Variations in Implementation of Quality Interventions (VIQI) Project! As part of this study, we would like you to answer some questions about yourself and your experiences as an administrator or director of early care and education. Also included are questions about the staff at your center. This information is crucial to helping us understand the role of administrators and directors in promoting quality of teaching and learning in early care and education settings.

Your participation is completely voluntary, and you may skip any questions you do not wish to answer. You may stop the survey at any time. Your responses to these questions will be kept private to the extent permitted by law and will not be shared with your supervisor or other staff. There are no direct benefits to you for participating. Participation does not involve any risks other than what you would encounter in daily life. There is a small risk that your information could be lost, stolen, or misused, even though we follow strict rules to protect your information. The study team will follow strict procedures to protect your responses, and your responses will only be used for research and program improvement purposes. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

Please complete this questionnaire within the next [X] days. [If PAPER COPY, INCLUDE: Once complete, please [send it back to ADDRESS].] The questionnaire will take approximately 50 minutes in total to complete. If you have any questions, please contact your project liaison at [PHONE] or [email].

Thank you!

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. The OMB number for this information collection is 0970-0508 and the expiration date is XX/XX/XXXX. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [Contractor Contact Name]; [Contractor Contact Address].

B. Background Information

1. Today's Date: / / 2021
M M D D

2. What is your job title?

- ₁ Center director/Executive director
- ₂ Instructional or educational director/coordinator
- ₃ Other (please specify: _____)

3. In what year were you born?

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Y | Y | Y | Y |

4. What is your sex?

- ₁ Female
- ₂ Male

5. What is your Ethnicity?

- ₁ Hispanic or Latino
- ₂ Not Hispanic or Latino

6. What is your Race?

SELECT ONE OR MORE.

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

C. PROFESSIONAL EXPERIENCE

7. Indicate the total number of years that you have worked in the positions listed below, counting this year.

Throughout the survey, the term “teacher” is used to refer to a teaching position with primary responsibility for providing instruction and supervision of children in a classroom. The term “assistant teacher” is used to refer to an assistant teacher, paraprofessional, or aide that works under the supervision of a teacher to give additional attention, support and instruction to children in the classroom.

a) How many years have you been an administrator/director of an early care and education center, including the current year?
_____ years

b) How many years have you been an administrator/director at your current center, including the current year?
_____ years

c) How many years did you work as a teacher/assistant teacher before becoming an administrator/director?
_____ years

8. Which age levels or grade(s) did you teach before becoming an administrator/director?

SELECT ALL THAT APPLY.

- | | |
|--|---|
| <input type="checkbox"/> ₁ Infants | <input type="checkbox"/> ₅ 1 st through 5 th grade |
| <input type="checkbox"/> ₂ Toddlers (under 36 months) | <input type="checkbox"/> ₆ 6 th grade through High School |
| <input type="checkbox"/> ₃ Preschool (ages 3-5) | <input type="checkbox"/> ₇ None: No prior teaching experience |
| <input type="checkbox"/> ₄ Kindergarten | |

9. What is the highest level of schooling you have completed?

SELECT ONE.

- ₁ Less than a High School Diploma/GED → SKIP TO 11
- ₂ High School Diploma/GED → SKIP TO 11
- ₃ Vocational or Technical Diploma → SKIP TO 11
- ₄ Some College but no Degree → SKIP TO 11
- ₅ Associate’s Degree
- ₆ Bachelor’s degree
- ₇ Graduate or Professional School but no Degree
- ₈ Master’s degree
- ₉ Education specialist or professional diploma based on at least one year of course

work at a master's degree level

₁₀ Doctorate

₁₁ Other

10. Indicate the major field of study of your highest level degree.

SELECT ALL THAT APPLY.

₁ Early childhood education

₂ Elementary education

₃ Special education

₄ Child development

₅ Reading specialist

₆ Curriculum and instruction

₇ Bilingual/bicultural education

₈ Other education-related major (such as educational psychology, education administration, music education, etc.)

₉ Non-education major (such as history, English, etc.)

11. Are you currently a salaried worker in your position as director/administrator?

- ₁ Yes → GO TO 12, THEN 14
- ₂ No → SKIP TO 13

12. What is your annual salary (before taxes) for this year (2021-2022) in your position as director/administrator, not including bonuses?

SELECT ONE.

- | | |
|---|---|
| <input type="radio"/> ₁ Less than \$20,000 | <input type="radio"/> ₆ \$60,001-\$70,000 |
| <input type="radio"/> ₂ \$20,001-\$30,000 | <input type="radio"/> ₇ \$70,001-\$80,000 |
| <input type="radio"/> ₃ \$30,001-\$40,000 | <input type="radio"/> ₈ \$80,001-\$90,000 |
| <input type="radio"/> ₄ \$40,001-\$50,000 | <input type="radio"/> ₉ \$90,001-\$100,000 |
| <input type="radio"/> ₅ \$50,001-\$60,000 | <input type="radio"/> ₁₀ More than \$100,000 |

13. What is your hourly wage in your position as director/administrator?

SELECT ONE.

- | | |
|---|--|
| <input type="radio"/> ₁ \$12.99 or less an hour | <input type="radio"/> ₆ \$21.00 \$24.99 an hour |
| <input type="radio"/> ₂ \$13.00- \$16.99 an hour | <input type="radio"/> ₇ \$25.00 - \$28.99 an hour |
| <input type="radio"/> ₃ \$17.00- \$20.99 an hour | <input type="radio"/> ₈ \$29.00 or more an hour |

14. Do you get overtime pay for your current position as director/administrator?

- ₁ Yes
- ₂ No

15. How many hours are you regularly scheduled to work per week as director/administrator for this year (2021-2022)?

SELECT ONE.

