



OPRE REPORT #2015-36

Collecting Information from Head Start and Early Head Start Grantees on Implementation of the School Readiness Goals Requirements

Survey Items for Program Leadership, Teachers, and Administrative Data Collection

April 2015

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Contents

Acknowledgments	iv
Overview	v
Collecting Information from Head Start and Early Head Start Grantees on Implementation of the School Readiness Goals Requirements	1
Introduction	1
Background on School Readiness Goals Requirements	2
Project Background and Motivation	3
Introduction to the Survey Items	6
Appendix A. Index of Survey Items	15
Appendix B. Potential Items for a Survey of Directors or Education Managers on the School Readiness Goals Requirements	17
Appendix C. Potential Items for a Survey of Teachers on the School Readiness Goals Requirements	39
Appendix D. Potential School Readiness Goals Items for Administrative Data Collection	59
Notes	63
References	64
About the Authors	65
Statement of Independence	66

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Overview

Though Head Start has a long history of efforts focused on preparing children for school and assessing children's development, it is only since December 2011 that Head Start regulations specifically require grantees to set school readiness goals and collect and analyze data to track progress toward those goals. To gain an understanding of how programs and child and family outcomes may change in response to the increased focus on school readiness goals, it is important to begin with how grantees are interpreting and responding to the new requirements. To this end, the Office of Planning, Research and Evaluation in the US Department of Health and Human Service's Administration for Children and Families contracted with the Urban Institute to conduct a two-year project, *School Readiness Goals and Head Start Program Functioning*, to study how grantees are setting and using school readiness goals. The first component of that project produced a research report, *How Head Start Grantees Set and Use School Readiness Goals*, which provides at first look at how grantees are implementing the requirements and suggests topics for further research.

A second component of the project is to develop a set of survey items that might be used in future information collection efforts, building on what was learned through the primary data collection. This report presents the results of that second component. Specifically, the report defines a set of key constructs and offers three sets of survey items related to the constructs: one for program directors and education managers, one for teachers, and one with items that that could be added to annual program reporting requirements. The suggested survey items serve as a starting point for future data collection efforts that intend to build understanding of what goals are being set, how goals are being used at the local level, and what factors can support meaningful implementation of the school readiness goals requirements.

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Collecting Information from Head Start and Early Head Start Grantees on Implementation of the School Readiness Goals Requirements

Introduction

Though Head Start has a long history of efforts focused on preparing children for school and assessing children’s development, it is only since December 2011 that Head Start regulations specifically require grantees to set school readiness goals and track progress toward those goals. To gain an understanding of how programs and child and family outcomes may change in response to the specific focus on school readiness goals, it is important to begin with how grantees are interpreting and responding to the new requirements. This report serves as a resource for future national surveys or data collection efforts that aim to understand the kinds of goals grantees set, how they collect and analyze data to track progress, ways the goals are being used at the local level, and factors that can support meaningful implementation of the school readiness goals requirements.

This report is the second component of a two-year project, School Readiness Goals and Head Start Program Functioning, carried out by the Urban Institute under contract with the Office of Planning, Research and Evaluation in the US Department of Health and Human Service’s Administration for Children and Families. The first project component included primary data collection—phone surveys with 73 grantees and site visits with 11 grantees—and produced the report *How Head Start Grantees Set and Use School Readiness Goals* (Isaacs et al. 2015). The report, and [a related research brief](#) summarizing key findings (Sandstrom, Isaacs, and Rohacek 2015), offers a descriptive first look at how grantees are implementing the school readiness goals requirements and suggests potential directions for future study. Drawing on the lessons learned from the first project component (the main study), this second project component identifies a set of constructs and survey items to facilitate the design of future empirical work.

The remainder of this report is divided into three sections. The first presents background on school readiness goals requirements, including information about the legislation, regulations, and federal supports offered to help grantees meet the requirements. The next section details the purpose and motivation for this project, including a brief summary of key findings from the data collected in the main study and a description of opportunities for further research on school readiness goals in Head Start and Early Head Start. The final section of the report introduces the survey items with an overview of the constructs covered by the survey items, a description of the process used to develop the items, and key considerations for users of the survey items. We present the batteries of survey items in three appendices: appendix B contains items for program leadership, appendix C contains items for teachers, and appendix D contains items that could be incorporated into administrative data collection.

