



## **Culture of Continuous Learning Project:**

*A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality*

# **Instruments 17a-dii: All Pre-Post Surveys with Administrators, Teachers, Staff, and Parents**

## **Culture of Continuous Learning: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality**

**Note:** Surveys will be distributed to all administrators, teachers, support staff, and parents at programs that are participating in the BSC at baseline (T1), post-BSC (T3), and follow-up (T4). Inclusion of some measures varies by respondent and time of data collection. A table outlining respondent and time of data collection precedes each measure. The prefix “BSC” vs “non-BSC” indicates whether the participant was part of the program’s core BSC team (BSC) or whether they are a staff member/parent at the program who was not directly involved in the BSC activities (non-BSC).

**Consent information for landing page of REDCap Survey for BSC participants and all ECE center staff  
(respondents will have seen all these details earlier in the outreach materials).**

Thank you very much for participating in your research. The purpose of this study is to learn about the options for integrating a Breakthrough Series Collaborative (BSC) into early care and education quality improvement systems. The BSC is a specific training approach designed to support learning and improvement among practitioners at all levels of an organization, from directors to teachers who work in a classroom with children. This BSC aims to support children's social and emotional learning practices among staff who work in child care and Head Start settings.

This online survey should take no more than 30 minutes to complete. This survey will ask you about your background, experiences with the BSC, and experiences in your child care center. We will send you a \$20 gift card as a thank you for your participation. We will ask you to complete this survey a total of three times.

Completing this survey is up to you. There is a chance that you may feel uncomfortable answering some questions. This survey is voluntary. You can skip any question and you can stop the survey at any time. There are no right or wrong answers to any of our questions. There is no direct benefit to you for completing this survey. We hope that the information you provide will benefit the early child care and education field.

Your name and contact information will not be shared outside of our project team. We will separate your name and contact information from your survey responses, and you will not be identified in any reports of study findings. Our report will describe the experiences and viewpoints expressed, but comments will not be attributed to specific individuals. Your responses will not be shared with your employer or have any impact on your employment status. The answers you provide when completing this survey may be made available to other researchers for future study. However, your identity will be kept private and no responses will be able to be attributed to you.

If you would like a copy of this information or have questions, please email us at [ktout@childtrends.org](mailto:ktout@childtrends.org) or the IRB at [irbparticipant@childtrends.org](mailto:irbparticipant@childtrends.org) or by phone at 1-855-288-3506.

Do you agree to participate in this survey?

- Yes
- No

The Paperwork Reduction Act of 1995 (Pub. L. 104-13) Statement: This collection of information is voluntary and will be used to assess the feasibility of implementing continuous quality improvement methods in ECE programs and systems to support the use and sustainability of evidence-based practices. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. 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 and expiration date for this collection are OMB #: 0970-XXXX, Exp: 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 Kathryn Tout, [ktout@childtrends.org](mailto:ktout@childtrends.org) or Child Trends, 708 N 1<sup>st</sup> Suite #333 Minneapolis, MN 55401  
Attention: Kathryn Tout

### **Consent information for landing page of REDCap Survey for Non-BSC Parents**

Thank you very much for participating in our research. The purpose of this study is to learn about the options for integrating a Breakthrough Series Collaborative (BSC) into early care and education quality improvement systems. The BSC is a specific training approach designed to support learning and improvement among practitioners at all levels of an organization, from directors to teachers who work in a classroom with children. This BSC aims to support children's social and emotional learning practices among staff who work in child care and Head Start settings.

This online survey should take no more than 15 minutes to complete. This survey will ask you about your background and experiences with your child's child care program and classroom. As a thank you for your participation, you will be entered in a raffle for one of five \$20 gift cards. We will ask you to complete this survey a total of two times.

Completing this survey is up to you. There is a chance that you may feel uncomfortable answering some questions. This survey is voluntary. You can skip any question and you can stop the survey at any time. There are no right or wrong answers to any of our questions. There is no direct benefit to you for completing this survey. We hope that the information you provide will benefit the early child care and education field.

Your name and contact information will not be shared outside of our project team. We will separate your name and contact information from your survey responses, and you will not be identified in any reports of study findings. Our report will describe the experiences and viewpoints expressed, but comments will not be attributed to specific individuals. The answers you provide when completing this survey may be made available to other researchers for future study. However, your identity will be kept private and no responses will be able to be attributed to you.

If you would like a copy of this information or have questions, please email us at [ktout@childtrends.org](mailto:ktout@childtrends.org) or the IRB at [irbparticipant@childtrends.org](mailto:irbparticipant@childtrends.org) or by phone at 1-855-288-3506

1. Select the title that best describes your current role in your organization. If you have a dual role, what position do you spend **more** time doing?
- Assistant teacher, aide, or apprentice
  - Teacher
  - Lead teacher
  - Assistant director
  - Director
  - Component coordinator (education, family support, health/nutrition)
  - Support staff (administrative assistant, cook)
  - Parent

**\*\*Branching for subsequent questions will be done on the basis of participants' responses to this question\*\***

### Program Features

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)

1. Does your program prioritize serving any of the following types of children? (select all that apply) [*response for each: yes/no*]
- a) Children from migrant families
  - b) Children in foster care
  - c) Children of teen parents
  - d) Children in tribal communities
  - e) Children experiencing homelessness
  - f) Children with disabilities
  - g) Other
  - h) If "other" please specify: \_\_\_\_\_

**The questions below come from the ExCELS measure (citation TBD). They will be formatted to match the rest of the survey for programming into REDCap.**

- C8. How many hours of paid planning time do you give teachers to plan curriculum, activities, and lessons, including time to review assessment data?**

***Paid planning time** refers to hours in teachers' normal workdays dedicated to creating lesson plans, developing activities, and goal setting.*