- ₁ Less than 10 hours
- ₂ 10-15 hours
- ₃ 16-20 hours
- ₄ 20-25 hours
- ₅ 26-30 hours
- ₆ 31-35 hours
- ₇ 36-40 hours
- ₈ 41-45 hours
- ₉ 46-50 hours
- ₁₀ 51-55 hours
- ₁₁ 56-60 hours
- ₁₂ More than 60 hours

16. Which option best describes how many days you are regularly scheduled to work in your position as director/administrator this [year]?

SELECT ONE.

- ₁ I work as a director/administrator year-round (January through December)
- ₂ I work as a director/administrator during the “school year” only*

*Consider “school year” to be the typical months that public schools in your area are open.

17. In addition to being a director/administrator in an early care and education center, do you currently hold any other jobs? This may include other permanent full-time or part-time jobs, or temporary, transitional or seasonal jobs.

- ₁ Yes_
- ₂ No

D. Staffing

18. Which of the following benefits are available to the staff at this center, even if some individuals do not participate or use them?

SELECT ALL THAT APPLY.

- ₁ Health insurance coverage
- ₂ Dental benefits, including any offered at a cost to staff
- ₃ Vision benefits, including any offered at a cost to staff
- ₄ Paid holidays
- ₅ Paid time off (e.g., vacation, sick days)

- ₆ Free or reduced cost early care and education for staff members' child
- ₇ A retirement or 401K plan
- ₈ Paid tuition
- ₉ Free professional development and training

Note: The following items in this section are pulled from the ECE-ICHQ Center Director Questionnaire.

The next section includes questions about staff who work at your early care and education center. The categories listed are for staff who may work directly with children. We are also interested in learning about the number of full-time and part-time specialists, administrators, and support staff who may also work in your center.

The terms may not be the same as those being used in your center. But, please do your best to put staff working directly with children into one of the categories listed below.

- Here, and throughout the survey, the term “teacher” is used to refer to a teaching position with primary responsibility for providing instruction and supervision of children in a classroom.
- The term “assistant teacher” is used to refer to an assistant teacher, paraprofessional, or aide that works under the supervision of a lead teacher to give additional attention, support and instruction to children in the classroom.
- The term “coach” is used to refer to a professional who provides teachers/assistant teachers with feedback and support to help improve what they do in the classroom.

19. How many of each staff category work at your center?

| | Total number of <u>regular</u> , <u>permanent</u> staff at your center | Total number of <u>other</u> staff who are available to work in your center (e.g., shared with partner agency, grantee) |
|--|---|--|
| a) Teachers | <input type="text"/> | <input type="text"/> |
| b) Assistant teachers (assistant teacher, paraprofessional, or aide) | <input type="text"/> | <input type="text"/> |
| c) Floater teachers (not assigned to a particular classroom) | <input type="text"/> | <input type="text"/> |
| d) Coaches (who focuses on providing feedback and support for teachers to improve their practice) | <input type="text"/> | <input type="text"/> |
| e) Education specialists or master teachers (who focus on development or support of the educational program or curriculum or are a support for teachers) | <input type="text"/> | <input type="text"/> |
| f) Specialists who provide or connect children and their families with services outside of the classroom (such as | <input type="text"/> | <input type="text"/> |

| | Total number of <u>regular, permanent</u> staff at your center | Total number of <u>other</u> staff who are available to work in your center (e.g., shared with partner agency, grantee) |
|---|--|---|
| to assist with nutrition, health, mental health or support services) | | |
| g) Staff who focus on administration or management of operations or finances | <input type="text"/> | <input type="text"/> |
| h) Other staff (include clerical staff, drivers, cooks, maintenance and janitorial staff, etc.) | <input type="text"/> | <input type="text"/> |

20. What are the minimum education requirements for each type of staff in your center listed below?

SELECT ONE PER ROW.

| | N/A; NONE AT MY CENTER | HIGH SCHOOL GRADUATE | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S DEGREE OR HIGHER |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) Teachers who work with children ages 3 to 4 | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| b) Assistant teachers who work with children ages 3 to 4 | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| c) Aides who work with children ages 3 to 4 | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| d) Center director | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| e) Coaches | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| f) Educational specialists | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

21. What informed the education requirements, credentials, and level of experience required for each position?

SELECT ALL THAT APPLY FOR EACH POSITION.

| | Teacher | Assistant Teacher |
|--|---------------------------------------|---------------------------------------|
| a) Licensing standards | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| b) Standards set by funding source (for example, Head Start program performance standards, state pre-k standards, or private funder) | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| c) Standards set by participation in a quality rating and improvement system | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₃ |
| d) Standards set to achieve child care accreditation by a local, state, or national accrediting entity | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₄ |
| e) Standards set by sponsoring organization (for example, public school or oversight entity such as an umbrella organization) | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₅ |
| f) Internal background, training, or performance assessment information on successful staff | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₆ |

STAFFING CHANGES

22. How many different directors have there been in your center within the past five years?

number of directors

23. How many individuals who work directly with children ages 3 to 4 left the center by their own decision last year (2020-2021)? Do not include staff who have been terminated.

number of teachers number of assistant teachers

24. How many individuals who work directly with children ages 3 to 4 were terminated last year (2020-2021)?

number of teachers number of assistant teachers

25. During last year (2020-2021), did any full-time positions for teachers or assistant teachers go unfilled when there was a vacancy?

₁ Yes

No → SKIP TO 27

26. How long did the following full-time positions go unfilled when there was a vacancy last year (2020-2021)?

SELECT ONE PER ROW.

| | No vacancy | Less than one week | More than one week, but less than a month | One to two months | Three to four months | More than four months |
|--|------------------------------------|------------------------------------|---|------------------------------------|------------------------------------|------------------------------------|
| a) Teachers who work with children ages 3 to 4 | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| b) Assistant teachers who work with children ages 3 to 4 | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

27. In what ways, if at all, has COVID-19 affected your center's staffing?

SELECT ALL THAT APPLY

- ₁ We had to lay off one or more staff members
- ₂ One or more staff members left voluntarily
- ₃ We had to reduce the working hours of one or more staff members
- ₄ We have been unable to hire new staff because of COVID-19
- ₅ We had to change the work responsibilities of one or more staff members
- ₆ We made another change to our workforce (please specify) _____
- ₇ COVID-19 has not affected my center's staffing in any way

28. Choose the option that best characterizes teacher assignments (pairings of co-teachers or teacher and assistant teacher) in classrooms working with children ages 3 to 4 in your early care and education center last year (2020-2021).