Background on School Readiness Goals Requirements

Since its inception in 1965, one of Head Start's primary goals has been to support children's school readiness. Only recently, however, have local grantees been formally required to establish school readiness goals and to analyze data on progress toward the goals. The process of setting school readiness goals and analyzing related data is expected to improve program quality in both low- and high-performing Head Start and Early Head Start programs.

Specifically, the Improving Head Start for School Readiness Act of 2007 requires Head Start grantees to establish "agency-determined program goals for improving the school readiness of children participating in a program... including school readiness goals that are aligned with the Head Start Child Outcomes Framework, State early learning standards as appropriate, and requirements and expectations of the schools the children will be attending."¹ Head Start regulations² define school readiness goals as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten."³

Additional information on the Office of Head Start (OHS) website states "Goals are broad statements that articulate the highest developmental achievement children should attain as a result of Early Head Start and Head Start services."⁴ Grantees must establish goals in consultation with parents, meet the needs of local populations served, and address the five essential domains of school readiness.⁵ The rules also require that grantees measure progress toward the program's school readiness goals by

aggregating and analyzing child assessment data at least three times a year and use these data to inform continuous program improvement.⁶

Following passage of the Improving Head Start for School Readiness Act of 2007, OHS provided several supports and resources to help grantees meet the school readiness goals mandate. Beyond the Head Start regulations, OHS offered guidance through a November 2011 Program Instruction that summarized key provisions of the 2007 act and outlined four suggested “School Readiness Action Steps” for grantees serving preschool-age children (Office of Head Start 2011). Administration for Children and Families Regional Head Start program specialists and managers monitored implementation and identified technical assistance needs through phone calls with grantees in fiscal years 2012 and 2013.

OHS also mobilized its training and technical assistance (T/TA) network, including the National Resource Centers and state T/TA specialists, to provide support as grantees developed school readiness goals and began using the goals and related data for program planning. For example, OHS held an On the Road to School Readiness summit in February 2011 for program directors and education coordinators.⁷ The National Resource Centers published such resources as *School Readiness Action Steps for Infants and Toddlers*,⁸ *School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs: Examples from the Early Head Start National Research Center*,⁹ *A Guide to Resources for Developing School Readiness Goals* (National Center on Quality Teaching and Learning 2013), and toolkits on *Data in Head Start and Early Head Start*.¹⁰ State T/TA specialists also delivered individualized support on the topic of school readiness goals; OHS estimates that in fiscal year 2012, nearly 1,500 of the approximately 1,600 grantees received T/TA in the general “school readiness” content area, which includes both goal setting and specific strategies for effectively supporting children’s development (Office of Head Start 2014).

Project Background and Motivation

Since passage of the Improving Head Start for School Readiness Act of 2007 and subsequent regulations, federal staff, grantees, technical assistance providers, and others have invested heavily in the concept of using school readiness goals as a mechanism for improving program quality and child outcomes. However, little was known about the process local grantees use to define, measure and communicate school readiness goals or about how grantees use the goals for program planning and continuous improvement. Even less was known about which aspects of grantees’ school readiness goals

efforts, if any, improve program quality and child and family outcomes. This information is essential for designing effective policy, technical assistance, and other supports that help Head Start and Early Head Start grantees achieve their goals.

To begin addressing this need, the Office of Planning, Research and Evaluation contracted with the Urban Institute in fall 2012 to conduct a study on how local Head Start and Early Head Start grantees are interpreting and implementing the school readiness requirements. The two-year School Readiness Goals and Head Start Program Functioning project has two components. In the first component (the main study), we collected data from grantees about how they define, measure, and communicate school readiness goals; collect and analyze data to track progress toward the goals; and use the information to improve program quality. Using these data, we produced a technical report with findings. The second component of the project, presented here, draws on the findings and lessons learned to suggest survey items that might be used in future data collection efforts.

Key Findings from the Recent School Readiness Goals Study

Findings presented in the report *How Head Start Grantees Set and Use School Readiness Goals* (Isaacs et al. 2015) are based on three new data sources:

- A telephone survey of program directors and/or managers from 73 Head Start and Early Head Start grantees across the United States
- Follow-up site visits with 11 of the surveyed grantees
- Telephone interviews with Head Start directors and education managers of four American Indian/Alaskan Native grantees

Findings suggest Head Start and Early Head Start grantees have largely embraced the school readiness goals requirements. Grantees are working to use the goals and related data in various ways, and they see the goals as particularly useful for staff professional development and teachers' planning for daily classroom activities. When setting goals, grantees relied heavily on the aforementioned supports from OHS and the National Resource Centers. [*The Head Start Child Development and Early Learning Framework*](#) (Office of Head Start 2010) and state early learning standards also played a significant role in shaping programs' school readiness goals. Additionally, grantees drew heavily on their child assessment tools and curricula when deciding on goals for their program. Once goals were in place, grantees primarily used measures from their assessment tools to evaluate progress. Consistent with

federal regulations, grantees generally reported looking at aggregate data at least three times a year, and they reported on progress to a range of internal and external stakeholders.