***Teachers** include lead, head, or co-teachers who are regularly in charge of a group or classroom of children.*

*Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.*

|\_|\_|\_|\_|      m Per week      m      Per month

m Don't know

**C9. How many hours of paid planning time do you give assistant teachers to plan curriculum, activities, and lessons, including time to review assessment data?**

*Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.*

|\_|\_|\_| m Per week      m Per month

m Don't know

NA m Not applicable, no assistant teachers in this center



**IF YOU GIVE TEACHERS OR ASSISTANT TEACHERS PAID PLANNING TIME ANSWER QUESTION C10, OTHERWISE SKIP TO QUESTION C11.**

**C10. How much of that planning time is for staff from different classrooms to collaborate and plan together?**

**MARK ONE ONLY**

- 1 m More than half
- 2 m About half
- 3 m Less than half
- 4 m None

Respondents	Time of Data Collection
Center Administrators	Baseline (T1) Post-Test (T3) Follow-Up (T4)

**These next questions are about how your center uses data. Please think about your center's practices or your own work in the last 6 months in answering the next few questions.**

**C.17 How often do you share or use data with teaching staff in the following ways to support children's learning and development?**

*Data may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.*

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. I review individual children's data with teaching staff to make decisions together about changing curriculum or classroom practices.....	<input type="radio"/> 1 m	<input type="radio"/> 2 m	<input type="radio"/> 3 m	<input type="radio"/> 4 m

MARK ONE RESPONSE PER ROW

Often	Sometimes	Rarely	Never
1 m	2 m	3 m	4 m

b. I tell teaching staff what changes to make in curriculum or classroom practices based on individual children's data.....

1. How large is your program in terms of number of staff positions, including yourself, if your program were fully staffed? This includes teaching positions, administrators, and support staff at your location. \_\_[dropdown of numeric options]\_\_\_\_\_
2. Do you have openings for staff positions that you are trying to fill? [Yes, no]
3. [If yes], How many staff openings do you currently have and in what staff roles?
  - a) Teaching staff \_\_
  - b) Administrative staff \_\_
  - c) Support staff (e.g., aides, etc.) \_\_

Over the past 6 months how many staff have left their positions and had to be replaced? \_\_\_\_\_

<b>Respondents</b>	<b>Time of Data Collection</b>
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1)

These next questions are about how your center uses data. Please think about your center’s practices or your own work in the last 6 months in answering the next few questions.

**C21. How often does center management share or use data with you in the following ways to support children’s learning and development?**

*Data may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.*

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. Center management reviews individual children’s data with me to make decisions together about changing curriculum or classroom practices.....	1 m	2 m	3 m	4 m
b. Center management tells me what changes to make in curriculum or classroom practices based on individual children’s data.....	1 m	2 m	3 m	4 m

**C22. Now thinking about your own work, how often do you share or use data with the staff in your own classroom or staff in other classrooms in the following ways to support children’s learning and development?**

*Data may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.*

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. I review individual children’s data with other teaching staff to make decisions together about changing curriculum or classroom practices.	1 m	2 m	3 m	4 m
b. I tell other teaching staff what changes to make in curriculum or classroom practices based on individual children’s data.	1 m	2 m	3 m	4 m

## Individual Well-Being

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

**The questions below come from the ExCELS measure (citation TBD). They will be formatted to match the rest of the survey for programming into REDCap.**

Next, please answer a few questions about your job and work environment.

**E3. How strongly do you agree or disagree with each of the following statements?**

MARK ONE RESPONSE PER ROW

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
a. You are under too many pressures to do your job effectively.....	1 m	2 m	3 m	4 m	5 m
b. Staff members often show signs of stress and strain.....	1 m	2 m	3 m	4 m	5 m
c. The heavy workload at this center reduces effectiveness.....	1 m	2 m	3 m	4 m	5 m
d. Staff frustration is common at this center.	1 m	2 m	3 m	4 m	5 m
e. You feel a sense of belonging within this center.....	1 m	2 m	3 m	4 m	5 m
f. This center acknowledges your cultural beliefs and incorporates them into center practices (e.g., time off for religious holidays, lesson plans/curricula that incorporates cultural beliefs)	1 m	2 m	3 m	4 m	5 m

*Institute of Behavioral Research. (2005). TCU Survey of Organizational Functioning (TCU SOF). Fort Worth: Texas Christian University, Institute of Behavioral Research. Available at [ibr.tcu.edu](http://ibr.tcu.edu).*

**E4. How likely are you to continue working at this center the next program year (through date - date)?**

**MARK ONE ONLY**

- 1 m Very likely
- 2 m Somewhat likely
- 3 m A little likely
- 4 m Not likely



## Perceptions of Implementation

Respondents	Time of Data Collection
Center Administrators BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3)

Developed by the CCL Phase I Feasibility Study Team  
**(Used in CCL Phase I)**

Response Scale:

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

1. **BASELINE ONLY:** How much do you think you could benefit from your center's participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?
2. **BASELINE, BSC PARTICIPANTS ONLY:** How much do you think you could benefit from your own participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?
3. **POST-TEST ONLY:** How much do you think you benefited from your center's participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?
4. **POST-TEST, BSC PARTICIPANTS ONLY:** How much do you think you benefited from your own participation in the Breakthrough Series Collaborative to Support Social and Emotional Learning Practices?

## Inter-Organizational Learning

<b>Respondents</b>	<b>Time of Data Collection</b>
Center Administrators BSC Teachers BSC Other Center Staff BSC Parents	Post-Test (T3)

Nembhard, I. M. (2012). All teach, all learn, all improve?: the role of interorganizational learning in quality improvement collaboratives. *Health care management review*, 37(2), 154.

