

**Instrument 1:** **CCDF Administrator Survey: Culture of Continuous Learning Landscape Study**

**Culture of Continuous Learning Landscape Study: CCDF Administrator Survey**

This survey is intended to gather information regarding the ways in which states, territories, and Head Start regions design, implement, and evaluate their early care and education (ECE) quality improvement delivery systems. For the purpose of this survey, please consider the term “quality improvement” to include a variety of activities like training or professional development, technical assistance, coaching and consultation, and other quality improvement activities. We realize these systems can look different across states, territories, and Head Start regions; we are reaching out to you to help fill in our understanding of the landscape of quality improvement delivery systems across the U.S. Thank you for sharing information on this topic!

This one-time, online survey should take no more than 20 minutes to complete. 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. Your name and contact information will not be shared outside our project team, and you will not be identified in any reports of study findings. Your responses will not be shared with your employer or have any impact on your employment status. Your answers will be combined with information from others who complete the survey.

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.

If you would like a copy of this information or have questions, please email our IRB at irbparticipant@childtrends.org or by phone at 1-855-288-3506.

The Paperwork Reduction Act Statement: This collection of information is voluntary and will be used to help fill in our understanding of the landscape of quality improvement delivery systems across the U.S. Public reporting burden for this collection of information is estimated to average 20 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 #: 0970-0356, Exp: 02/29/2024. 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 or Child Trends, 708 N 1st Suite #333, Minneapolis, MN 55401 Attention: Kathryn Tout.

**Screening**

Please confirm your location and job title below.

1. Do you work for [STATE/TERRITORY]?
	1. *IF Yes* -> continue to next question
	2. *IF No* -> end survey text
2. Are you the [STATE/TERRITORY] [JOB TITLE]?
	1. *IF Yes* -> continue to next question
	2. *IF No* -> end survey text

*END survey text ->* Thank you for your response. If you know the contact information for the [STATE/TERRITORY] [JOB TITLE] please provide their name and work email address below. If you do not know the contact information for the [STATE/TERRITORY] [JOB TITLE] please click “Submit” to end the survey.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is this position an interim role or a permanent position?
	1. Interim
	2. Permanent

**Quality Improvement Infrastructure**

1. In addition to annual appropriations of federal Child Care Development Fund (CCDF) funds, what sources of funding has[STATE/TERRITORY] used to support professional development and quality improvement systems, in the past 12 months*? For the purpose of this survey, please consider the term “quality improvement” to include a variety of activities like training or professional development, technical assistance, coaching and consultation, and other quality improvement activities.* *Select all that apply.*
	1. American Rescue Plan Act (ARPA) funds received since May 2021
	2. Federal Head Start funds
	3. State Head Start supplemental funds
	4. Early Head Start-Child Care Partnership funds
	5. Public PreK funds
	6. Preschool Development Grants funds
	7. TANF funds
	8. Other public funds not specified here
	9. Private funding
	10. Something else\_\_\_\_\_\_ (please describe)
	11. I don’t know
	12. None of these
2. Who provides training and technical assistance, or coaching to programs in [STATE/TERRITORY]? *Select all that apply.*
3. Child care resource & referral (CCR&R)
4. Regional Head Start Office
5. National Head Start Association
6. State Head Start Association
7. Department of Human Services or Social Services
8. Department of Health
9. Department of Education
10. Another state-level agency \_\_\_\_\_\_(please describe)
11. Private, for-profit, organizations
12. Private, non-profit, organizations
13. Colleges and universities
14. Independent consultants
15. Someone else \_\_\_\_\_\_\_ (please describe)
16. I don’t know
17. None of these

*IF any response other than “I don’t know” to QX ->* Of these organizations or individuals, which are the top 2 providers in delivering training and technical assistance to programs? *Select the top two.*