The findings also suggest grantees are still in the process of refining their approach to setting and using school readiness goals. For example, the research team observed substantial variation in the number, content, and specificity of goals (and related measures) in documents grantees submitted to the team. Many grantees reported that data analysis was an ongoing challenge and expressed concerns about staff capacity to interpret data and the time it takes to collect, manage, and use data on school readiness goals. Some grantees expressed uncertainty about whether they were meeting OHS expectations or about how to effectively integrate school readiness with family partnership and other program goals. Thus, although the findings generally show that grantees are actively engaged in meeting the requirements and making meaningful use of the goals, it is also clear there are opportunities for ongoing refinements.

Opportunities for Future Research on School Readiness Goals

The recent *How Head Start Grantees Set and Use School Readiness Goals* report offers a first look at how grantees are interpreting and responding to the latest requirements. As an early exploratory study, it provides a knowledge base on which future research or program monitoring efforts can build. Additional studies are needed, for example, to test the validity and reliability of the early findings, dig deeper into specific areas, understand changes over time, explore a wider range of research questions, and study these issues across a wider or more representative range of grantees.

Specifically, future data collection might build further understanding of the kinds of goals grantees are setting and the steps grantees are taking to collect, manage, and use school readiness goals data. Additional descriptive research might also focus on better understanding the experiences of Early Head Start, American Indian/Alaska Native, and Migrant and Seasonal Head Start grantees. Or studies might build a better understanding of the challenges grantees face in implementing the requirements or making meaningful use of school readiness goals for program improvement. More information on these topics could be used to further inform the design of effective training, technical assistance, measurement tools, and other supports for grantees. Finally, it might be valuable for future research to explore the relationship between grantees' school readiness goals efforts and program quality and child outcomes, something *How Head Start Grantees Set and Use School Readiness Goals* does not address.

Further data collection on school readiness goals, whether for research, program monitoring, or administrative reporting, may be a new effort or it may take place as part of an ongoing effort. Two examples of ongoing data collection in Head Start are the Family and Child Experiences Survey (FACES) and the Program Information Report (PIR). FACES is a longitudinal project, started in 1997 and currently funded through 2018, that provides descriptive information collected through surveys, interviews, child assessments, and classroom observations for a representative sample of Head Start programs, children, and families. The PIR is an administrative data collection effort carried out annually by OHS: each grantee submits data to OHS on the characteristics of Head Start programs, children, and families served, as well as on key aspects of services delivered.

This report provides information to support further data collection on school readiness goals in Head Start and Early Head Start programs. Specifically, it includes three batteries of survey items that can serve as a starting point in the design of future data collections. One battery, found in appendix B, contains items that might be asked of program leadership (particularly program directors and education managers). The second battery, found in appendix C, contains items that might be asked of classroom-based teachers. The third battery, found in appendix D, contains items that might be included as part of Head Start administrative data collection efforts.

Introduction to the Survey Items

The items in the appendices translate the lessons learned in implementing the first component of the School Readiness Goals and Head Start Program Functioning project (the main study) into specific survey items. The suggested survey items cover a wide range of constructs likely to be useful for future research, program reporting, or monitoring. The main study informed the design of the suggested survey items in three ways. First, the study uncovered key issues related to school readiness goals that merit further examination, as described in the full research report. Second, the findings provided new details on these issues that informed the wording of questions and response categories, allowing more in-depth inquiry. Finally, the experience of carrying out the telephone survey and site visit interviews generally provided useful insights into effective ways of asking Head Start and Early Head Start staff about their experiences with school readiness goals. The subsections below introduce the suggested survey items by describing the key construct areas, summarizing the process used to develop the items, and offering some considerations for potential users of items.