**(Used in CCL Phase I)**

Response Scale:

- 1) Never
- 2) Rarely
- 3) Sometimes
- 4) Regularly
- 5) A lot

Please indicate the extent to which your team engaged in the following during the course of the BSC:

- a. Interactions with members of other BSC teams during Learning Sessions
- b. Monthly All Collaborative Calls arranged by the BSC with members of other BSC teams
- c. Affinity Group Calls arranged by the BSC with members of other BSC teams
- d. Team-initiated telephone calls to other teams in the collaborative BSC
- e. Reading BSC email/listserv communications
- f. Reviewing monthly metrics reports from other BSC teams
- g. Reading posts made to the collaborative web platform (a website where teams could post their performance data and information, viewable only by participants)

## Intra-Organizational Learning

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

For administrators: When answering the questions below, please think about the experiences of teachers in your center.

### **Teacher Leadership Inventory: Shared Expertise subscale**

Angelle & DeHart, 2010a, 2010 b; DeHart, 2011

Angelle, P. S., & Dehart, C. (2010a). Measuring the extent of teacher leadership: Construction, testing, and factors in the Teacher Leadership Inventory. In *annual meeting of the American Educational Research Association, Denver, CO*.

Angelle, P. S., & DeHart, C. (2010b). A four factor model of teacher leadership: Construction and testing of the Teacher Leadership Inventory. In *annual meeting of the American Educational Research Association, Denver, CO*.

DeHart, C. A. (2011). A comparison of four frameworks of teacher leadership for model fit.

Response Scale:

- 1) Never
- 2) Rarely
- 3) Sometimes
- 4) Regularly
- 5) A lot

1. Teachers ask one another for assistance when we have a problem with child behavior in the classroom.
2. Other teachers willingly offer me assistance if I have questions about how to teach a new topic or skill.
3. Teachers here share new ideas for teaching with other teachers such as through classroom-level meetings, center-wide meetings, professional development, etc.
4. Teachers discuss ways to improve children's learning and development.
5. As staff, we stay current on early care and education research.

Adapted from: Nembhard, I. M. (2012). All teach, all learn, all improve?: the role of interorganizational learning in quality improvement collaboratives. *Health Care Management Review, 37*(2), 154.

And

Brown, A., Nidumolu, A., McConnell, M., Hecker, K., & Grierson, L. (2019). Development and psychometric evaluation of an instrument to measure knowledge, skills, and attitudes towards quality improvement in health professions education: The Beliefs, Attitudes, Skills, and Confidence in Quality Improvement (BASiC-QI) Scale. *Perspectives in Medical Education, 8*, 167-176. doi: 10.1007/s40037-019-0511-8

Response Scale:

- 1) Never
- 2) Rarely
- 3) Sometimes
- 4) Regularly
- 5) A lot

Please indicate the extent to which you did the following over the last 6 months.

1. Solicited ideas and feedback from staff with whom you work
2. Used plan-do-study-act (PDSA) cycles to plan and test new practices
3. Identified an area for improvement
4. Applied evidence and best practices to my work
5. Wrote an aim statement
6. Used tools to identify areas for improvement
7. Used the Model for Improvement
8. Designed an intervention or change
9. Used a family of measures to evaluate the impact of a change

## Team Self-Efficacy

<b>Respondents</b>	<b>Time of Data Collection</b>
Center Administrators BSC Teachers BSC Other Center Staff BSC Parents	Baseline (T1) Post-Test (T3) Follow-Up (T4)

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

**For the following set of questions, please think about your center's BSC team.**

Response Scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

1. Achieving our BSC team's goals is well within our reach
2. Our BSC team can achieve its task without requiring us to put in unreasonable time or effort
3. With focus and effort, our BSC team can do anything we set out to accomplish

## Psychological Safety

<b>Respondents</b>	<b>Time of Data Collection</b>
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

### **Psychological Safety Scale**

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

**(Used in CCL Phase I)**

Response Scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

**Please rate the level to which you agree with each of the following:**

- 1) People at this center are able to bring up problems and tough issues.
- 2) People at this center feel it is safe to take a risk (e.g., trying something new in the classroom).
- 3) No person at this center would deliberately act in a way that would undermine my work.
- 4) Working with people at this center, my unique skills and talents are valued and utilized.
- 5) If you make a mistake at this center, it is often held against you.
- 6) People who work at this center sometimes reject others for being different.
- 7) It is difficult to ask other people who work at this center for help.

## Individual Teachers/Staff Members' Self-Efficacy

<b>Respondents</b>	<b>Time of Data Collection</b>
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3) Follow-Up (T4)

Response scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

### **Teacher Opinion Survey**

Geller, S., & Lynch, K. (1999). Teacher opinion survey. Richmond: Virginia Commonwealth University Intellectual Property Foundation and Wingspan, LLC.

Please rate the extent to which you agree or disagree with the statements below, by reflecting on your experience as a child care teacher:

1. If I keep trying, I can find some way to reach children with even the most challenging behaviors.
2. I can help my children learn skills that they need to cope with adversity in their lives.
3. There are some children in my care that I simply cannot have any influence on.
4. If some children in my class are not doing as well as others, I believe that I should change my way of working with them.
5. As a preschool teacher, I can't really do much, because the way a child develops depends mostly on what goes on at home.
6. I know things I can do to help children develop skills to make successful choices later in life.
7. I feel a sense of hopelessness about the future of the children I work with.
8. I can imagine myself teaching preschool for several more years.
9. I know how to respond effectively when a child becomes disruptive in my classroom.
10. I frequently feel overwhelmed by my job.
11. I have enough training to deal with almost any classroom situation.
12. On a typical day, I feel a sense of accomplishment as a preschool teacher.

## Director Self-Efficacy

Respondents	Time of Data Collection
Center administrators	Baseline (T1) Post-Test (T3) Follow-Up (T4)

### **Director Efficacy Scale (from Directors' Role Perceptions Survey)**

Subscale from Bloom, P.J. (2019). *Director Self-Efficacy Scale*. Unpublished measure.

**(Used in CCL Phase I)**

Response Scale:

- 1 = I am not confident in my ability to...
- 2 =
- 3 =
- 4 =
- 5 = I am extremely confident in my ability to...

