



## Culture of Continuous Learning Project:

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

# Instrument 8: BSC Overall Feedback Form

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

Respondents	Time of Data Collection
BSC Team Members (Administrator, Teachers, Other Staff, Parent)	Midpoint (T2) Post-test (T3)

**Note:** Specific statements and questions in this self-report are illustrative; different statements and questions may be included depending on the findings discovered during the implementation process. This self-report of BSC activities was pulled from CCL Phase I instruments and has been adapted to meet the needs of the current project.

Statements and questions will be selected based on relevance at time of data collection such that the time to complete the self-report is no more than 15 minutes.

## Participation in BSC activities

### Part I. Individual Experience

The following are statements about your **individual perceptions of and experiences with the Breakthrough Series Collaborative**. Please indicate how strongly you agree or disagree with the following statements.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat agree	Strongly Agree	Not Applicable
The goals and priorities my BSC team developed were clear	<input type="checkbox"/>					
The goals and priorities my BSC team developed reflected the unique needs and interests of my program/site	<input type="checkbox"/>					
The strategies taught as part of the BSC model (for example the “Model for Improvement” and “PDSAs”) helped me to use quality improvement approaches in my program	<input type="checkbox"/>					
The BSC helped me understand how to use data to improve my practice	<input type="checkbox"/>					
The Learning Sessions I attended provided a consistent and clear quality improvement process.	<input type="checkbox"/>					
The Model for Improvement (3 questions) was helpful in providing a consistent and clear quality improvement process.	<input type="checkbox"/>					
The Plan-Do-Study-Act cycles were helpful in testing and implementing changes.	<input type="checkbox"/>					
The training and coaching my BSC team received from faculty and staff was a source of support	<input type="checkbox"/>					

The Paperwork Reduction Act of 1995 (Pub. L. 104-13) Statement: This collection of information is voluntary and will be used to help BSC team members reflect on their experience in the BSC as a whole and provide feedback to the implementation staff and faculty that can be used to improve the BSC. Public reporting burden for this collection of information is estimated to average 15 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 or Child Trends, 708 N 1<sup>st</sup> Suite #333 Minneapolis, MN 55401 Attention: Kathryn Tout

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat agree	Strongly Agree	Not Applicable
The monthly conference calls I joined supported my quality improvement efforts	<input type="checkbox"/>					
The affinity group calls I joined supported my quality improvement efforts	<input type="checkbox"/>					
The site visit from faculty and BSC implementers was helpful	<input type="checkbox"/>					
Engaging in progress monitoring of monthly metrics was helpful in providing a consistent and clear quality improvement process.	<input type="checkbox"/>					
I had enough time to participate in activities related to the BSC on a weekly basis	<input type="checkbox"/>					
The timeframe for this BSC (starting in X month, year and ending in Z month, year) felt like just the right amount of time to participate in the BSC	<input type="checkbox"/>					
I increased my knowledge about children’s social and emotional learning and development	<input type="checkbox"/>					
I changed my beliefs about children’s social and emotional learning and development	<input type="checkbox"/>					
I improved my teaching practices around children’s social and emotional learning and development	<input type="checkbox"/>					

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	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat agree	Strongly Agree	Not Applicable
noticed improvements in classroom climate due to the changes I made in supporting children’s social and emotional learning	<input type="checkbox"/>					
I noticed changes in children’s prosocial behavior in my program due to the changes I made in supporting children’s social and emotional learning	<input type="checkbox"/>					
I noticed a reduction in challenging behaviors in my program due to the changes I made in supporting children’s social and emotional learning	<input type="checkbox"/>					

**Part II. Overall Satisfaction & Recommendations**

1. Overall, how satisfied are you with your experience with this BSC?
  - a. very unsatisfied
  - b. moderately unsatisfied
  - c. slightly unsatisfied
  - d. slightly satisfied
  - e. moderately satisfied
  - f. very satisfied
2. I would recommend participating in a BSC to staff in other child care/Head Start programs.
  - a. yes
  - b. no
  - c. don’t know
3. I would like my regular professional development/TA provider to be able to offer the BSC for quality improvement support in the future.
  - a. yes
  - b. no
  - c. don’t know

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4. I would recommend the following improvements or changes if offering a BSC to Head Start/child care programs in my area in the future:

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