Overview of Constructs Covered by the Survey Items

The batteries for program directors or education managers and for teachers organize the potential survey items according to six construct areas:

- Description of goals, considerations in goal-setting, and process for goal revisions
- Measures related to school readiness goals
- Data analysis, interpretation, and reporting
- Use of goals for program operations, planning and improvement
- Overall perspectives on goals
- Technical assistance and training

The first four construct areas are directly related to steps in the cyclical process Head Start and Early Head Start grantees undertake in meeting the school readiness goals requirements: (1) setting or revising goals; (2) identifying or revising measures and collecting data to track progress; (3) analyzing data and reporting on progress; and (4) using the data to support program operations, planning, and improvement (Office of Head Start 2011). The two additional construct areas address overarching issues: (1) grantees' overall perspectives on the requirements and (2) training and technical assistance use and needs. A brief summary of each construct area, tying the current state of knowledge to the suggested survey items, follows here.

DESCRIPTION OF GOALS, CONSIDERATIONS IN GOAL-SETTING, AND PROCESS FOR GOAL REVISIONS

Under federal requirements, grantees must set local school readiness goals aligned with the *Head Start Child Development and Early Learning Framework* and with state early learning standards. A review of documents shared with the research team in the main study found wide variation among grantees' specific goals and approaches to presenting them. Grantees are also expected to periodically revisit and revise their school readiness goals based on new information about program needs. This is another area in which the main study finds variation in grantee practices.

Thus, the survey items designed to address this construct area explore the number of goals grantees are setting; alignment of goals with the *Head Start Child Development and Early Learning Framework*; whether grantees prioritize goals in certain domains and, if so, why; and the influence of various frameworks and stakeholders in grantee choice of goals. Additional items relate to the

frequency with which grantees are revisiting and revising their school readiness goals, the types of changes they make over time, and motivations for revisions.

MEASURES RELATED TO SCHOOL READINESS GOALS

The school readiness goals mandate also requires that grantees track progress toward their goals by looking at aggregate data at least three times a year. Findings from the main study show that for the most part, grantees are looking at aggregate data as required and most draw their school readiness measures directly from their primary child assessment tools. Thus, school readiness data are typically collected by frontline staff (teachers in center-based programs and home visitors in home-based programs) and serve dual purposes, informing school readiness goals efforts as well as frontline curriculum implementation.

Building on what was learned in the main study, the survey items in this construct area collect details on how grantees are measuring progress toward their school readiness goals. Items investigate the extent to which grantees have indicators associated with each of their school readiness goals, the data sources grantees use to measure progress toward their goals, whether grantees have set specific targets or benchmarks for assessing progress, and opinions about the sufficiency of available instruments or data sources.

Because it appears many grantees rely on child developmental assessments as their primary data source for school readiness goals indicators, certain survey items focus more specifically on goal data collected through developmental assessment tools. For example, the batteries for both directors and teachers include questions designed to obtain information about the extent of overlap between school readiness goals indicators and the program's primary assessment tool, the use of electronic information systems for assessment data, and who in the program has responsibility for entering assessment data into the electronic system. Additional questions for teachers collect more detail about their experience with assessment data, including the amount of time they spend collecting assessment and school readiness data and their use of an electronic information system for assessment.

DATA ANALYSIS, INTERPRETATION, AND REPORTING

As mentioned, grantees must analyze aggregate child-level data at least three times a year. They are also expected to inform parents and the community of progress made toward school readiness goals. Head Start programs have historically collected and reported data on children and families, but the new school readiness goals requirements place increased emphasis on this activity. For some grantees, the

higher expectations may align with their previous practices; for others, there may be a large learning curve.

According to respondents in the main study, all grantees compile and review aggregate-level data at least as frequently as required, all report progress to their Policy Council, nearly all report progress to their governing body, and many report progress to parents. Many study respondents made technological improvements to support data collection, management, or analysis, and grantees typically felt they had sufficient staff and time for these activities. However, study participants varied in how they rated their staff's ability to analyze data on school readiness goals.

Drawing on those findings, the survey items for program leadership in this construct area address the frequency with which they, other program managers, and teachers review different types of school readiness goals data, and leaders' perceptions of the usefulness of different types of analyses. Other items for program leadership address the topic of analytic capacity by asking whether there is a position responsible for data management and analysis, asking about the ability of staff to collect and interpret data, asking about the sufficiency of technology supporting data analysis, and asking about steps being taken to further build analytic capacity. Survey items for teachers focus on the kinds of analyses they use in their role, frequency of use, and program-level supports for data analysis and interpretation. In the battery of items for program leadership, this construct area also includes questions that explore the use of written reports and presentations for communicating progress on goals to various internal and external stakeholders.