In each of the following areas, indicate your current level of confidence in your knowledge and skill.

- 1) Create a strengths-based team
- 2) Observe teaching and learning and provide feedback to teaching staff
- 3) Promote the professional development of staff
- 4) Facilitate meetings that support team building and shared decision making
- 5) Use classroom and program data to support continuous quality improvement efforts
- 6) Implement organizational change in nonthreatening ways
- 7) Protect time for staff to plan individually or together in teams
- 8) Implement strategies that positively influence the center's work climate
- 9) Work with the staff to create a shared vision and priorities for the program
- 10) Promote leadership capacity at all levels of the organization

### **Teacher Opinion Survey - Adapted for Child Care Administrators**

Geller, S., & Lynch, K. (1999). Teacher opinion survey. Richmond: Virginia Commonwealth University Intellectual Property Foundation and Wingspan, LLC.

<https://www.iecmhc.org/resources/choose-and-use-tools/choose-and-use-results/?Level=Teacher%20Characteristics&Construct=Teacher%20attitudes%20towards%20job>

Response scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree



Please rate the extent to which you agree or disagree with the statements below, by reflecting on your experience as a child care provider:

- 1) If I keep trying, I can find some way to reach staff members with even the most challenging behaviors.
- 2) I can support my teachers in learning skills to handle children's challenging behaviors.
- 3) There are some families in our program that we simply cannot have any influence on.
- 4) If some children in our program are not doing as well as others, I believe that my staff and I should change our way of working with them.
- 5) As early childhood educators, we can't really do much, because the way a child develops depends mostly on what goes on at home.
- 6) I know things I can do to support teachers as they help children develop the skills to make successful choices later in life.
- 7) I feel a sense of hopelessness about the future of the children I work with.
- 8) I can imagine myself in an administrative/director position for several more years.
- 9) I know how to help teachers respond effectively when a child becomes disruptive in their classroom.
- 10) I frequently feel overwhelmed by my job.
- 11) I have enough training to deal with almost any staff drama or challenging situation among my staff.
- 12) On a typical day, I feel a sense of accomplishment as a director/administrator.

## Leadership at All Levels

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

**The questions below come from the ExCELS measure (citation TBD). They will be formatted to match the rest of the survey for programming into REDCap.**

**Who is involved in developing specific actions to improve the way the center provides care and education to children?**

**MARK ALL THAT APPLY**

- 1  Director (center director, executive director, program director, etc.)
- 2  Other managers
- 3  Lead, head, or co-teachers
- 4  Assistant teachers
- 5  Families
- 6  Staff from a larger organization that the center is a part of
- 7  Board members
- 99  Other (*specify*) \_\_\_\_\_

**These next few questions reference center management and teaching staff.**

**Center management** refers to center staff who have oversight and supervisory roles and responsibilities for what happens at the center. Such staff may include directors, education program leads, coordinators, or other managers who oversee center operations, educational programs, center finances, human resources, family or special services, or other areas (such as marketing and enrollment or information technology).

**Teaching staff** refers to all staff who provide care and education to children in the classroom including lead, head, or co-teachers and assistant teachers. This may include short-term positions or service members from organizations like Teach for America or AmeriCorps if they are paid to provide care and education to children in the classroom.

**How much do you agree with each of the following statements about roles and responsibilities in your center?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. Including teaching staff in the center's decision-making creates tension among teaching staff.....	1 m	2 m	3 m	4 m
b. Our center operates best when center management makes most of the decisions for the center without broad input.....	1 m	2 m	3 m	4 m

c. Center management and teaching staff who participate in center decisions about the care and education of children reflect the diversity of children and families we serve.....	1 m	2 m	3 m	4 m
d. I see myself as a leader in my center.....	1 m	2 m	3 m	4 m

**How much influence do teaching staff have on the following?**

*Think about the amount of influence that you and other teaching staff have.*

MARK ONE RESPONSE PER ROW

	A lot of influence	Some influence	A little influence	No influence
a. Developing strategic goals for the center.....	1 m	2 m	3 m	4 m
b. Developing center-wide initiatives (for example, promoting healthy habits for children, supporting the transition to kindergarten, or supporting children with special needs).....	1 m	2 m	3 m	4 m
c. Developing plans for involving families in center activities.....	1 m	2 m	3 m	4 m
d. Developing solutions to problems the center faces so that the center can provide the best services it can.....	1 m	2 m	3 m	4 m

**FOR ADMINISTRATORS ONLY:**

How much do you agree with each of the following statements about teaching staff at your center?

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. Teaching staff take initiative to play an active role in center decisions that affect the care and education of children.....	1 m	2 m	3 m	4 m
b. Teaching staff have told me they have too much work to do to seek an active role in center decisions that affect the care and education of children.....	1 m	2 m	3 m	4 m
c. Teaching staff do not have the knowledge or skills to contribute to decisions that affect the care and education of children.....	1 m	2 m	3 m	4 m

**How much do teaching staff contribute to the following?**

MARK ONE RESPONSE PER ROW

	Contribute a lot	Contribute some	Contribute a little	Do not contribute
a. Determining care and instructional practices <u>across</u> classrooms in the center (for example, by doing joint planning with other teaching staff, or developing training and guidance materials).....	1 m	2 m	3 m	4 m
b. Selecting curriculum or instructional materials that are common <u>across</u> classrooms serving children of similar ages.....	1 m	2 m	3 m	4 m
c. Hiring other teaching staff.....	1 m	2 m	3 m	4 m
d. Providing input on other teaching staff performance reviews.....	1 m	2 m	3 m	4 m
e. Providing input on center management staff performance reviews.....	1 m	2 m	3 m	4 m

