

Survey of Recruitment, Professional Development, and Training in Early Head Start

We are asking you to complete this survey because of your role in your Early Head Start (EHS) program. In this survey we will ask you questions about:

- Your program's strategies, successes, and challenges ensuring staff meet or exceed the **Head Start Program Performance Standards (HSPPS) qualification** and **competency requirements**.
- How your program **searched for and hired qualified staff**.
- How your program supported staff in their ongoing career development.

The Paperwork Reduction Act Statement: This collection of information is voluntary and will be used to inform ACF's understanding of the strategies EHS grant recipients use and the successes and challenges that they experience when searching for, hiring, and training teachers and home visitors who have the competencies and qualifications to provide high-quality services to infants, toddlers, and pregnant women. 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 Diane Schilder; dschilder@urban.org.

Informed Consent

This survey is being conducted by researchers at the Urban Institute, a nonprofit research organization in Washington D.C., as part of a study funded through a contract with the U.S. Department of Health and Human Services. This study is being led by Dr. Diane Schilder at the Urban Institute.

1. Your participation in the survey is **completely voluntary**.
2. **Your decision** to participate in this study **will not affect any services** you may be receiving or **your eligibility to receive funding from ACF**.
3. We will never inform anyone outside of this study's research team about your choice to participate in the study.
4. All the answers you give are kept strictly **private**.
5. We will combine the answers you provide with information from other EHS programs and report the information in summary form. **Publications will not identify respondents or EHS grant recipients by name.**

6. Because all answers are private there are **no legal risks** to participating. Your answers will be linked to your program's most recent Program Information Report. Your information and position are listed in the Program Information Report. The Program Information Report can be accessed by the public. Thus, we cannot promise that your participation in this research will be kept private. We believe any such **risk is small** due to the large, nationwide sample of EHS grant recipients invited to participate in this survey.
7. Your program will not directly benefit from completing the survey. Potential indirect benefits of participating in this study include making an important contribution to the understanding of how EHS programs recruit, provide professional development and support training of staff.
8. The survey takes about **30 minutes** to complete.
9. You may skip any question you do not wish to answer without penalty, and you may end the survey at any time without penalty.
10. The information learned from the survey may be archived. These files, as part of the archive, will not include any names or quote anyone personally and the data will be modified to minimize the risk of you or your program being identified from the data. These files will only be available under restricted access.

Please click "Yes" to enter the survey. Remember you can fill out part of the survey now and use the same link to come back later if needed. Please click "No" if you don't agree to participate in the survey. You will be exited from the survey.

Do you consent to participating in this survey?

Yes, enter the survey

No, exit the survey

Survey Introduction

Thank you for agreeing to complete the *Survey of Staff Recruitment, Professional Development, and Training in Early Head Start!*

Just as a reminder...

- You can take this survey on any device you choose. For the best experience, we recommend that you take this survey on a computer rather than a tablet or phone.
- You can answer part of the survey now and come back later to edit and complete it.
- Once you select an option, the box will turn blue. Please check that it is blue before continuing to complete the survey.
- If you have questions or concerns, you can email StaffSurveyEHS@Urban.org

Program Option

1. Select **all** the EHS **program options** that your program has offered since [insert timeframe].

Center-based

Home-based

Family child care



PROGRAMMER'S NOTE: the respondent only receives version 3 of this survey if they select "home-based" and either/both of "center-based" and "family child care".

Active search

The next questions ask you to describe your program's **recent active searches** for **new teachers and home visitors**. **Teachers** refers to classroom staff, including lead and assistant teachers.

Only consider active searches from [insert timeframe for last program year]

- Only enter numbers below. Do not include extra characters such as spaces.
- You will not be able to return to these questions once you click the "next" arrow. Please make sure your answers are complete and correct before you move on.

2. How many EHS teaching vacancies were there? _____
3. How many EHS teaching vacancies (part-time or full-time) was your program able to fill? _____
4. How many EHS teacher vacancies did your program fill from **existing staff** (including substitutes and temporary staff) and families? _____
5. How many EHS teacher vacancies did your program fill from **outside** your program? _____
6. How many people, on average, applied for an open EHS teaching position? _____
7. How many people, on average, did your program interview for each open EHS teaching position? _____

8. How many EHS home visitor vacancies were there? _____
9. How many EHS home visitor vacancies (part-time or full-time) was your program able to fill? _____
10. How many EHS home visitor vacancies did your program fill from **inside** your program (e.g., existing staff, substitute teacher, parent)? _____
11. How many EHS home visitor vacancies did your program fill from **outside** your program? _____
12. How many people, on average, applied for an open EHS home visitor position? _____
13. How many people, on average, did your program interview for each open EHS home visitor position? _____

PROGRAMMER'S NOTE:

- If the respondent answers 1 or greater to "How many EHS teaching vacancies (part-time or full-time) was your program able to fill?" and 0 to "How many EHS home visitor vacancies (part-time or full-time) was your program able to fill?", the respondent is asked solely about teachers (version 1) for the remainder of the survey.
- If the respondent answers 0 to "How many EHS teaching vacancies (part-time or full-time) was your program able to fill?" and 1 or greater to "How many EHS home visitor vacancies (part-time or full-time) was your program able to fill?", the respondent is asked solely about home visitors (version 2) for the remainder of the survey.
- If the respondent answers 1 or greater to "How many EHS teaching vacancies (part-time or full-time) was your program able to fill?" and 1 or greater to "How many EHS home visitor vacancies (part-time or full-time) was your program able to fill?", the respondent is randomized to receive either version 1 (teacher) or version 2 (home visitor) for the remainder of the survey.

VERSION 1: TEACHER

Searching for New EHS Teachers

In the next two sections, we ask about how your EHS program recruited and hired new EHS teachers.

- **Recruiting teachers** refers to how your program searched for qualified and competent teachers to provide high-quality services.
- **Hiring teachers** refers to how your program selected qualified and competent teachers to provide high-quality services.

Recruiting New Teachers

These questions ask about how your EHS program recruited new EHS teachers.

When was the last time your program had to recruit an EHS teacher?

- | | |
|-----------|-------------|
| 14. Month | 1-12 |
| 15. Year | 2024 |
| | 2023 |
| | 2022 |
| | 2021 |
| | 2020 |
| | 2019 |
| | Before 2019 |

PROGRAMMER'S NOTE:

- If respondent answers before 2019, skip to **Hiring New Teachers**
- If respondent answers 0 to "How many EHS teaching vacancies were there?", [insert timeframe] throughout the survey is replaced with the month and year given above.
- If respondent answers 1 or greater to "How many EHS teaching vacancies were there?", [insert timeframe] throughout the survey is replaced with the timeframe of the program year from when the survey is fielded.

Tell us what role the following people played in your program's EHS teacher recruitment. Consider only recruitment from [insert timeframe].

- People with these titles may have led *and* supported recruitment. Select the role each **typically** has in the process **most of the time**.

- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff's role. Only use the "Other" option if there isn't a similar role on the list.
- If one person has multiple roles in your program, provide the same response for each role. For example, if the EHS director led recruitment and they are also the program director put "led recruitment" for "EHS Director" and "Program Director."

	Led recruitment	Supported recruitment	Not involved in recruitment	I don't know	Not applicable
16. EHS Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Program Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Assistant Program Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Site Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Human Resources Director/Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Human Resources Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Education Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Education Specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. EHS Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Policy Council Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruitment plan

The next questions ask about your program's recruitment plans. **Recruitment plan** refers to a written document that outlines the strategies your program plans to use to find qualified applicants for a vacant position.

27. When recruiting new EHS teachers, how useful was your program's recruitment plan? Consider only recruitment from [insert timeframe].

- If your program didn't have a recruitment plan, mark "We didn't have a plan."

We didn't have a plan
 Very useful
 Somewhat useful
 Not too useful
 Not at all useful
 I don't know

PROGRAMMER'S NOTE: if respondent answers, "we didn't have a plan", skip next question ("Who was the primary staff person responsible for the recruitment plan from [insert timeframe]?")

28. Who was **the primary staff person** responsible for the recruitment plan from [insert timeframe]?

- If more than one person updated the plan, please select the person **who led the updates**.
- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff's role. Only use the "Other" option if there isn't a similar role on the list.

EHS Director	<input type="radio"/>
Program Director	<input type="radio"/>
Assistant Program Director	<input type="radio"/>
Site Director	<input type="radio"/>
Human Resources Director/Manager	<input type="radio"/>
Human Resources Staff	<input type="radio"/>
Education Manager	<input type="radio"/>
Education Specialist	<input type="radio"/>

- EHS Teachers
 - Policy Council Members
 - Other, please specify
-

Recruitment approaches

When your program recruited new EHS teachers, how successful were the following approaches? Only consider recruitment efforts from [insert timeframe].

- If your program didn't use the approach, mark "We didn't use this approach."

	We didn't use this approach	Very Successful	Somewhat Successful	Not too successful	Not at all successful	I don't know
29. Increased the recruitment budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Asked staff, parents, and/or community members to share the job ad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Posted the job ad to my organization's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Posted the job ad on ECLKC job center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Posted the job ad on job search websites that require a fee for employers (e.g., LinkedIn, CareerBuilder)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Posted the job ad on job search websites that are free for employers (e.g., Indeed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Posted the job ad on social media (e.g., Facebook, Twitter, LinkedIn, TikTok)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Posted the job ad in the newspaper(s) (either printed or website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Encouraged current/former families to apply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Recruited from existing HS/EHS program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Worked with external partners to find qualified applicants (e.g., colleges or government agencies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROGRAMMER'S NOTE: if respondent answers, "we didn't use this approach" or "I don't know" to "Worked with external partners to find qualified applicants (e.g., colleges or government agencies)", SKIP next question ("You said that your program worked with external partners to find applicants from [insert timeframe]. How useful were the following partnerships for recruiting qualified applicants?")