SELECT ONE.

- ₁ I/We generally try to keep teacher assignments the same each year. If assignments change, it is because someone has left the center.
- ₂ I/We generally try to rotate or change up teacher assignments every year.

- ₃ I/We generally try to rotate or change up teacher assignments every few years.
- ₄ Assistant teachers rotate around to different classrooms on a frequent (daily/weekly/monthly) basis.
- ₅ Unsure/Don't know

E. Enrollment

29. Compared to prior to the pandemic (e.g. August 2019 – February 2020), is the current total enrollment of 3- and 4-year-olds at your center different?

SELECT ONE

- ₁ Yes, it has increased [SKIP 30]
- ₂ Yes, it has decreased [GO TO 30]
- ₃ No, enrollment has not changed [SKIP 30]
- ₄ Not sure [SKIP 30]

30. Compared to prior to the pandemic (e.g. August 2019 – February 2020), what percentage of 3- and 4-year-old children are currently enrolled at your center in total?

SELECT ONE

- ₁ 0
- ₂ 1-25%
- ₃ 26-50%
- ₄ 51-75%
- ₅ 76-100%

31. Compared to prior to the pandemic (e.g. August 2019 – February 2020), is the size or composition of any of your classrooms serving 3- and/or 4-year-olds currently different?

SELECT ONE

- ₁ Yes [GO TO 32 and 33]
- ₂ No [SKIP 32 and 33]
- ₃ Not sure [SKIP 32 and 33]

32. How is the size or composition of any of your classrooms serving 3- and/or 4-year-olds different?

SELECT ALL THAT APPLY

- ₁ Smaller class sizes
- ₂ Fewer classrooms
- ₃ More classrooms

₄ Other (describe) _____

33. Why did you make these changes to the size or composition of the 3's and 4's classrooms?

SELECT ALL THAT APPLY

- ₁ Lower enrollment
- ₂ Higher enrollment
- ₃ Fewer teachers
- ₄ Lack of space
- ₅ To promote social distancing
- ₆ Other (describe) _____

F. Additional Services

We are interested in learning about the types of services that children and their families can access through your center.

34. In addition to early care and education, does your center offer...

| | Yes | No |
|--|------------------------------------|------------------------------------|
| a) Health screening such as medical, dental, vision, hearing or speech screening? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| b) Medical care? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| c) Dental care? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| d) Mental health care for children or parents? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| e) Home visiting? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| f) Therapeutic service such as speech therapy, occupational therapy, or services for children with special needs? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| g) Education or job training for parents? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| h) Social services for parents, such as housing or food assistance, emergency cash assistance, legal assistance, or another service for parents? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| i) Wrap-around care or early morning care? | <input type="radio"/> ₁ | <input type="radio"/> ₂ |

[PROGRAMMING NOTES: If 34a is yes, ask 35. Otherwise, disable 35.]

35. Who provides health screening, such as medical, dental, vision, hearing or speech screening?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34b is yes, ask 36. Otherwise, disable 36.]

36. Who provides medical care?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34c is yes, ask 37. Otherwise, disable 37.]

37. Who provides dental care?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34d is yes, ask 38. Otherwise, disable 38.]

38. Who provides mental health care for children or parents?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34e is yes, ask 39. Otherwise, disable 39.]

39. Who provides home visiting?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34f is yes, ask 40. Otherwise, disable 40.]

40. Who provides therapeutic service, such as speech therapy, occupational therapy, or services for children with special needs?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34g is yes, ask 41. Otherwise, disable 41.]

41. Who provides education or job training for parents?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34h is yes, ask 42. Otherwise, disable 42.]

42. Who provides social services for parents, such as housing or food assistance, emergency cash assistance, legal assistance, or another service for parents?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

[PROGRAMMING NOTES: If 34i is yes, ask 43. Otherwise, disable 43.]

43. Who provides wrap-around care or early morning care?

- ₁ Provided directly by my program/center
- ₂ Provided by a community partner

G. Child Assessments

We are interested in learning about the child assessments used in your center **last year** (2020-2021).

44. What kinds of child assessments were teachers required to use in classrooms with children ages 3 to 4 last year (2020-2021)?

SELECT ALL THAT APPLY.

- ₁ Work Sampling System®
- ₂ Teaching Strategies GOLD®
- ₃ High Scope Child Observation Record (COR)
- ₄ Other published assessment tools (e.g., Ages and Stages Questionnaires, Brigance Preschool Screen, Galileo, Hawaii Early Learning Profile (HELP), Learning Accomplishment Profile Screening (E-LAP, LAP-R, LAP-D))
- ₅ Child Portfolios and/or Work Samples (Electronic or Hardcopy)
- ₆ Teacher observation of specific objectives
- ₇ Locally-designed, or teacher- or center-created assessment

45. How did you use the results from any of the above assessments last year (2020-2021)?

SELECT ALL THAT APPLY.

- ₁ Identify children who may need additional testing (for a learning problem, for example)
- ₂ Share or discuss results with teachers in a group setting such as a staff meeting or Common Planning Time
- ₃ Refer children for therapeutic services or additional assessment
- ₄ Share or review results with coaches or mentors
- ₅ Inform plans for professional development opportunities for teachers or staff
- ₆ Develop or modify center or classroom goals
- ₇ Include in formal evaluations
- ₈ Include in reporting requirements (for example, for Head Start, QRIS, or other funding requirements)

46. Were teachers required to submit child assessment data to you or another administrator at your center last year (2020-2021)?