**FOR TEACHERS ONLY:**

**How much do you agree with each of the following statements as they apply to you?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. It's hard for me to have an active role in center decisions that affect the care and education of children because I already have too much work to do.....	1 m	2 m	3 m	4 m
b. It's hard for me to have an active role in center decisions that affect the care and education of children because I am not confident about my own knowledge and skills.....	1 m	2 m	3 m	4 m

**How much do you contribute to the following?**

MARK ONE RESPONSE PER ROW

	Contribute a lot	Contribute some	Contribute a little	Do not contribute
a. Determining care and instructional practices <u>across</u> classrooms in the center (for example, by doing joint planning with other teaching staff, or developing training and guidance materials).....	1 m	2 m	3 m	4 m
b. Selecting curriculum or instructional materials that are common <u>across</u> classrooms serving children of similar ages.....	1 m	2 m	3 m	4 m
c. Hiring other teaching staff.....	1 m	2 m	3 m	4 m
d. Providing input on other teaching staff performance reviews.....	1 m	2 m	3 m	4 m
e. Providing input on center management staff performance reviews.....	1 m	2 m	3 m	4 m

## Organizational Climate

<b>Respondents</b>	<b>Time of Data Collection</b>
BSC Teachers, Non-BSC Teachers	Baseline (T1)
BSC Other Center Staff, Non-BSC Other Center Staff	Post-Test (T3)
Parents	Follow-Up (T4)

### **Organizational Health Inventory for Secondary Schools - Morale Subscale**

Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). Open schools/healthy schools: Measuring organizational climate. Beverly Hills, CA: Sage.

**Please select the response option that is most true for you.**

#### Response Scale

- 1) Never
- 2) Rarely
- 3) Sometimes
- 4) Regularly
- 5) A lot

1. Staff in this center like each other.
2. Staff do favors for each other.
3. Staff are indifferent to each other. (reverse)
4. Staff exhibit friendliness to each other
5. Staff in this center are cool and aloof to each other. (reverse)
6. The morale of the staff is high.
7. There is a feeling of trust and confidence among the staff.
8. Staff accomplish their jobs with enthusiasm.
9. Staff identify with the center.

#### Essential 0-5 Survey

Ehrlich, Stacy B., Debra M. Pacchiano, Amanda G. Stein, Maureen R. Wagner, Stuart Luppescu, Sangyoon Park, Elizabeth Frank, Holly Lewandowski, and Christopher Young. "Organizing Early Education for Improvement: Testing a New Survey Tool." Chicago, IL: University of Chicago Consortium on School Research and the Ounce of Prevention Fund, 2018.

*All instruments used in CCL Phase II are publicly available with the exception of instruments that include items that are copyrighted. This section of the survey will include a copyrighted measure described below.*

Measure: Copyrighted items from the Essential 0-5 Survey

The Essential 0-5 Survey measure features a pair of teacher and parent surveys that measure the organizational conditions that support ECE teachers as well as teacher, child, and family relationships. We plan to use three of five

scales (or “Essentials”) from the Essential 0-5 Survey teacher survey. Each of these three scales are comprised of 4 to 5 subscales (which the developer refers to as measures) as outlined below.

Scale	Subscale topics
Effective Instructional Leaders	<ul style="list-style-type: none"> <li>• Teacher-Principal Trust</li> <li>• Instructional Leadership</li> <li>• Teacher Influence</li> <li>• Program Coherence</li> </ul>
Collaborative Teachers	<ul style="list-style-type: none"> <li>• Socialization of New Teachers</li> <li>• Teacher Collaboration</li> <li>• Collective Responsibility</li> <li>• School Commitment</li> <li>• Teacher-Teacher Trust</li> </ul> <p>Supplemental measures</p> <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Reflective Dialogue</li> </ul>
Involved Families	<ul style="list-style-type: none"> <li>• Teacher-Parent Trust</li> <li>• Parent Involvement</li> <li>• Teacher Outreach/ Collaboration with Parents</li> <li>• Parent Influence</li> </ul>

### **Early Childhood Work Environment Scale**

Bloom, P. J. (2010). Early Childhood Job Satisfaction Survey [Measurement instrument]. McCormick Center for Early Childhood Leadership at National Louis University.

*All instruments used in CCL Phase II are publicly available with the exception of instruments that include items that are copyrighted. This section of the survey will include a copyrighted measure described below.*

Measure: Copyrighted items from the Early Childhood Work Environment Scale (Bloom, 2010)

This survey measure assesses several aspects of the work environment including work attitudes and organizational climate.

## Attitudes about Social and Emotional Learning

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

### **Beliefs around Social and Emotional Learning: Comfort and Culture Subscales**

(adapted from Brackett et al., 2012)

Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). Assessing teachers' beliefs about social and emotional learning. *Journal of Psychoeducational Assessment*, 30(3), 219-236.

**(Used in CCL Phase I)**

Response Scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

*Please indicate the level to which you agree or disagree with the following statements.*

#### **[Comfort Subscale: All respondents]**

1. I feel confident in my ability to provide support for social and emotional learning.
2. I am comfortable providing support for social and emotional skills to the children in this center.
3. Taking care of children's social and emotional needs comes naturally to me.
4. Support for children's social and emotional learning is part of my regular practice.

#### **[Culture Subscale: Teachers and other center staff only]**

5. My director creates an environment that promotes social and emotional learning for the children in our care.
6. The culture in my center supports the development of children's social and emotional skills.
7. My director does not encourage supporting the social and emotional skills of the children in our care. (reverse scored)
8. My center expects teachers to address children's social and emotional needs.