Recruitment partners

You said that your program worked with external partners to find applicants from [insert timeframe]. How useful were the following partnerships for recruiting qualified applicants?

- If your program does not work with a partner, mark "We didn't work with this kind of partner"

	We didn't work with this kind of partner	Very useful	Some what useful	Not too usefu	Not at all usefu	I don't know
41. Colleges and universities (community, four-year, technical schools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. High school/technical CDA program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Religious organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Health care providers (e.g., doctors, dentists, mental health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Community centers and/or libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Other child care centers and/or family child care providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Parenting and home visiting programs in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. State or territory programs serving infants, toddlers, and pregnant people (e.g., Women, Infants, and Children, early intervention, state or territory home visiting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Child Care Resource and Referral agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Registered apprenticeship program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. State-sponsored website or workforce registry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Infant Toddler Specialist Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Other, please specify type of partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruitment challenges

How difficult did each of the following make it to recruit qualified applicants for EHS teacher positions? Only consider recruitment efforts from [insert timeframe].

- If your program did not experience one of the following, mark "We didn't experience this." If your program experienced one of the following but it was not a challenge, mark "Not at all difficult."

	We didn't experie	Very diffi cult	Some what difficu	Not too difficult	Not at all difficu	I don't know
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	nce this		It		It	
54. Time to get the position approved by a governing body, Policy Council, or Board	<input type="radio"/>					
55. Time it took for person to lead the recruitment effort	<input type="radio"/>					
56. Recruitment budget	<input type="radio"/>					
57. Competition from other employers, including other child care providers	<input type="radio"/>					
58. Other, please specify						
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<input type="radio"/>					

Hiring New Teachers

Next, we ask you about how your EHS program **hired** new EHS teachers.

- As a reminder, **hiring** teachers refers to how your program **selected** qualified and competent teachers to provide high-quality services.
- Hiring activities can start with reviewing applications and end with giving an applicant an offer of employment.

When was the last time your program had to hire an EHS teacher?

59. Month 1-12
60. Year 2024
- 2023
- 2022
- 2021
- 2020
- 2019
- Before 2019

PROGRAMMER'S NOTE:

- If respondent answers "Before 2019", skip to "Building Existing EHS Teachers' Qualifications and Competencies".
- If respondent answers 0 to "How many EHS teaching vacancies (part-time or full-time) was your program able to fill?", [insert timeframe] throughout the survey is replaced with the month and year given above.
- If respondent answers 1 or greater to "How many EHS teaching vacancies (part-time or full-time) was your program able to fill?", [insert timeframe] throughout the survey is replaced with the timeframe of the program year from when the survey is fielded.

Hiring Roles

79. Checked references (e.g., spoke to prior employers)
80. Reviewed education transcripts
81. Other, please specify
-

Incentives and Benefits

When your program offered employment to teaching applicants, how successful were the following factors in convincing teaching applicants to accept offers? Only consider offers of employment from [insert timeframe].

- Employment offers can include a compensation package (i.e., wages and benefits).
- If your program did not use the approach, mark "We didn't use this approach."

	We didn't use this approach	Very Success ful	Som ewha t succ essfu l	Not too successful	Not at all successful	I don't know
82. Signing bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Competitive compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Relocation assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Paid time off (e.g., sick, family, vacation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Paid summers off	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Medical insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Dental insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Group life insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Retirement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Tuition reimbursement (e.g., for college courses, CDA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Housing, housing subsidies, or rent assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Subsidized meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Subsidized transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Free or reduced child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Building Existing EHS Teachers' Qualifications and Competencies

In this section, we ask about how your program has supported EHS teachers in building their qualifications and competencies.

Assessing Teachers Training and Professional Development Needs

When your program individualized training and professional development for current EHS teachers, who carried out each of the following activities? Only consider training and professional development from [insert timeframe].

- Multiple people may carry out these activities. Select the role of the person who **usually led** these activities even if multiple people were involved.
- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff's role. Only use the "Other" option if a similar role isn't on the list.
- If your program did not use the activity, mark "We didn't do this activity."