- ₁ Yes
- ₂ No → SKIP TO 48

47. How often were teachers required to submit child assessment data last year (2020-2021)?

- ₁ Monthly or more often
- ₂ Quarterly
- ₃ Twice per year
- ₄ Once per year

H. Professional Supports

We are interested in learning about the professional supports provided for teachers and assistant teachers in your center last year (2020-2021).

TEACHERS

For the next questions, please think about the teachers at your center. (You will report on assistant teachers at your center in later questions.)

48. Please indicate which of the following professional support opportunities were offered to teachers of children ages 3 to 4 in your center last year (2020-2021).

SELECT ONE PER ROW.

| <i>During the workday, are teachers able to...</i> | Yes | No |
|--|------------------------------------|------------------------------------|
| a) Plan or prepare for teaching/their classroom on their own | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| b) Plan or prepare for teaching/their classroom with another teacher or assistant assigned to the same classroom | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| c) Meet with other teachers to collaborate and plan (e.g., as part of common planning time or a professional learning community) | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| d) Observe other teachers while their class is covered | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| e) Participate in peer mentoring as part of a formal arrangement recognized or supported by your center | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| f) Attend workshops, conferences or training sessions (including training provided by your center) | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| g) Attend coaching sessions or be observed by a coach while teaching | <input type="radio"/> ₁ | <input type="radio"/> ₂ |

49. Did your center provide teachers with time for the professional support opportunities listed above during their regular scheduled hours?

- ₁ Yes
₂ No → SKIP TO 52

50. Which of the following were used to provide teachers in your center with time for professional support opportunities during regular scheduled hours last year (2020-2021)?

SELECT ALL THAT APPLY.

- ₁ Substitute teachers to cover classes
₂ Early dismissal or late start for children
₃ Professional days built in during breaks of one week or more
₄ Professional days built in during weeks when children are in attendance
₅ Common planning time for teachers

- ₆ Reduced teacher workloads (less time in the classroom with children or less time on other assigned duties)

51. How many total “professional days” of training did teachers last year (2020-2021) as part of their regular scheduled hours?

days

ASSISTANT TEACHERS

For the next questions, please think about the assistant teachers at your center.

52. Please indicate which of the following professional support opportunities were offered to assistant teachers of children ages 3 to 4 in your center last year (2020-2021).

SELECT ONE PER ROW.

| <i>During the workday, are assistant teachers able to...</i> | Yes | No |
|--|------------------------------------|------------------------------------|
| a) Plan or prepare for teaching/their classroom on their own | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| b) Plan or prepare for teaching/their classroom with another teacher assigned to the same classroom | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| c) Meet with other teachers to collaborate and plan (e.g., as part of common planning time or a professional learning community) | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| d) Observe other teachers while their class is covered | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| e) Participate in peer mentoring as part of a formal arrangement recognized or supported by your center | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| f) Attend workshops, conferences or training sessions (including training provided by your center) | <input type="radio"/> ₁ | <input type="radio"/> ₂ |
| g) Attend coaching sessions or be observed by a coach while teaching | <input type="radio"/> ₁ | <input type="radio"/> ₂ |

53. Did your center provide assistant teachers with time for the professional support opportunities listed above during their regular scheduled hours?

- ₁ Yes
₂ No → SKIP TO 55

54. Which of the following were used to provide assistant teachers in your center with time for professional support opportunities during regular scheduled hours last year (2020-2021)?

SELECT ALL THAT APPLY.

- ₁ Substitute teachers to cover classes
₂ Early dismissal or late start for children

- ₃ Professional days built in during breaks of one week or more
- ₄ Professional days built in during weeks when children are in attendance
- ₅ Common planning time for teachers
- ₆ Reduced teacher workloads (less time in the classroom with children or less time on other assigned duties)

55. How many total “professional days” of training did assistant teachers receive last year (2020-2021) as part of their regular scheduled hours?

days

GENERAL PROFESSIONAL SUPPORTS AND RESOURCES

56. What sources of funding are used to cover operating costs and expenditures for your center?

SELECT ALL THAT APPLY.

- ₁ Tuition and fees paid by parents from children attending center
- ₂ State Pre-K
- ₃ Other state government (e.g., Child Care subsidy programs such as Child Care and Development Fund (CCDF) or Temporary Assistance for Needy Families (TANF), including voucher/certificates, state contracts; preschool development grants)
- ₄ Federal Head Start/Early Head Start grant
- ₅ Other federal government (e.g., Title I, Child and Adult Care Food Program)
- ₆ Local government (e.g., school board or other local agency funds, grants from city or county government)
- ₇ Revenues from fundraising activities (e.g., cash contributions, gifts, special events)
- ₈ Revenues from community organizations or other grants (United Way, local charities, or other service organizations)
- ₉ Other: _____

57. Did your center receive a CARES Act small business loan, Paycheck Protection Program (PPP) loan, child care stabilization funds from ARP, state grants, or other emergency funding related to COVID-19?

- ₁ Yes
- ₂ No
- ₃ Not sure

58. To what extent is your center’s capacity to support children’s learning and development impacted by any of the following issues?

SELECT ONE PER ROW.

| | Not at all | Very little | To some extent | A lot |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| a) Lack of opportunities and support for professional development for myself | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| b) Lack of opportunities and support for professional development for teachers | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| c) Difficulties with covering classrooms so teachers can attend trainings | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| d) Difficulties with covering classrooms so teachers can attend coaching sessions | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| e) Shortage of qualified and/or high-performing teachers | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| f) Shortage of teachers with competence in teaching children with special needs | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| g) Shortage of teachers with competence in teaching dual language learner children | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| h) High turnover among classroom staff | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| i) Shortage or inadequacy of classroom materials (e.g., books, art supplies, manipulatives) | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| j) Shortage or inadequacy of technology (e.g., computers, tablets) | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| k) Prevalence of children with behavior problems | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |
| l) Lack of a curriculum or prescribed classroom activities | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ |

59. How was teacher training conducted last year?

SELECT ALL THAT APPLY

- O₁ Training was conducted in person
- O₂ Training was conducted remotely (e.g. via live virtual lecture or webinar, live virtual classroom or video conference, or online learning platform with pre-recorded content that can be reviewed on your own)

60. Have staff been provided with training on how to support students and families in the time of a pandemic (e.g., trauma-focused instruction, social-emotional learning)?