## **Beliefs and Attitudes about Continuous Quality Improvement**

<b>Respondents</b>	<b>Time of Data Collection</b>
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

### **Beliefs, Attitudes, Skills, and Confidence in Quality Improvement: Attitudes and Beliefs Subscale (BASiC-QI; Brown et al., 2019)**

Brown, A., Nidumolu, A., McConnell, M., Hecker, K., & Grierson, L. (2019). Development and psychometric evaluation of an instrument to measure knowledge, skills, and attitudes towards quality improvement in health professions education: The Beliefs, Attitudes, Skills, and Confidence in Quality Improvement (BASiC-QI) Scale. *Perspectives in Medical Education*, 8, 167-176. doi: 10.1007/s40037-019-0511-8

*Please select the response which best reflects how you feel about each statement relating to Quality Improvement (QI):*

Response Scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

1. I enjoy quality improvement
2. I am interested in quality improvement
3. I understand the role quality improvement plays in my early care and education center
4. Quality improvement plays an important role in strengthening my early care and education center
5. I value quality improvement training as part of my professional development
6. I want to participate in quality improvement initiatives in my role
7. Applications of quality improvement theory and methodologies can help make change to my early care and education center
8. Using quality improvement in my work will make improvements
9. I understand the rationale for quality improvement in my work

## Social and Emotional Learning Behaviors

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers	Baseline (T1) Post-Test (T3) Follow-Up (T4)

### **Perceived Problems Questionnaire: Preschool Teacher Problems Checklist**

Johnston, J. M. (1984). Assessing staff problems: Key to effective staff development. *Child Care Information Exchange*. Retrieved from <https://www.childcareexchange.com/article/assessing-staff-problems-key-to-effective-staff-development/5003601/>

**(Used in CCL Phase I)**

Response scale:

1. Yes
2. No

I have a problem ....

- 1) Getting children to do what I ask them to do.
- 2) Controlling the noise or energy level in the room.
- 3) Understanding the reason for children's problem behavior.
- 4) Getting children to share or take turns.
- 5) Knowing how to handle children's aggressive behavior.
- 6) Dealing with a child who cries or whines frequently.
- 7) Getting children to clean up.
- 8) Getting children to learn and follow classroom rules and routines.
- 9) Getting children to use words and not hit others when they are angry.
- 10) Keeping one child's problem behavior from affecting other children.

## Children's SEL Challenges

<b>Respondents</b>	<b>Time of Data Collection</b>
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3) Follow-up (T4)

### Measure received from Dr. Kate Zinsser (personal communication, 6/14/22) - Adapted Preschool Expulsion Risk Measure

How many children in your class can be described as currently having the following characteristics:

Response Scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

1. Certain children's classroom behaviors interfere with my ability to teach effectively
2. Certain children's classroom behaviors interfere with my ability to maintain control of the class.
3. Certain children's classroom behaviors interfere with other children's opportunity to learn
4. Certain children's classroom behaviors may result in someone getting hurt or property being damaged
5. Certain children might do something for which I would be held responsible, reflecting poorly upon my teaching skills
6. Other parents complain about certain children's classroom behaviors
7. Certain children's classroom behaviors are not likely to improve significantly
8. There is little that I or anyone else can do to significantly improve certain children's classroom behaviors
9. Certain children's parents will not be much help in improving children's behaviors
10. My job as a teacher would be easier if certain children were not in my classroom.
11. My job is more stressful because of certain children's behaviors
12. Some mornings I find myself hoping that certain children will be absent from my classroom

## Suspension and Expulsion

Respondents	Time of Data Collection
Center Administrators	Baseline (T1) Post-Test (T3) Follow-Up (T4)

**The following suspension and expulsion items are drawn from Gilliam & Shahar (2006)**

Gilliam, W. S., & Shahar, G. (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants & Young Children, 19*(3), 228-245.

1. Over the past 6 months, have you expelled a child from this early care and education center because of behavioral concerns? By expulsion, we mean terminating the child's participation in the program.
  - a) Yes
  - b) No
  - c) I did not work here last year
  
2. [If last question is answered yes]: What is the total number of different children expelled over the past 6 months?
  
3. Over the past 6 months, have you suspended a child from the center because of behavioral concerns? By suspension, we mean not allowing the child to attend the center for a certain number of days.
  - a) Yes
  - b) No
  - c) I did not work here last year
  
4. [If last question answered yes]: What is the total number of different children suspended over the past 6 months?
  
5. Over the past 6 months, have you had a child leave the classroom or take a "time out" from center activities because of behavioral concerns? This is sometimes considered an "in-school suspension."
  - a) Yes
  - b) No
  - c) I did not work here last year
  
6. [If last question answered yes]: What is the total number of different children who were taken out of the classroom or excluded from program activities over the past 6 months?

<b>Respondents</b>	<b>Time of Data Collection</b>
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3) Follow-Up (T4)

**Measure of Child Expulsion received from Dr. Kate Zinsser (personal communication, 6/14/22) used in validation of the EMOTERS measure**

In the last 6 months, how many times did the following occur in your classroom. To the best of your ability, count each incident even if it was the same child.

1. A child was sent to the directors' office because their behavior was disruptive?
2. A child was temporarily sent to another classroom because their behavior was disruptive?
3. A child was told to use a calm down corner or other self-regulation space?
4. A child went home early because their behavior was disruptive?
5. A child sat out or missed an activity because you were concerned their behavior would be disruptive?
6. A child was permanently transferred to another classroom because it was a better fit for their needs?
7. A child was permanently disenrolled from your program because of their challenging behavior?

## Family Engagement

Respondents	Time of Data Collection
BSC Parents, Non-BSC Parents	Baseline (T1) Post-Test (T3) Follow-Up (T4) - Only BSC parents at T4

### Family Engagement Survey

Ishimaru, A. M, Lott, J., Rajendra, A., O'Reilly-Diaz, K., Chase Chen, J., Torres, K., Williams, D., Benner, J., Dang, T., Lee, N., & Perez, D. (2015). *User's guide for Road Map Family Engagement Survey: Data inquiry for equitable collaboration.*

Response scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

#### PARENT/FAMILY KNOWLEDGE AND CONFIDENCE

Please mark your level of confidence about each of the following statements

- 1) I feel confident in my ability to support my child's learning at home.
- 2) I feel confident in my ability to make sure my child's early care and education center meets my child's learning needs.