Conducted individual and group supervision	dropdown
Co-developed Individual Professional Development Plans (IPDP)	dropdown
Reviewed teachers' lesson plans	dropdown
Reviewed performance reviews	dropdown
Used reflective dialogues	dropdown
Reviewed child assessment data	dropdown
Gathered input from supervisors or coaches about the needs of the teachers they supervise	dropdown
Asked EHS teachers directly about their training needs	dropdown
Asked EHS teachers for their ideas on how to improve career development	dropdown
Asked parents in the program about their satisfaction	dropdown
Reviewed scores from an observation of teachers in a classroom interacting with children (e.g., QCIT)	dropdown
Other, please specify	dropdown

- Dropdown:
- We didn't do this activity
 - EHS Director
 - Program Director
 - Assistant Program Director
 - Site Director
 - Human Resources Director/Manager or Staff
 - Education Manager
 - Education Specialist
 - EHS Teachers
 - Policy Council Members
 - Other, please specify
 - I don't know

PROGRAMMER'S NOTE: if respondent answers, "I don't know" or "We didn't do this activity" to "Co-developed Individual Professional Development Plans (IPDP)", skip to "Competency Framework 1"

IPDP Roles and Updates

Tell us what role the following people played in co-developing Individualized Professional Development Plans (IPDP) with EHS teachers? Only consider IPDPs from [insert timeframe].

- People with these titles may have led *and* supported co-development of the IPDP. Select the role that they were in **most of the time.**
- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff's role. Only use the "Other" option if there isn't a similar role on the list.
- If one person has multiple roles in your program, provide the same response for each role. For example, if the EHS director led IPDP and they are also the program director put "led IPDP" for "EHS Director" and "Program Director."

	Led IPDP	Support ed IPDP	Not invol ved in IPDP	I don't know	Not appli cable
126. EHS Director	<input type="radio"/>				
127. Program Director	<input type="radio"/>				
128. Assistant Program Director	<input type="radio"/>				
129. Site Director	<input type="radio"/>				
130. Human Resources Director/Manager	<input type="radio"/>				
131. Human Resources Staff	<input type="radio"/>				
132. Education Manager	<input type="radio"/>				
133. Education Specialist	<input type="radio"/>				
134. EHS Teachers	<input type="radio"/>				
135. Policy Council Members	<input type="radio"/>				
136. Other, please specify	<input type="radio"/>				
<div style="border: 1px solid black; height: 20px; width: 200px;"></div>	<input type="radio"/>				

137. How often has your program updated EHS teachers' Individualized Professional Development Plans (IPDP)? Only consider IPDPs from [insert timeframe].

- 1 time per year
- 2 times per year
- 3 times per year
- 4+ times per year
- As needed with no regular schedule
- We never update IPDPs
- I don't know

Included in IPDP

Which of the following has your program typically included in EHS teachers' Individualized Professional Development Plan (IPDP)? Only consider IPDPs from [insert timeframe].

	Yes	No	I don't know
138. Steps teachers needed to take to meet the HSPPS qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Supports EHS teachers' need to build competencies in current role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
140. EHS teachers' career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | |
|------|--|-----------------------|-----------------------|-----------------------|
| 141. | Steps to meet goal(s) defined in IPDP | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 142. | Resources needed to meet goal(s) defined in IPDP | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 143. | Time to complete goal(s) defined in IPDP | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 144. | Date teachers completed their goal(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 145. | Potential challenges or barriers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 146. | Date when teachers will review progress on goal(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 147. | Place to describe progress toward goal(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 148. | Other, please specify | | | |
| | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Competency Framework 1

In this section, questions will ask about a “competency framework.” A **competency framework** refers to a document that describes a set of knowledge, skills, abilities, and behaviors that EHS teachers need to deliver high-quality services.

149. Has your program used a competency framework from [insert timeframe]?
 Yes No I don't know

PROGRAMMER'S NOTE: if respondent answers “no”, skip to “Professional Development”

Competency Framework 2

Select whether your program used a competency framework to do the following. Only consider efforts from [insert timeframe].

- | | Yes | No | I don't know |
|---|-----------------------|-----------------------|-----------------------|
| 150. Used the competency framework to inform hiring decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 151. Used the competency framework to inform compensation packages or raises | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 152. Assessed teachers' competencies by observing them using an assessment tool aligned with the competency framework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 153. Offered professional development/trainings aligned with the competency framework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 154. Encouraged teachers to participate in a credential or degree program aligned with the competency framework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 155. Other, please specify | | | |
| <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Professional Development

Has your program partnered with the following types of organizations to support teachers with their qualifications and/or competencies from [insert timeframe]? Select all that apply.