a. *Pipe in responses from QX*

b. *Pipe in responses from QX*

c. *Pipe in responses from QX*

*...*

1. In what ways, if any, does [STATE/TERRITORY] have formal or informal connections between CCDF-funded professional development and quality improvement activities, and other activities in the ECE system at the state or local level? *Select all that apply.*
2. Offer higher subsidy reimbursement rates to programs that participate in QRIS training, TA, or coaching
3. Offer continuing education credit(s) to those in programs that participate in QRIS training, TA, or coaching
4. Waivers of certain requirements to those in programs that participate in QRIS training, TA, or coaching
5. Eligibility for COVID-19 relief funds to those in programs that participate in QRIS training, TA, or coaching
6. Eligibility for wage supplements or bonuses for staff employed in QRIS-participating programs
7. Training, TA, or coaching offered outside of QRIS counts towards QRIS requirements
8. Coordinate with other administrators to offer shared professional development to staff across early care and education program types
9. Something else \_\_\_\_\_\_\_\_(please describe)
10. I don’t know
11. None of these
12. What are the considerations or conditions under which licensed or regulated programs can access quality improvement supports (e.g., coaching/technical assistance, financial incentives, quality assessments)? *Select all that apply.*
13. Licensed or regulated programs are eligible for quality improvement supports regardless of their participation in QRIS
14. Licensed or regulated programs must participate in the QRIS to be eligible for quality improvement supports
15. Licensed or regulated programs must serve children receiving subsidies or children with other characteristics considered high priority by the state to be eligible for quality improvement supports
16. Licensed or regulated programs must participate in the QRIS and have a particular rating level to be eligible for quality improvement supports
17. Something else\_\_\_\_\_\_\_\_\_(please describe)
18. I don’t know
19. What information does [STATE/TERRITORY] use to plan, monitor implementation, or evaluate the effectiveness of the professional development and quality improvement systems? *For each option, select if you use it for planning, monitoring or evaluation, or that you do not use that type of information for these purposes.*

|  |  |  |
| --- | --- | --- |
|  **Information source** | **Use to plan, monitor or evaluate effectiveness of activities** | **Not applicable/****Do not use** |
| Data about adherence to federal, state, or local regulations *(e.g., licensing regulations)* |  |  |
| Compliance with requirements set by a privately funded initiative  |  |  |
| Data from statewide needs assessments  |  |  |
| Data from local community needs assessments  |  |  |
| Data from tribal needs assessments  |  |  |
| Data from Migrant and Seasonal needs assessments |  |  |
| Data from a quality rating and improvement system (e.g., changes in quality ratings over time)  |  |  |
| Input from teachers/providers (e.g., surveys, interviews, focus groups, listening sessions)  |  |  |
| Input from families (e.g., surveys, interviews, focus groups, listening sessions)  |  |  |
| Input from center directors/program leaders (e.g., surveys, interviews, focus groups, listening sessions)  |  |  |
| Input from community members and leaders (including leaders in local social service agencies, schools, advocacy organizations, etc.)  (e.g., surveys, interviews, focus groups, listening sessions)  |  |  |
| Data about children’s development (e.g., child assessments; teacher/provider surveys about children)  |  |  |
| Data from observations of classrooms and family child care programs  |  |  |
| Training attendance or participation information  |  |  |
| Training or technical assistance evaluations  |  |  |
| Web analytics/Web traffic information  |  |  |
| Something else\_\_\_\_\_\_\_(please describe)  |  |  |
| I don’t know |  |  |

1. What features has [STATE/TERRITORY] put in place to encourage participation in quality improvement activities? *Select all that apply.*
	1. Fee reduction as needed/no fee for training itself
	2. Providing food and refreshments during training
	3. Reimbursing or providing upfront funds to people for travel costs, parking fees, etc.
	4. Offering opportunities in multiple languages
	5. Offering opportunities offered at varying times of the day/week (I.e., nights, weekends, etc.)
	6. Offering opportunities in a variety of formats (I.e., in-person, virtual, hybrid)
	7. Offering trainings on-site (e.g., at a child care program) or near work-site
	8. Offering trainings at community sites (e.g., community centers, schools,  churches, etc.)
	9. Offering opportunities as part of the workday (i.e., participants are paid as they would for regular work activity)
	10. Offering pay to cover substitute staff
	11. Using multiple forms of outreach and marketing to advertise opportunities
	12. Providing training series or options for participants to progress from entry level to more advanced content
	13. Something else\_\_\_\_\_\_\_(please describe)
	14. I don’t know
	15. None of these