#### WELCOMING AND CULTURALLY-RESPONSIVE SCHOOL CLIMATE

Please mark the extent to which you disagree or agree with each of the following statements:

- 1) I am greeted warmly when I call or visit my child's early care and education center.
- 2) My home culture and home language are valued by the center.
- 3) I trust staff/administrators at my child's early care and education center.
- 4) Teachers work closely with me to meet my child's needs.
- 5) I am invited to visit classrooms to observe teaching and learning.
- 6) The center encourages feedback from parents and the community.
- 7) This center provides opportunities to strengthen my child's cultural identity.
- 8) At this center, staff and parents are able to overcome cultural barriers.

PARENT/FAMILY INFLUENCE AND DECISION-MAKING

Please mark the extent to which you disagree or agree with each of the following statements:

- 1)I am involved in making the important decisions in my child's early care and education center.
- 2)I have opportunities to influence what happens at the center.
- 3)My child's center helps me develop my leadership skills.
- 4)My child's center involves me in meaningful ways improving the center.

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers	Baseline (T1)
BSC Other Center Staff, Non-BSC Other Center Staff	Post-Test (T3)
BSC Parents, Non-BSC Parents	Follow-Up (T4)

**Items from the Family and Provider/Teacher Relationship Quality (FPTRQ) Provider/Teacher Measure: Short Form**

Kim, K., Atkinson, V., Ramos, M.F., Brown, E., Guzman, L., Forry, N., Porter, T., and Nord, C. (2015). *The Family and Provider/Teacher Relationship Quality Measures: Filling Gaps for Research and Practice*. OPRE Report 2015-37. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services

1. [Teacher/Staff] Listed below are some things families may or may not share with you. Thinking about the children and families you serve, for how many children and their families do you know the following? I know... [MARK ONE BOX IN EACH ROW.]  
None Some Most All
  - a. The parenting styles of children's parents
  - b. The role that faith and religion play in children's households
  - c. Their cultures and values
  - d. What their families do outside of the education and care setting to encourage their children's learning
  - e. How parents discipline their child
- 2) [Parents] How comfortable would or do you feel sharing the following information with your childcare provider or teacher? [MARK ONE BOX IN EACH ROW.] Very uncomfortable, uncomfortable, comfortable, very comfortable
  - a. Your family life
  - b. The role that faith and religion play in your households
  - c. Your family's cultures and values
  - d. What you do outside of the education and care setting to encourage your child's learning
  - e. How you discipline your child

2. [Teacher/Staff] We would like to learn about how you and the families of children in your program work together. How often are you able to do the following? [MARK ONE BOX IN EACH ROW.] Never Rarely Sometimes Very often
  - a. Set goals with parents for their child
  - b. Offer parents ideas or suggestions about parenting
  - c. Provide parents the opportunity to give feedback about your performance
- 3) [Parents] How often does your childcare provider or teacher: [MARK ONE BOX IN EACH ROW.] Never Rarely Sometimes Very often
  - a. Set goals with you for your child
  - b. Offer you ideas or suggestions about parenting
  - c. Provide you with opportunities to give feedback on his or her performance
3. [Teacher/Staff] Please indicate how much you agree or disagree with each of these statements. [MARK ONE BOX IN EACH ROW.] Strongly disagree Strongly Disagree, Disagree, Agree, Strongly Agree
  - a. I encourage parents to provide feedback on my care and teaching practices
  - b. I encourage parents to make decisions about their children's education and care
- 4) [Parents] How much are the following statements like your childcare provider or teacher? My childcare provider or teacher....[MARK ONE BOX IN EACH ROW.] Not at all like my provider, a little like my provider, a lot like my provider, exactly like my provider
  - a. Encourage parents to provide feedback on the way he/she cares for and teaches children
  - b. Encourages me to be involved in all aspects of my child's care and education
  - c. Encourages me to make decisions about my child's education and care

Respondents	Time of Data Collection
Center Administrators	Baseline (T1)
BSC Teachers, Non-BSC Teachers	Post-Test (T3)
BSC Other Center Staff, Non-BSC Other Center Staff	Follow-Up (T4)

**From the Strengthening Families Self-Assessment for ECE Programs:**

Center for the Study of Social Policy. (n.d.). Strengthening Families Self-Assessment Tool for Center Based Early Care and Education Programs. Retrieved from: <https://cssp.org/resource/strengthening-families-self-assessment-for-center-based-early-care-and-education-programs/>

Response scale:

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree



5) Strongly Agree

1. Program staff ensure that all families, regardless of family structure, socioeconomic, racial, religious and cultural backgrounds; gender; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.
2. Effort is made to ensure that program information and outreach materials are linguistically and culturally appropriate and inclusive.
3. Staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families.
4. The program seeks to reflect the community and families it serves.

## Time and Resources

Developed for CCL Phase II Study

Respondents	Time of Data Collection
Center Administrators BSC Teachers BSC Other Center Staff BSC Parents Non-BSC Center Staff	Post-Test (T3) Follow-Up (T4)

- 1) Please indicate how much time you spend on each of the following BSC-related activities in a typical month. Your best estimate is fine.

Team meetings to discuss PDSAs	Dropdown of number of hours	Did not spend any time on this activity
Implementing PDSA cycles	Dropdown of number of hours	Did not take part in this activity
Collect data on 1 or more monthly metric	Dropdown of number of hours	Did not take part in this activity
Other [please specify]	Dropdown of number of hours	Did not take part in this activity
Other [please specify]	Dropdown of number of hours	Did not take part in this activity

- 2) What proportion of this time was outside of your regular work hours? (percent)

## Racial Equity & Cultural Responsivity Practices

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3) Follow-Up (T4)

### Adapted from the Teacher Survey of Instructional and Learning Practices from the Capstone Institute at Howard University

Response scale:

- 1) Not at all
- 2) Infrequently (once or twice a month)
- 3) Sometimes (once or twice a week)
- 4) Often (almost every day)
- 5) All the time (several times a day across lessons)

Indicate how often you do each of the following:

#### Cultural Resources

1. Establish connections to the family practices of children in my classroom with learning activities/material.
2. Encourage active out of seat learning activities and/or use music as a motivational device.
3. Integrate or reference my children's' popular culture (music or movies) into daily lessons.