- O₁ Yes, please describe: _____
- O₂ No

61. What supports has your center provided staff on teaching during the COVID-19 pandemic (e.g., on topics such as teaching remotely, supporting families and children in the time of a pandemic)?

SELECT ALL THAT APPLY

- ₁ Paid in-service days for teachers (whether or not the center was open for children)
- ₂ Common planning time with teaching teams/other teachers
- ₃ Guidance/support from center director or other center leadership
- ₄ Online supports (e.g., virtual coaches, webinars), please specify: _____
- ₅ Other support, please specify: _____
- ₆ We have not provided this kind of support

62. Were these supports being provided new, as a result of the pandemic?

SELECT ONE

- ₁ Yes, they began after March 2020, we are still offering these supports, and we plan to continue offering them after the pandemic
- ₂ Yes, they began after March 2020 and we are still offering these supports, but plan to stop offering them after the pandemic has ended
- ₃ Yes, they began after March 2020 and we are no longer offering them
- ₄ No, we provided these supports prior to March 2020

I. Supervision

We are interested in learning about supervision provided for teachers and assistant teachers in your center last year (2020-2021).

TEACHERS

For these questions, please think about the supervision provided only to teachers at your center.

63. Who was the direct supervisor of teachers of children ages 3 to 4 last year (2020-2021)?

- ₁ Center director/Executive director
- ₂ Instructional or educational director/coordinator
- ₃ Other

64. What was the format for formal supervision of teachers and how often did it occur?

SELECT ONE PER ROW.

| Type of Supervision | Frequency | | | | | |
|---------------------|-----------|--------|---------|-----------|--------|-----------|
| | Never | Weekly | Monthly | Quarterly | Yearly | As needed |
| | | | | | | |

| | | | | | | |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| a) One-on-one | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |
| b) Group meeting | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ |

65. Which of the following topics were covered during any formal supervision that you reported teachers receiving above?

SELECT ALL THAT APPLY.

- ₁ Implementing lessons or activities from a curriculum
- ₂ Children's language or literacy/reading development
- ₃ Children's mathematics development
- ₄ Children's scientific knowledge development
- ₅ Teaching practices and/or classroom quality
- ₆ Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)
- ₇ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- ₈ Conducting child assessments through observation, screening, and/or formal instruments
- ₉ Supporting or fostering children's social-emotional development
- ₁₀ Behavior management
- ₁₁ Family engagement
- ₁₂ Supporting children with special needs in the classroom
- ₁₃ Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- ₁₄ Cultural competence for working with diverse populations
- ₁₅ Organization and management (e.g., classroom routines and schedules)
- ₁₆ Classroom set up and physical environment
- ₁₇ Health and safety
- ₁₈ None of the above

66. How often were teachers observed formally as part of an official performance appraisal process (i.e., formal evaluation) last year (2020-2021)?

- O₁ Never
- O₂ Yearly

- ₃ Quarterly
- ₄ Monthly
- ₅ Weekly
- ₆ As needed

ASSISTANT TEACHERS

For these questions, please think about the supervision provided to assistant teachers at your center.

67. Who was the direct supervisor of assistant teachers of children ages 3 to 4 last year (2020-2021)?

- ₁ Teacher
- ₂ Center director/Executive director
- ₃ Instructional or educational director/coordinator
- ₄ Other

68. What was the format for formal supervision of assistant teachers and how often did it occur?

SELECT ONE PER ROW.

| Type of Supervision | Frequency | | | | | |
|---------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | Never | Weekly | Monthly | Quarterly | Yearly | As needed |
| a) One-on-one | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| b) Group meeting | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

69. Which of the following topics were covered during any formal supervision that you reported assistant teachers receiving above?

SELECT ALL THAT APPLY.

- ₁ Implementing lessons or activities from a curriculum
- ₂ Children’s language or literacy/reading development
- ₃ Children’s mathematics development
- ₄ Children’s scientific knowledge development
- ₅ Teaching practices and/or classroom quality
- ₆ Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)

- ₇ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- ₈ Conducting child assessments through observation, screening, and/or formal instruments
- ₉ Supporting or fostering children's social/emotional development
- ₁₀ Behavior management
- ₁₁ Family engagement
- ₁₂ Supporting children with special needs in the classroom
- ₁₃ Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- ₁₄ Cultural competence for working with diverse populations
- ₁₅ Organization and management (e.g., classroom routines and schedules)
- ₁₆ Classroom set up and physical environment
- ₁₇ Health and safety
- ₁₈ None of the above

70. How often were assistant teachers observed formally as part of an official performance appraisal process (i.e., formal evaluation) last year (2020-2021)?

- ₁ Never
- ₂ Yearly
- ₃ Quarterly
- ₄ Monthly
- ₅ Weekly
- ₆ As needed

J. Coaching

We are interested in learning about the coaching provided for teachers in your center last year (2020-2021). A coach is a professional who provides teachers with feedback and support to help improve what teachers do in the classroom. Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

TEACHERS

For these questions, please think about the coaching provided only to teachers at your center. (You will report on assistant teachers at your center in later questions.)

71. How often was coaching offered to teachers last year (2020-2021)? Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

Frequency

| Type of Coaching | Never | Weekly | Monthly | Quarterly | Yearly | As needed |
|------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) One-on-one | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| b) In a group | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

[PROGRAMMING NOTES: If “never” (1) is chosen for 71a AND 71b, skip to 75. If any other option (2 through 6) is chosen for 71a or 71b, go to 72.]

72. Which of the following topics were covered during any coaching sessions that you reported teachers receiving above?

SELECT ALL THAT APPLY.