- If your program did not partner with this type of organization, **leave the boxes unchecked.**

- | | Qualification | Competencie | I don't know |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| 156. Local colleges and universities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 157. High school/technical CDA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|---|---|---|-----------------------|
| program | | | |
| 158. Local organizations offering trainings or professional development | q | q | <input type="radio"/> |
| 159. National organizations offering trainings (e.g., Zero To Three, Start Early) | q | q | <input type="radio"/> |
| 160. State or territory organizations serving infants, toddlers, and pregnant people offering trainings or professional development | q | q | <input type="radio"/> |
| 161. Child Care Resource and Referral agency | q | q | <input type="radio"/> |
| 162. Registered apprenticeship programs | q | q | <input type="radio"/> |
| 163. Infant Toddler Specialist Network | q | q | <input type="radio"/> |
| 164. Other, please specify | | | |
| <input style="width: 200px; height: 30px;" type="text"/> | q | q | <input type="radio"/> |

Apprenticeships

165. Has your program used any of the following funding sources to participate in an apprenticeship program from [timeframe]? Select all that apply.

- Apprenticeship is a workforce strategy that may support people who want to work in early childhood settings by providing employer involvement (paid time for courses and training), structured on-the-job learning (mentoring, coaching), related instruction, rewards (compensation) for skill gains, and/or a recognized national credential (CDA).
- If your program did not participate in an apprenticeship program during [insert timeframe], mark "We did not participate in an apprenticeship program."

We did not participate in an apprenticeship program

- | | | | | | |
|-----------------------|-----------|-----------------------|---------------|--|-----------------------|
| <input type="radio"/> | EHS grant | Other federal funding | State funding | Other, please specify | I don't know |
| | q | q | q | <input style="width: 100px; height: 30px;" type="text"/> | <input type="radio"/> |

Compensation

Has your program made any of the following changes specifically to improve EHS teacher compensation? Only consider any efforts from [insert timeframe].

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| | Yes | No | I don't know |
| 166. Reduced the overall number of funded enrollment slots | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 167. Consolidated grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 168. Restructured management or organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 169. Changed hours of operation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 170. Converted slots from HS to EHS
 - 171. Requested a waiver
 - 172. Decreased teacher-child ratios while maintaining alignment with the HSPPS
 - 173. Used non-EHS funding
 - 174. Other, please specify
-

Successes and Challenges

When your program encouraged teachers to improve their qualifications or competencies, how successful was it to offer the following incentives? Only consider efforts from [insert timeframe].

- If your program did not use an incentive, mark "We didn't use this incentive."

	We didn't use this incentive	Very Successfu 	Somewhat successful	Not too successful	Not at all successful	I don't know
175. Bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
176. Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
177. Paying to attend trainings outside of regular work hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Paying for training, professional development, or tuition (e.g., for college courses, CDA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Information about how to apply for and get a loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Support for enrolling in local colleges and universities or CDA programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. Food and/or drinks at on-site trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
182. Offer child care for teachers' children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
183. Provide a salary raise after the teacher completes the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
184. Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program and Respondent Characteristics

In this section, we ask you about your program as well as your role in your program and your years of experience.

- 185. In the 2022-2023 PIR, your program reported [pipe in from PIR] for cumulative EHS enrollment. Select the **cumulative program enrollment size** that best describes your program from [insert timeframe]. As a reminder: cumulative enrollment is:

- ALL **EHS** children whom your program enrolled and who have attended at least one class or, for programs with home-based options, received at least one home visit.
- ALL **pregnant women** whom your program enrolled and received EHS services.
- Small (less than 300)
- Medium (301-600)
- Large (601-1200)
- Extra large (more than 1200)
- I don't know

186. What is your role within your EHS program?

- If you have more than one role within your program, please select all that apply.
- Your title might be different than what is listed below. Select the title that is most similar to your role within your Early Head Start program. Only use the "Other" option if there isn't a similar role on the list.

- q EHS Director
- q Program Director
- q Assistant Program Director
- q Site Director
- q Human Resources Director/Manager
- q Human Resources Staff
- q Education Manager
- q Education Specialist
- q EHS Teacher
- q Policy Council Member
- q Other

187. How long have you been in this role?

- Less than 6 months
- 6 months - 1 year
- 1 - 2 years
- 2 - 5 years
- 5 -10 years
- More than 10 years

End of Survey

We thank you for your time spent completing this survey. Your response has been recorded. Please contact us at StaffSurveyEHS@Urban.org if you have any question

VERSION 2: HOME VISITOR

Searching for New EHS Home Visitors

In the next two sections, we ask about how your EHS program recruited and hired new EHS home visitors.

- **Recruiting home visitors** refers to how your program searched for qualified and competent home visitors to provide high-quality services.
- **Hiring home visitors** refers to how your program selected qualified and competent home visitors to provide high-quality services.

Recruiting New Home Visitors

These questions ask about how your EHS program recruited new EHS home visitors.

When was the last time your program had to recruit an EHS home visitor?