**Equity in Quality Improvement**

1. Has [STATE/TERRITORY] done any of the following to improve equity in its quality improvement activities? *By improving equity in quality improvement activities, we mean working towards fair inclusion of all providers, especially those who have historically and persistently been marginalized by systemic inequities from opportunities, and prioritizing input from families and communities about the quality improvement system. Select all that apply.*
	1. Revised the QRIS (or begin a revision process) to update the quality standards
	2. Improve equity of access to financial supports (i.e., grants, quality awards) for providers
	3. Created or continued using established race equity-related goals for quality improvement implementation
	4. Created or continued using established equity-related goals for quality improvement implementation (other than race equity)
	5. Examined ECE program characteristics data to understand patterns of participation in quality improvement and access to quality improvement resources
	6. Collected data from ECE professionals to learn how the QRIS or other quality improvement initiatives have affected them in their programs
	7. Collected data from families to understand their perspective on quality improvement initiatives
	8. Collected data from community partners to understand their perspective on quality improvement initiatives
	9. Collected data related to equity-related goals
	10. Reported disaggregated data by race or ethnicity
	11. Reported disaggregated data by another characteristic (other than race or ethnicity)
	12. Offered equity-related content in training and technical assistance activities
	13. Made efforts to recruit quality improvement staff that are representative of children and families in your area
	14. Increased staff time dedicated to meeting equity-related goals
	15. Something else\_\_\_\_\_\_\_\_\_(please describe)
	16. I don’t know
	17. None of these

**Types of Quality Improvement Activities**

1. CCDF Funds in [STATE/TERRITORY] support training, technical assistance, and quality improvement for programs. For each topic listed below, please indicate which type(s) of training or coaching has been supported through CCDF Funds in the past 12 months that you are aware of. If it would be helpful, you could review language in contracts with professional development partners or vendors to answer this question *Select all that apply*.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Training for individuals***Staff register and attend on their own. May or may not attend with anyone else they work with.*  | **Training for organizations***Program staff are trained in a group, and typically attend all together.*  | **Coaching for individuals***Staff receive one-on-one coaching or technical assistance. Goals may be set by the coach or the individual teacher/staff member.*  | **Coaching for organizations***Program staff receive support for their classroom or program. Coaching is directed at multiple staff from the program working on a shared goal.*  | **Something else** *Please describe.* | **I don’t know** | **None of these offered for this topic** |
| Business practices  | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Child screening & assessments | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Children with disabilities and inclusion practices  | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Using curriculum | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Family engagement | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Community engagement | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Nutrition & physical health | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Mental, emotional, behavioral health | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Health & safety | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Social emotional learning | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Language & literacy | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Math & science | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Dual language learners | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Diversity, equity, & inclusion | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Staff wellness | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Pyramid Model | YesNo | YesNo | YesNo | YesNo |  |  |  |
| Something else \_\_\_\_\_(please describe) | YesNo | YesNo | YesNo | YesNo |  |  |  |

*IF any response other than “I don’t know” to QX ->* Of these types of support, which are the top 2 where [STATE/TERRITORY] invests the most funds? *Select the top two.*

a. *Pipe in responses from QX*

b. *Pipe in responses from QX*

c. *Pipe in responses from QX*

d. *Pipe in responses from QX*

e. *Pipe in responses from QX*

*IF any YES response to “Coaching for Organizations” above à* What factors influence whether a

program can participate in organizational coaching?  *Select all that apply.*

1. Program type\_\_\_\_\_\_\_\_(please describe)
2. Program location \_\_\_\_\_\_\_\_(please describe)
3. Funding source \_\_\_\_\_\_\_\_(please describe)
4. Part of a pilot initiative \_\_\_\_\_\_\_\_(please describe)
5. Another type \_\_\_\_\_\_\_\_(please describe)
6. I don’t know
7. None of these

*IF any YES response to “Coaching for Organizations” above* -> Are you able to provide a website where our research team can learn more? Alternatively, you may upload a document that describes coaching for organizations. [text box with file upload option]

**Pyramid Model Implementation**

1. Does [STATE/TERRITORY] support the use of Pyramid Model materials or require use of the Pyramid Model framework for at least some programs? *Pyramid Model is a framework designed to promote social and emotional learning/development among young children.*
	1. Yes
	2. No
	3. I don’t know

*IF Yes to QX ->* In what ways do child care programs in [STATE/TERRITORY] use the Pyramid Model framework?

|  |  |
| --- | --- |
|  | **Child care**  |
| Use written resources about the Pyramid Model  | YesNoI don’t know |
| Use video resources or webinars about the Pyramid Model | YesNoI don’t know |
| Observe teachers on Pyramid Model practices (e.g., with the Teaching Pyramid Observation Tool, TPOT) | YesNoI don’t know |
| Participate in official Leadership Training for program-wide implementation of Pyramid Model | YesNoI don’t know |
| Something else \_\_\_\_(please describe) | YesNoI don’t know |

1. In what stage of implementation is the use of the Pyramid Model in [STATE/TERRITORY]?
2. Pilot initiative or project
3. Initial installation
4. Well-established sites
5. Model sites
6. I don’t know