#### Class Management: Setting the Culture

1. Promote and model positive relationships among children and emphasize a sense of inclusiveness so that the classroom is welcoming.
2. Establish class guidelines which are understood and promoted by me and my children, which include clear roles and responsibilities/jobs for all members of the class.

Respondents	Time of Data Collection
BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff	Baseline (T1) Post-Test (T3) Follow-Up (T4)

#### **Adapted from the Strengthening Families Self-Assessment for ECE Programs:**

Center for the Study of Social Policy. (n.d.). Strengthening Families Self-Assessment Tool for Center Based Early Care and Education Programs. Retrieved from: <https://cssp.org/resource/strengthening-families-self-assessment-for-center-based-early-care-and-education-programs/>

Response scale:

- 6) Strongly Disagree
- 7) Disagree
- 8) Neither Agree nor Disagree
- 9) Agree
- 10) Strongly Agree

1.7.1. My classroom displays diverse families and family structures in books, posters, and program materials.

1.7.2 Classroom staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.

1.7.3. I regularly gather information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seek to partner with families in incorporating those features into my classroom's activities and structure.

1.7.4. Parents have opportunities to share their skills, talents and cultural traditions with children and other parents in the classroom.

**Newly developed items:**

For the following questions, please think of discrimination as whether adults in your center treat each other unjustly or prejudicially based on different categories such as sex, age, race, or ethnicity.

Time 1:

- 1. Do you feel there is discrimination among teachers? (yes/no)
- 2. (If yes) Have you experienced this discrimination? (yes/no)
  - a. If so, please explain what you experienced (open-ended)

Time 2:

- 1. Has discrimination among teachers in your center changed over the last 6 months? (yes/no)
  - a. If so, please explain how the dynamics have changed (open-ended)
- 2. (If yes) Have you experienced discrimination in the last 6 months? (yes/no)
  - a. If so, please explain what you experienced (open-ended)

## Demographic Information

Respondents	Time of Data Collection
Center Administrators BSC Teachers, Non-BSC Teachers BSC Other Center Staff, Non-BSC Other Center Staff BSC Parents, Non-BSC Parents	Baseline (T1)

1. Which of the following best describes your gender identity?
  - a. Female
  - b. Male
  - c. Non-binary, Gender fluid, or Gender expansive
  - d. A gender not listed here
  
2. Are you of Hispanic, Latino/a, or Spanish origin?
  - No, not of Hispanic, Latino/a, or Spanish origin
  - Yes, Mexican, Mexican American, Chicano/a
  - Yes, Puerto Rican
  - Yes, Cuban
  - Yes, Another Hispanic, Latino/a, or Spanish origin
  
3. What is your race? (select one or more)
  - American Indian or Alaska Native
  - Asian Indian
  - Chinese
  - Filipino
  - Japanese
  - Korean
  - Vietnamese
  - Other Asian
  - Black or African American
  - Native Hawaiian
  - Guamanian or Chamorro
  - Samoan
  - Other Pacific Islander (specify) \_\_\_\_\_
  - White
  - Another race (specify) \_\_\_\_\_
  
4. Do you speak a language other than English at home?
  - Yes
  - No
  
5. If yes to Q4, What is this language?
  - Spanish
  - Other Language (please specify): \_\_\_\_\_

6. In what year were you born?
  - a. Drop down options in years 1920-2004
  
7. What is the highest educational level you have completed?
  - a. Did not graduate high school
  - b. High school diploma or equivalent (for example, a GED)
  - c. Some college courses, but no degree
  - d. Associate's degree
  - e. Bachelor's degree
  - f. Some graduate school or some professional school, but no degree
  - g. Master's degree (M.A., M.S., M.Ed.)
  - h. Doctoral degree in research (Ph.D., Ed.D.) or professional practice (Medicine: M.D.; Dentistry: D.D.S.; Law: J.D., L.L.B., etc.)
  
8. *(skip for Parent respondents)* If education question response was AA or higher: What was your major or field of study for the degrees you have earned? Please include Associate's, Bachelor's, and graduate degrees. (Mark all that apply)
  - a. Child development or developmental psychology
  - b. Early childhood education
  - c. Elementary education
  - d. Special education
  - e. Education administration/management and supervision (including early childhood education administration)
  - f. Business administration/management and supervision
  - g. Other education-related field (bilingual education, reading/literacy, secondary education, educational counseling or social work, sociology, science education, music education, etc.)
  - h. Other (please specify) \_\_\_\_\_
  
9. Do you currently hold any of the following licenses, certificates, or credentials? (select yes or no for each)
  - a. **Teaching** certificate, credential, or license that includes teaching any children from birth to age 5 including infant/toddler, preschool, or in family/home-based child care (this includes a Child Development Associate (CDA) credential)
  - b. Other **teaching or director/administrator** certificate or credential
 (If yes to either) Please specify \_\_\_\_\_
  
10. In 2021 what was your total household income before taxes?
  - a. Less than \$10,000
  - b. \$10,000 to \$19,999
  - c. \$20,000 to \$29,999
  - d. \$30,000 to \$39,999
  - e. \$40,000 to \$49,999
  - f. \$50,000 to \$59,999
  - g. \$60,000 to \$69,999

- h. \$70,000 to \$79,999
- i. \$80,000 to \$89,999
- j. \$90,000 to \$99,999
- k. \$100,000 to \$149,999
- l. \$150,000 to \$199,999
- b. \$200,000 and above