- | | | |
|------|-------|-------------|
| 188. | Month | 1-12 |
| 189. | Year | 2024 |
| | | 2023 |
| | | 2022 |
| | | 2021 |
| | | 2020 |
| | | 2019 |
| | | Before 2019 |

PROGRAMMER'S NOTE:

- If respondent answers before 2019, skip to **Hiring New Home Visitors**
- If respondent answers 0 to "How many EHS home visitor vacancies were there?", [insert timeframe] throughout the survey is replaced with the month and year given above.
- If respondent answers 1 or greater to "How many EHS home visitor vacancies were there?", [insert timeframe] throughout the survey is replaced with the timeframe of the program year from when the survey is fielded.

Tell us what role the following people played in your program's EHS home visitor recruitment. Consider only recruitment from [insert timeframe].

- People with these titles may have led *and* supported recruitment. Select the role each **typically** has in the process **most of the time**.
- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff's role. Only use the "Other" option if there isn't a similar role on the list.

- If one person has multiple roles in your program, provide the same response for each role. For example, if the EHS director led recruitment and they are also the program director put “led recruitment” for “EHS Director” and “Program Director.”

	Led recruitment	Supported recruitment	Not involved in recruitment	I don't know	Not applicable
190. EHS Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
191. Program Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
192. Assistant Program Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
193. Site Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
194. Human Resources Director/Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
195. Human Resources Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
196. Home-Based Services Director/Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197. EHS Home Visitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Policy Council Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div style="border: 1px solid black; width: 100px; height: 20px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruitment plan

The next questions ask about your program’s recruitment plans. **Recruitment plan** refers to a written document that outlines the strategies your program plans to use to find qualified applicants for a vacant position.

200. When recruiting new EHS home visitors how useful was your program’s recruitment plan? Consider only recruitment from [insert timeframe].

- If your program didn’t have a recruitment plan, mark “We didn’t have a plan.”

We didn't have a plan
 Very useful
 Somewhat useful
 Not too useful
 Not at all useful
 I don't know

PROGRAMMER’S NOTE: if respondent answers, “we didn’t have a plan”, skip next question (“Who was the primary staff person responsible for the recruitment plan from [insert timeframe]?”)

201. Who was **the primary staff person** responsible for the recruitment plan from [insert timeframe]?

- If more than one person updated the plan, please select the person **who led the updates**.
- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff’s role. Only use the “Other” option if there isn’t a similar role on the list.

EHS Director
Program Director
Assistant Program Director
Site Director
Human Resources Director/Manager
Human Resources Staff

PROGRAMMER'S NOTE: if respondent answers, "we didn't use this approach" or "I don't know" to "Worked with external partners to find qualified applicants (e.g., colleges or government agencies)", SKIP next question ("You said that your program worked with external partners to find applicants from [insert timeframe]. How useful were the following partnerships for recruiting qualified applicants?")

Recruitment partners

You said that your program worked with external partners to find applicants from [insert timeframe]. How useful were the following partnerships for recruiting qualified applicants?

- If your program does not work with a partner, mark "We didn't work with this kind of partner"

	We didn't work with this kind of partner	Very usefu 	Some what useful	Not too usefu 	Not at all usefu 	I don't know
214. Colleges and universities (community, four-year, technical schools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
215. High school/technical CDA program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
216. Religious organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
217. Health care providers (e.g., doctors, dentists, mental health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
218. Community centers and/or libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
219. Child care centers and/or family child care providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
220. Other parenting and home visiting programs in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
221. State or territory programs serving infants, toddlers, and pregnant people (e.g., Women, Infants, and Children, early intervention, state or territory home visiting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
222. Registered apprenticeship program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
223. State-sponsored website or workforce registry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
224. Infant Toddler Specialist Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
225. Other, please specify type of partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div style="border: 1px solid black; height: 40px; width: 200px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruitment challenges

How difficult did each of the following make it to recruit qualified applicants for EHS home visitor positions? Only consider recruitment efforts from [insert timeframe].

- If your program did not experience one of the following, mark “We didn’t experience this.” If your program experienced one of the following but it was not a challenge, mark “Not at all difficult.”

	We didn't experience this	Very difficult	Some what difficult	Not too difficult	Not at all difficult	I don't know
226. Time to get the position approved by a governing body, Policy Council, or Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
227. Time it took for person to lead the recruitment effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
228. Recruitment budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
229. Competition from other employers, including other home visiting providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
230. Other, please specify <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hiring New Home Visitors

Next, we ask you about how your EHS program **hired** new EHS home visitors.

- As a reminder, **hiring** home visitors refers to how your program **selected** qualified and competent home visitors to provide high-quality services.
- Hiring activities can start with reviewing applications and end with giving an applicant an offer of employment.

When was the last time your program had to hire an EHS home visitor?