**Recent and Future Changes to QI Systems**

1. Are there any changes [STATE/TERRITORY] will make to its quality improvement systems in the next 1-3 years in any of the following ways?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Implementation of quality improvement opportunities** | **Yes, we will make these changes** | **We have made these recent changes to the QRIS system since 2020** | **No** | **Exploring this idea** | **I don’t know** |
|  |  |  |  |  |  |
| **About training** |  |  |  |  |  |
| Changes in the mode of training delivery (i.e., in-person, virtual, or hybrid options) |  |  |  |  |  |
| Changes to waivers of training requirements |  |  |  |  |  |
| Changes to training costs to participants (i.e., decreased or increased) |  |  |  |  |  |
| Changes in availability of training |  |  |  |  |  |
| Changes to the availability of training in multiple languages |  |  |  |  |  |
| Changes to training topics |  |  |  |  |  |
| Changes in training staff |  |  |  |  |  |
| **About coaching** |  |  |  |  |  |
| Changes in the mode of coaching delivery (i.e., in-person, virtual, or hybrid options) |  |  |  |  |  |
| Changes to waivers of coaching requirements |  |  |  |  |  |
| Changes to coaching costs to participants (i.e., decreased or increased) |  |  |  |  |  |
| Changes in availability or coaching  |  |  |  |  |  |
| Changes to coaching topics |  |  |  |  |  |
| Changes in coaching staff |  |  |  |  |  |
| **Other potential changes** |  |  |  |  |  |
| Changes in resources on racial justice or culturally responsive care |  |  |  |  |  |
| Changes in the frequency of cross-agency collaboration |  |  |  |  |  |
| Something else \_\_\_\_ (please describe |  |  |  |  |  |

*IF Yes to a QX response option ->* What changes will [STATE/TERRITORY] make to its implementation of QI activities in the next 1-3 years? [PIPE IN RESPONSE OPTIONS]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Implementation of QI opportunities** |  |  |  |  |  |
| Availability of trainings or coaches  | Fewer options available |  |  | More options available | I don’t know |
| Availability of resources on racial justice or culturally responsive care | Fewer options available |  |  | More options available | I don’t know |
| Variety of training or coaching topics | Fewer options available |  |  | More options available | I don’t know |
| Frequency of collaboration  | Less collaboration |  |  | More collaboration | I don’t know |

**Demographics**

1. How long have you been in your current position?
	1. Drop-down, number of years
2. What role(s) do you currently have within the Head Start or ECE system in [STATE/TERRITORY]? *Select all that apply.*

|  |  |
| --- | --- |
| **Role** | **Currently have** |
| CCDF administrator |  |
| Head Start Collaboration Office director |  |
| Head Start Education Manager |  |
| Head Start Regional Program Manager |  |
| Head Start Regional Manager |  |
| State PreK director |  |
| Local PreK administrator  |  |
| Child care licensing staff |  |
| QRIS staff |  |
| Child care subsidy staff |  |
| Part C or Part B of IDEA staff (early childhood special education) |  |
| Child Care Resource & Referral staff |  |
| Professional development/consultant/trainer |  |
| University or community college ECE instructor |  |
| Work at a professional association |  |
| Work in a school district |  |
| Work in an advocacy organization |  |
| Work in a child care center or was a home-based care provider |  |
| Work in a Head Start program |  |
| Other direct service with children and families (e.g., home visitor, nurse, social worker, parent educator) |  |
| Other policy work related to children and families (e.g., health care) |  |
| Something else \_\_\_\_(please describe) |  |

1. Which of the following best describes your gender identity?
2. Female
3. Male
4. Non-binary, Gender fluid, or Gender expansive
5. Transgender
6. A gender not listed here
7. I prefer not to answer
8. Are you of Hispanic, Latino/a, or Spanish origin?
	1. No, not of Hispanic, Latino/a, or Spanish origin
	2. Yes, Mexican, Mexican American, Chicano/a
	3. Yes, Puerto Rican
	4. Yes, Cuban
	5. Yes, Another Hispanic, Latino/a, or Spanish origin
	6. I prefer not to answer
9. What is your race? (select one or more)
10. American Indian or Alaska Native
11. Asian Indian
12. Chinese
13. Filipino
14. Japanese
15. Korean
16. Vietnamese
17. Other Asian
18. Black or African American
19. Native Hawaiian
20. Guamanian or Chamorro
21. Samoan
22. Other Pacific Islander (please specify) \_\_\_\_\_\_\_\_
23. White
24. Another race (please specify) \_\_\_\_\_\_\_\_
25. I prefer not to answer