- ₁ Implementing lessons or activities from a curriculum
- ₂ Children’s language or literacy/reading development
- ₃ Children’s mathematics development
- ₄ Children’s scientific knowledge development
- ₅ Teaching practices and/or classroom quality
- ₆ Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)
- ₇ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- ₈ Conducting child assessments through observation, screening, and/or formal instruments
- ₉ Supporting or fostering children’s social-emotional development
- ₁₀ Behavior management
- ₁₁ Family engagement
- ₁₂ Supporting children with special needs in the classroom
- ₁₃ Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- ₁₄ Cultural competence for working with diverse populations
- ₁₅ Organization and management (e.g., classroom routines and schedules)
- ₁₆ Classroom set up and physical environment
- ₁₇ Health and safety
- ₁₈ None of the above

₁₉ Don't know

73. Which organizations provided coaching to teachers?

SELECT ALL THAT APPLY.

- | | |
|--|--|
| <input type="checkbox"/> ₁ My center | <input type="checkbox"/> ₇ A college or university |
| <input type="checkbox"/> ₂ Head Start Grantee agency | <input type="checkbox"/> ₈ School district |
| <input type="checkbox"/> ₃ Child care umbrella organization | <input type="checkbox"/> ₉ Curriculum author or publisher |
| <input type="checkbox"/> ₄ State or local resource and referral agency | <input type="checkbox"/> ₁₀ Other: _____ |
| <input type="checkbox"/> ₅ State or local QRIS agency | <input type="checkbox"/> ₁₁ Don't know |
| <input type="checkbox"/> ₆ External institution (e.g., professional association; non-profit education organization) | |

74. How was coaching for teachers conducted last year?

SELECT ALL THAT APPLY.

- ₁ Coaching was conducted in person
Coaching was conducted remotely (e.g. uploading videos for a coach to review and provide feedback, video conferencing observation and meeting with a coach)
- ₂ Coaching was conducted remotely (e.g. uploading videos for a coach to review and provide feedback, video conferencing observation and meeting with a coach)

ASSISTANT TEACHERS

For these questions, please think about the coaching provided only to assistant teachers at your center.

75. What, if any coaching was offered to assistant teachers last year (2020-2021)? Do NOT include observations completed by center directors, other center administrators or supervisors, or master teachers.

| Type of Coaching | Frequency | | | | | |
|------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | Never | Weekly | Monthly | Quarterly | Yearly | As needed |
| a) One-on-one | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |
| b) In a group | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ |

[PROGRAMMING NOTES: If “never” (1) is chosen for 75a AND 75b, skip to 79. If any other option (2 through 6) is chosen for 75a or 75b, go to 76.]

76. Which of the following topics were covered during any coaching session that you reported assistant teachers receiving above?

SELECT ALL THAT APPLY.

- ₁ Implementing lessons or activities from a curriculum
- ₂ Children’s language or literacy/reading development
- ₃ Children’s mathematics development
- ₄ Children’s scientific knowledge development
- ₅ Teaching practices and/or classroom quality
- ₆ Professional, state and national standards (e.g., NAEYC; Curriculum Frameworks; Common Core; QRIS)
- ₇ Using quality observational tools to improve classroom quality (e.g. CLASS or ECERS)
- ₈ Conducting child assessments through observation, screening, and/or formal instruments
- ₉ Supporting or fostering children’s social/emotional development
- ₁₀ Behavior management
- ₁₁ Family engagement
- ₁₂ Supporting children with special needs in the classroom
- ₁₃ Supporting English Language Learners (ELLs) or Dual Language Learners (DLLs)
- ₁₄ Cultural competence for working with diverse populations
- ₁₅ Organization and management (e.g., classroom routines and schedules)
- ₁₆ Classroom set up and physical environment
- ₁₇ Health and safety
- ₁₈ None of the above
- ₁₈ Don’t know

77. Which organizations provided coaching to assistant teachers?

SELECT ALL THAT APPLY.

- ₁ My center
- ₇ A college or university

- | | |
|--|--|
| <input type="checkbox"/> ₂ Head Start Grantee agency | <input type="checkbox"/> ₈ School district |
| <input type="checkbox"/> ₃ Child care umbrella organization | <input type="checkbox"/> ₉ Curriculum author or publisher |
| <input type="checkbox"/> ₄ State or local resource and referral agency | <input type="checkbox"/> ₁₀ Other: _____ |
| <input type="checkbox"/> ₅ State or local QRIS agency | <input type="checkbox"/> ₁₁ Don't know |
| <input type="checkbox"/> ₆ External institution (e.g., professional association; non-profit education organization) | |

78. How was coaching for assistant teachers conducted last year?

SELECT ALL THAT APPLY

- ₁ Coaching was conducted in person
- ₂ Coaching was conducted remotely (e.g. uploading videos for a coach to review and provide feedback, video conferencing observation and meeting with a coach)

K. Teaching and Learning

79. Recognizing that some things in early care and education centers (ECE) are required by external sources, what are YOUR OWN PERSONAL BELIEFS about early care and education centers?

Please select the number that most nearly represents YOUR BELIEFS about each item's importance for early care and education centers for children ages 3 to 4.

(1 = Strongly agree; 5 = Strongly disagree)

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) ECE classroom activities should be responsive to individual differences in development. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| b) Each curriculum area should be taught as a separate subject at separate times. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| c) Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.). | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| d) Children should be allowed to cut their own shapes, perform their own steps in an experiment, and plan their own creative drama, art, and writing activities. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| e) Children should work silently and alone on seatwork. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| f) Children in ECE classrooms should learn through active explorations. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| g) ECE teachers should use treats, stickers, or stars to encourage appropriate behavior. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| h) ECE teachers should use punishments or reprimands to encourage appropriate behavior. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| i) Children should be involved in establishing rules for the classroom. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| j) Children should be instructed in recognizing the single letters of the alphabet, isolated from words. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| k) Children should learn to color within predefined lines. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| l) Children should learn to form letters correctly on a printed page. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| m) Children should dictate stories to the teacher. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| n) Children should know their letter sounds before they learn to read. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| o) Children should form letters correctly before they are allowed to create a story. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

Source: Burts, Buchanan, Benedict, Broussard, Dunaway, Richardson & Sciaraffa, 2000; Charlesworth et al., 1993; FACES, 2006.