231. Month 1-12

232. Year 2024

2023

2022

2021

2020

2019

Before 2019

PROGRAMMER'S NOTE:

- If respondent answers “Before 2019”, skip to “Building Existing EHS Home Visitors’ Qualifications and Competencies”.
- If respondent answers 0 to “How many EHS home visitor vacancies (part-time or full-time) was your program able to fill?”, [insert timeframe] throughout the survey is replaced with the month and year given above.

Building Existing EHS Home Visitors' Qualifications and Competencies

In this section, we ask about how your program has supported EHS home visitors in building their qualifications and competencies.

Assessing Home Visitors Training and Professional Development Needs

When your program individualized training and professional development for current EHS home visitors, who carried out each of the following activities? Only consider training and professional development from [insert timeframe].

- Multiple people may carry out these activities. Select the role of the person who **usually led** these activities even if multiple people were involved.
- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff's role. Only use the "Other" option if a similar role is not on the list.
- If your program did not use the activity, mark "We didn't do this activity."

Conducted individual and group supervision	dropdown
Co-developed Individual Professional Development Plans (IPDP)	dropdown
Reviewed home visit and socialization plans	dropdown
Reviewed performance reviews	dropdown
Used reflective dialogues	dropdown
Reviewed child assessment data	dropdown
Gathered input from supervisors or coaches about the needs of the home visitors they supervise	dropdown
Asked EHS home visitors directly about their training needs	dropdown
Asked EHS home visitors for their ideas on how to improve career development	dropdown
Asked parents in the program about their satisfaction	dropdown
Reviewed scores from an observation of home visitors in a home interacting with families (e.g., HOVRS)	dropdown
Other, please specify	dropdown

Dropdown:

- We didn't do this activity
- EHS Director
- Program Director
- Assistant Program Director
- Site Director
- Human Resources Director/Manager or Staff
- Education Manager
- Education Specialist

- Home-Based Services
- Director/Manager
- EHS Home Visitors
- Policy Council Members
- Other, please specify
- I don't know

PROGRAMMER'S NOTE: if respondent answers, "I don't know" or "We didn't do this activity" to "Co-developed Individual Professional Development Plans (IPDP)", skip to "Competency Framework 1"

IPDP Roles and Updates

Tell us what role the following people played in co-developing Individualized Professional Development Plans (IPDP) with EHS home visitors? Only consider IPDPs from [insert timeframe].

- People with these titles may have led *and* supported co-development of the IPDP. Select the role that they were in **most of the time**.
- The title of the person in your program might be different than what is listed below. Select the title that is most similar to your staff's role. Only use the "Other" option if there isn't a similar role on the list.
- If one person has multiple roles in your program, provide the same response for each role. For example, if the EHS director led IPDP and they are also the program director put "led IPDP" for "EHS Director" and "Program Director."

	Led IPDP	Support ed IPDP	Not invol ved in IPDP	I don't know	Not appli cable
292. EHS Director	<input type="radio"/>				
293. Program Director	<input type="radio"/>				
294. Assistant Program Director	<input type="radio"/>				
295. Site Director	<input type="radio"/>				
296. Human Resources Director/Manager	<input type="radio"/>				
297. Human Resources Staff	<input type="radio"/>				
298. Home-Based Services Director/Manager	<input type="radio"/>				
299. EHS Home Visitors	<input type="radio"/>				
300. Policy Council Members	<input type="radio"/>				
301. Other, please specify	<input type="radio"/>				
<div style="border: 1px solid black; width: 200px; height: 30px; margin: 5px 0;"></div>	<input type="radio"/>				

302. How often has your program updated EHS home visitors' Individualized Professional Development Plans (IPDP)? Only consider IPDPs from [insert timeframe].

- 1 time per year
- 2 times per year
- 3 times per year
- 4+ times per year
- As needed with no regular schedule
- We never update IPDPs
- I don't know

Included in IPDP

Which of the following has your program typically included in EHS home visitor's Individualized Professional Development Plan (IPDP)? Only consider IPDPs from [insert timeframe].

Yes No I don't

- | | | | know |
|---|-----------------------|-----------------------|-----------------------|
| 303. Steps home visitors needed to take to meet the HSPPS qualifications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 304. Supports EHS home visitors' need to build competencies in current role | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 305. EHS home visitors' career goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 306. Steps to meet goal(s) defined in IPDP | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 307. Resources needed to meet goal(s) defined in IPDP | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 308. Time to complete goal(s) defined in IPDP | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 309. Date home visitors completed their goal(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 310. Potential challenges or barriers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 311. Date when home visitors will review progress on goal(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 312. Place to describe progress toward goal(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 313. Other, please specify | | | |
| <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Competency Framework 1

In this section, questions will ask about a “competency framework.” A **competency framework** refers to a document that describes a set of knowledge, skills, abilities, and behaviors that EHS home visitors need to deliver high-quality services.