USE OF GOALS FOR PROGRAM OPERATIONS, PLANNING, AND IMPROVEMENT

Once school readiness goals are established and progress is analyzed, grantees must use that information "in combination with other program data to...direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions."¹¹ Other Head Start regulations require grantees to "develop and implement a systematic, ongoing process of program planning."¹² Thus, even before the school readiness goals requirements, OHS, the T/TA system, and grantees were building planning systems and structures into which data on school readiness goals are often incorporated.

Data collected for the main study show grantees generally feel that having school readiness goals is useful for their programs. Both survey respondents and site visit interviewees also described the goals as useful for many specific purposes such as planning at the program level, informing teachers' lesson plans and work with individual children, and communicating with parents about children's development.

However, many respondents also noted they wanted additional assistance analyzing and making meaningful use of data.

Survey items designed to address future research needs in this construct area build on what was learned from open-ended site visit interviews to explore these issues in greater depth. Questions ask respondents to report the frequency with which school readiness goals are discussed at various types of planning meetings and how influential school readiness goals are for specific activities related to planning, day-to-day operations, and internal and external communication. The battery for teachers contains questions about how school readiness goals are related to plans they write for individual children and how often school readiness goals are discussed at parent-teacher conferences.

OVERALL PERSPECTIVES ON GOALS

In addition to understanding how grantees set school readiness goals, track progress, and use the goals for decisionmaking, it is important to ask questions that broadly gauge grantees' overall perspectives toward the requirements. Many of the specific topics addressed by these kinds of questions fall under the construct areas described above, but in the main study we found it helpful to ask several sets of cross-cutting questions that gathered information on grantees' overall perspectives on the requirements. Data from these questions helped us develop hypotheses regarding reasons for variations in grantees' approaches to meeting the school readiness goal requirements. The data also allowed us to explore which aspects of implementation seemed to be most (and least) challenging for grantees. The batteries for both program leadership and teachers therefore include questions exploring both whether respondents feel they understand the requirements and whether the goals are generally useful and worth the time spent. Other items explore the extent to which respondents view various aspects of implementation as challenging.

TRAINING AND TECHNICAL ASSISTANCE

To help grantees successfully set school readiness goals, identify measures, and make meaningful use of data on progress toward goals, the OHS T/TA system has made many resources, including written materials, in-person consultations, and workshops and conferences, available to grantees. Data from the earlier School Readiness Goals and Head Start Program Functioning project show that, in some cases, grantees also turned to other sources for support in selecting and working with school readiness goals. The suggested survey items for future research with program leadership inquire whether grantees used assistance from different sources and, if so, how useful the assistance was. Other items ask program leadership to report how much they need more assistance on particular topics. The

suggested survey items for teachers focus on the kinds of assistance their program could provide to help them make more effective use of school readiness goals and related data.

Approach to Developing the Survey Items

The first step we took in developing the batteries of survey items was to specify the constructs we would cover. Based on review of the school readiness goal requirements and T/TA materials, in consultation with the Office of Planning, Research and Evaluation and one of the project's external consultants, we identified 19 detailed constructs associated with either (a) the steps in the process we expected grantees would take in setting and using school readiness goals or (b) factors likely to account for variations in grantees' approaches to meeting the requirements. In step two, we wrote a first set of draft survey items addressing those constructs. The draft items built on the telephone survey and in-person interview questions used in—and lessons learned from—the main study component of the School Readiness Goals and Head Start Program Functioning project. Specifically, we modified some items and, more often, added new items to reflect the additional detail we now had about key aspects of the process. We also adopted some items from a survey of school districts on their data systems and data-driven decisionmaking (Office of Planning, Evaluation and Policy Development 2010), which we found during a literature search for examples of surveys covering the topics of interest.

The third step in developing the suggested survey items was to get input from others on the draft items. Two advisory groups—one composed of researchers and one composed of OHS and T/TA staff—provided input.¹³ Based on that input, we collapsed the 19 highly detailed constructs into the six major construct areas discussed above, made revisions and additions to the draft survey items, and added the batteries of survey items for teachers and administrative data collection. In step four, we further refined the survey items based on recommendations made by our senior survey methodologist.

Considerations in Using the Survey Items

A key strength of the suggested survey items is that they build directly on findings and lessons learned from primary data collection involving both telephone surveys and open-ended in-person interviews. Overall, the batteries of survey items cover a wide range of topics and they generally represent a strong starting point for the design of new surveys, but they are not complete, ready-to-go instruments. Users of the items may wish to consider the following when using them in the design of new survey instruments.