L. Work Environment

The next set of questions asks about your work environment. Your responses will be kept private and will only be used for research and program improvement purposes.

ORGANIZATIONAL CLIMATE

The next two items are placeholders for items about center readiness to implement.

80. How strongly do you agree or disagree with the following statements?

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) This center has worked with at least a few other local organizations (related non-profit organizations, other centers, universities, etc.) in the past. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| b) Teachers/staff in this center believe that I genuinely buy-in to the critical importance of the topics of the VIQI Project (improving teaching and classroom quality). | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| c) This center collects and uses information to figure out what children need to learn best. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| d) The teachers in this center think they have enough understanding or knowledge to work with their children on [math] activities. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| e) The teachers in this center think they have enough understanding or knowledge to work with their children on [language and literacy] activities. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| f) The teachers seek out information about new teaching strategies that might help their children. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| g) In this community, there are currently new initiatives, funding opportunities, and/or professional development experiences being offered on the topics of the VIQI Project (quality improvement, math, language/ literacy, social-emotional learning, science). | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| h) In general, teachers in this center feel like I am “on their side.” | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| i) Teachers in this center feel like the amount of stress in their job is manageable. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| j) If the teachers learned about an exciting new teaching practice, they would feel confident that they could use it effectively in their own classrooms. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| k) When the teachers were searching for this job, I believe they only applied for teaching and teaching-related positions, not other types of jobs. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| l) This center has strong relationships with other local organizations such as churches, nonprofits, etc. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| m) Teachers in this center talk to each other for advice/support when faced with a difficult teaching situation. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| n) If someone told the teachers that they had a new idea to improve their teaching, the teachers would ask to hear more about it. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| o) People who observe our teachers would say they enjoy working with and teaching children. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| p) Teachers in this center would say I have a history of making decisions that are in the best interest of the children. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| q) Teachers at this center are trying to meet specific goals for children’s development in the topics of the VIQI Project (math, language/literacy, social-emotional learning, science). | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| r) Teachers at this center have positive memories of trying to learn a new teaching strategy or curriculum in the past. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |
| s) People in this center decide how to improve their teaching based on what is going on in their classroom. | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ |

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| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| t) When the teachers face a challenging situation in the classroom, they can usually figure out how to best deal with it. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| u) This center provides support for teachers when they begin to feel overwhelmed. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| v) In the past, I have effectively helped teachers improve their teaching. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| w) The teachers work hard at their job because they know it has a major impact on children's development. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| x) The center's schedule here allows time for teachers to talk to one another and exchange ideas. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |
| y) Teachers in this center could name at least one teaching strategy or curriculum that was added in the past five years <u>and</u> is still being used well. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ |

Source: Wanless, 2014

81. For each row (across), select one phrase that best completes the following: “When it comes to early care and education practices, the staff in my center who work with children ages 3 to 4...”

| | | | | | |
|-----|---|---|--|--|--|
| 1 → | Don't plan to make any changes <input type="radio"/> ₁ | Think about making a change but can't do it now <input type="radio"/> ₂ | Are planning to make a change <input type="radio"/> ₃ | Are working to change something right now <input type="radio"/> ₄ | Are making sure not to go back to their old ways <input type="radio"/> ₅ |
| 2 → | Don't think they need to make any changes <input type="radio"/> ₁ | Think they might need to make a change someday <input type="radio"/> ₂ | Know they need to make some kind of change <input type="radio"/> ₃ | Know what they need to change <input type="radio"/> ₄ | Think about how to keep up changes they have made <input type="radio"/> ₅ |
| 3 → | Don't think they need any new information <input type="radio"/> ₁ | Think they might look for new information in the future <input type="radio"/> ₂ | Are interested in learning new information <input type="radio"/> ₃ | Are finding new information on their own <input type="radio"/> ₄ | Often learn a lot about the things they want to change <input type="radio"/> ₅ |
| 4 → | Don't think making a change would help the children <input type="radio"/> ₁ | Think making a change might help the children <input type="radio"/> ₂ | Believes that when they make a change, it will help the children <input type="radio"/> ₃ | See how a change that they made helped the children <input type="radio"/> ₄ | Often make changes so they can help the children <input type="radio"/> ₅ |
| 5 → | Don't think they have the power to make any changes <input type="radio"/> ₁ | Feel overwhelmed by the thought of changing <input type="radio"/> ₂ | Believe they can change, even if it isn't easy <input type="radio"/> ₃ | Have made change before, even though it isn't always easy <input type="radio"/> ₄ | Are confident they can keep up the changes they made <input type="radio"/> ₅ |
| 6 → | Don't have anyone who would support them in making a change <input type="radio"/> ₁ | Don't know whether anyone would support them in making a change <input type="radio"/> ₂ | Know someone who would support them in making a change <input type="radio"/> ₃ | Know several people who support them in making changes <input type="radio"/> ₄ | Are active in a community that supports change <input type="radio"/> ₅ |
| 7 → | Don't think of themselves as professionals <input type="radio"/> ₁ | Might feel more professional if they made a change <input type="radio"/> ₂ | Are beginning to think of themselves as professionals <input type="radio"/> ₃ | Feel like professionals because of a change they have made <input type="radio"/> ₄ | Feel like true professionals because they often make changes <input type="radio"/> ₅ |

Source: Children's Institute, Inc., 2009

82. How likely are you to recommend [The Creative Curriculum/Connect4Learning/your current curriculum] to a colleague?

₁ 1: Not at all likely

₆ 6

- | | | | |
|---------------------------------------|---|--|----------------------|
| <input type="checkbox"/> ₂ | 2 | <input type="checkbox"/> ₇ | 7 |
| <input type="checkbox"/> ₃ | 3 | <input type="checkbox"/> ₈ | 8 |
| <input type="checkbox"/> ₄ | 4 | <input type="checkbox"/> ₉ | 9 |
| <input type="checkbox"/> ₅ | 5 | <input type="checkbox"/> ₁₀ | 10: Extremely likely |

M. COVID-19

83. At some point from March 2020 to June 2021, did your center close completely (no children in the classroom, no remote teaching, staff not working from home) due to COVID-19?