314. Has your program used a competency framework from [insert timeframe]?

- Yes No I don't know

PROGRAMMER'S NOTE: if respondent answers “no”, skip to “Professional Development”

Competency Framework 2

Select whether your program used a competency framework to do the following. Only consider efforts from [insert timeframe].

- | | Yes | No | I
don't
know |
|--|-----------------------|-----------------------|-----------------------|
| 315. Used the competency framework to inform hiring decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 316. Used the competency framework to inform compensation packages or raises | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 317. Assessed home visitors' competencies by observing them using an assessment tool aligned with the competency framework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 318. Offered professional development/trainings aligned with the competency framework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 319. Encouraged home visitors to participate in a credential or degree program aligned with the competency framework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 320. Other, please specify | | | |
| <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Professional Development

Has your program partnered with the following types of organizations to support home visitors with their qualifications and/or competencies from [insert timeframe]? Select all that apply.

- If your program did not partner with this type of organization, **leave the boxes unchecked.**

	Qualification	Competencie	I don't know
321. Local colleges and universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
322. High school/technical CDA program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
323. Local organizations offering trainings or professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
324. National organizations offering trainings (e.g., Zero To Three, Start Early)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
325. State or territory organizations serving infants, toddlers, and pregnant people offering trainings or professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
326. Registered apprenticeship programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
327. Infant Toddler Specialist Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
328. Other, please specify <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Apprenticeships

329. Has your program used any of the following funding sources to participate in an apprenticeship program from [timeframe]? Select all that apply.

- Apprenticeship is a workforce strategy that may support people who want to work in early childhood settings by providing employer involvement (paid time for courses and training), structured on-the-job learning (mentoring, coaching), related instruction, rewards (compensation) for skill gains, and/or a recognized national credential (CDA).
- If your program did not participate in an apprenticeship program during [insert timeframe], mark "We did not participate in an apprenticeship program."

We did not participate in an apprenticeship program	EHS grant	Other federal funding	State funding	Other, please specify	I don't know
<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<input type="radio"/>

Compensation

Has your program made any of the following changes specifically to improve EHS home visitor compensation? Only consider any efforts from [insert timeframe].

	Yes	No	I don't know
330. Reduced the overall number of funded enrollment slots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 331. Consolidated grants
 - 332. Restructured management or organizations
 - 333. Increased home visitors' caseloads while maintaining alignment with the HSPPS
 - 334. Used non-EHS funding
 - 335. Other, please specify
-

Successes and Challenges

When your program encouraged home visitors to improve their qualifications or competencies, how successful was it to offer the following incentives? Only consider efforts from [insert timeframe].

- If your program did not use an incentive, mark "We didn't use this incentive."

	We didn't use this incentive	Very Successful	Somewhat successful	Not too successful	Not at all successful	I don't know
336. Bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
337. Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
338. Paying to attend trainings outside of regular work hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
339. Paying for training, professional development, or tuition (e.g., for college courses, CDA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
340. Information about how to apply for and get a loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
341. Support for enrolling in local colleges and universities or CDA programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
342. Food and/or drinks at on-site trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
343. Offer child care for home visitors' children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
344. Provide a salary raise after the home visitor completes the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
345. Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program and Respondent Characteristics

In this section, we ask you about your program as well as your role in your program and your years of experience.

346. In the 2022-2023 PIR, your program reported [pipe in from PIR] for cumulative EHS enrollment. Select the **cumulative program enrollment size** that best describes your program from [insert timeframe]. As a reminder: cumulative enrollment is:

- ALL **EHS** children whom your program enrolled and who have attended at least one class or, for programs with home-based options, received at least one home visit.
 - ALL **pregnant women** whom your program enrolled and received EHS services.
- Small (less than 300)
 - Medium (301-600)
 - Large (601-1200)
 - Extra large (more than 1200)
 - I don't know

347. What is your role within your EHS program?

- If you have more than one role within your program, please select all that apply.
- Your title might be different than what is listed below. Select the title that is most similar to your role within your Early Head Start program. Only use the "Other" option if there isn't a similar role on the list.

- q EHS Director
- q Program Director
- q Assistant Program Director
- q Site Director
- q Human Resources Director/Manager
- q Human Resources Staff
- q Home-Based Services Director/Manager
- q EHS Home Visitor
- q Policy Council Member
- q Other

348. How long have you been in this role?

- Less than 6 months
- 6 months - 1 year
- 1 - 2 years
- 2 - 5 years
- 5 -10 years
- More than 10 years

End of Survey

We thank you for your time spent completing this survey. Your response has been recorded. Please contact us at StaffSurveyEHS@Urban.org if you have any questions.