SELECT ONE

- ₁ Yes
₂ No
₃ Not sure

84. At some point from March 2020 to June 2021, did your center conduct remote learning (e.g., conduct virtual lessons/activities, such as morning meeting/circle time) with families of children enrolled in classrooms serving 3- to 4-year-olds?

SELECT ONE

- ₁ Yes
₂ No
₃ Not sure

85. Are you currently implementing any changes at your center due to COVID-19?

SELECT ALL THAT APPLY

- ₁ Staggering schedules so there are smaller classroom sizes (e.g. part-day programming)
₂ Rearranging the structure of classrooms so there can be 6+ feet between people
₃ Moving more classes to be held outside
₄ Creating one-way hallways
₅ Increasing cleaning and disinfecting
₆ Requiring more frequent handwashing
₇ Requiring staff and visitors to wear face masks
₈ Requiring children to wear face masks
₉ Regularly screening staff for potential COVID-19 symptoms
₁₀ Regularly screening children for potential COVID-19 symptoms
₁₁ Reducing the number of visitors allowed inside

₁₂ Other (please specify) _____

86. The following items are a list of ways you may have felt or behaved in the PAST WEEK. Please indicate often you have felt this way in the PAST WEEK. PLEASE SELECT ONE RESPONSE PER ROW. In the past week, how often have you...

| In the past week, how often have you... | Rarely or none of the time (less than 1 day) | Some or a little of the time (1-2 days) | Occasionally or a moderate amount of time (3-4 days) | All of the time (5-7 days) |
|---|--|---|--|----------------------------|
| (a) Been bothered by things that usually don't bother you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (b) Had trouble keeping your mind on what you were doing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (c) Felt depressed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (d) Felt that everything you did was an effort | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (e) Felt hopeful about the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (f) Felt fearful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (g) Had restless sleep | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (h) Felt happy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (i) Felt lonely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (j) Felt you could not "get going" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Radloff (1977)

87. How stressful was your job before COVID-19 (e.g. August 2019 - February 2020)?

- ₁ 1: Not at all stressful ₆ 6
- ₂ 2 ₇ 7
- ₃ 3 ₈ 8
- ₄ 4 ₉ 9
- ₅ 5 ₁₀ 10: Extremely stressful

88. How stressful was your job from March 2020 to June 2021?

- ₁ 1: Not at all stressful ₆ 6
- ₂ 2 ₇ 7
- ₃ 3 ₈ 8
- ₄ 4 ₉ 9
- ₅ 5 ₁₀ 10: Extremely stressful

89. How stressful is your job currently?

- | | | | |
|---------------------------------------|-------------------------|--|-------------------------|
| <input type="checkbox"/> ₁ | 1: Not at all stressful | <input type="checkbox"/> ₆ | 6 |
| <input type="checkbox"/> ₂ | 2 | <input type="checkbox"/> ₇ | 7 |
| <input type="checkbox"/> ₃ | 3 | <input type="checkbox"/> ₈ | 8 |
| <input type="checkbox"/> ₄ | 4 | <input type="checkbox"/> ₉ | 9 |
| <input type="checkbox"/> ₅ | 5 | <input type="checkbox"/> ₁₀ | 10: Extremely stressful |

90. How well are you coping with the stress of your job right now?

- | | | | |
|---------------------------------------|---------------|--|----------------------|
| <input type="checkbox"/> ₁ | 1: Not coping | <input type="checkbox"/> ₆ | 6 |
| <input type="checkbox"/> ₂ | 2 | <input type="checkbox"/> ₇ | 7 |
| <input type="checkbox"/> ₃ | 3 | <input type="checkbox"/> ₈ | 8 |
| <input type="checkbox"/> ₄ | 4 | <input type="checkbox"/> ₉ | 9 |
| <input type="checkbox"/> ₅ | 5 | <input type="checkbox"/> ₁₀ | 10: Coping very well |

91. Has COVID-19 affected the (physical) health of the staff/their families or the children/their families in your center?¹

SELECT ALL THAT APPLY

- ₁ Yes, some staff have gotten physically ill
- ₂ Yes, families of some staff have gotten physically ill
- ₃ Yes, some children have gotten physically ill
- ₄ Yes, families of children at my center have gotten physically ill
- ₅ No, as far as I know, COVID-19 has not affected the (physical) health of my staff (or their families) or the health of children and their families at my center

92. To what extent do you feel like you understand the health recommendations for early care and education centers around COVID-19 (for example, social distancing guidelines)?

- ₁ A lot
- ₂ Somewhat
- ₃ A little
- ₄ Not at all

¹ If yes is selected or perhaps for all centers, we will provide a list of support resources (e.g., crisis text line: <https://www.crisistextline.org/>)

This is the end of the survey. Thank you!

Communication to Participants Regarding the Survey

Overview: The baseline survey that will be administered to administrators of participating centers will be accompanied by an email or letter that introduces the survey. If a survey is not received, a follow-up reminder email(s) or letter(s) may be sent.

SURVEY EMAILS/LETTERS

The following items will be addressed in communications to administrators regarding the survey administered at baseline:

- Welcome to the study
- Study background and a brief description of the survey
- Link to the online survey [If needed: Description of how to return the survey]
- Deadline for submission
- Toll-free number or study email address for technical issues or questions about the survey

THANK YOU LETTERS/EMAILS

Administrators who submit a survey will receive a thank you email or letter. The note will thank them for their time and encourage future participation. The following items will be addressed in thank you notes:

- Thank you for participation
- Study importance
- Reminder about future data collections