- **Pretesting.** Because the suggested survey items expand detail, address new topics, and improve on the questions previously used with directors and education coordinators, very few of the items are identical to those used in the survey for the main study. The new items have not been tested; we recommend pretesting before use.
- **Modifications to account for mode of administration.** For ease of presentation, we generally wrote the items as though they would be used in a self-administered written survey. In fact, some items (e.g., those with skip patterns) may be complex enough that they will work best through an internet- or interviewer-administered survey. Such modes of administration will require revision of some items.
- **Modifications to account for program type.** Some items may need modification depending on whether the survey sample includes Head Start grantees, Early Head Start grantees, or both and the extent to which users of the items want to differentiate findings across those program types.
- **Other modifications or additions.** In general, the items will need to be modified or added to so they meet the specific needs for which they are being used. In cases where the items are included as part of a data collection focused on additional topics, they may also need to be modified to fit with the general tone and approach of that data collection. Further, the suggested survey items do not include questions asking about respondent or program characteristics. Although such information is likely to be needed as context for findings or to describe study populations, sample items are generally available from other sources so they were not included here.
- **Order of items.** We attempted to both present the suggested items in a logical order that supports the ability of respondents to provide valid, reliable responses and keep items as much as possible under the appropriate construct area heading. Users should be aware that a slightly different order may be more optimal depending on which items are selected for use.
- **Alignment of items for program leadership and teachers.** One of the main purposes of including a battery of survey items for teachers is to support research that explores whether key findings are similar at different levels of the program. Consequently, identical or similar versions of many items appear in both batteries of survey items. A few topics are addressed in only one battery, either when a particular type of respondent could offer a deeper perspective or when validation of findings across both leadership and frontline staff did not seem essential.

- **Instrument length.** As a rough guide, we estimate that if administered by an interviewer, the full set of survey items for program leadership (appendix B) would take approximately 50 minutes to complete and the full set of survey items for teachers (appendix C) would take approximately 30 minutes to complete. These estimates do not include time needed for introducing the questionnaire or obtaining informed consent from survey participants. A rough estimate of the time it would take a program director to complete a written version of all the suggested survey items for administrative data collection (appendix D) is approximately five minutes.¹⁴

The following pages contain appendices with the suggested survey items. Appendix B contains items for program leadership (directors and education managers), appendix C contains items for teachers, and appendix D contains a limited number of items that could be incorporated into administrative data collected from Head Start and Early Head Start grantees. Appendix A contains an index of survey items in the form of a table showing item numbers from each set of questions that fall under each major construct area.

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Appendix A. Index of Survey Items

TABLE A.1

Index of Survey Items in Appendices B-D

Construct area	Director/manager	Teacher	Administrative data
Description of goals, considerations in setting, and process for revisions	1.1, 1.2, 1.3, 1.4a, 1.4b, 1.4c, 1.4d, 1.4e, 1.5, 1.5a(a), 1.5a(b), 1.5a(c), 1.5a(d), 1.5a(e), 1.5b(a), 1.5b(b), 1.5b(c), 1.5b(d), 1.5b(e), 1.5b(f), 1.5b(g), 1.6a, 1.6b, 1.6c, 1.6d, 1.7, 1.8, 1.8a, 1.8b, 1.8c, 1.9a, 1.9b, 1.9c, 1.9d, 1.9e, 1.9f, 1.9g, 1.9h, 1.9i, 1.9j, 1.10a, 1.10b, 1.10c, 1.10d, 1.10e, 1.11a, 1.11b, 1.11c, 1.11d, 1.11e, 1.11f, 1.11g, 1.11h, 1.11i, 1.11j, 1.11k, 1.12, 1.13a, 1.13b, 1.13c, 1.13d, 1.13e	1.1, 1.2, 1.3, 1.4a, 1.4b, 1.4c, 1.4d, 1.4e, 1.5, 1.5a(a), 1.5a(b), 1.5a(c), 1.5a(d), 1.5a(e), 1.5b(a), 1.5b(b), 1.5b(c), 1.5b(d), 1.5b(e), 1.5b(f), 1.6, 1.6a(a), 1.6a(b), 1.6a(c), 1.6a(d), 1.6a(e), 1.7a, 1.7b, 1.7c, 1.7d, 1.7e, 1.7f, 1.7g, 1.7h, 1.7i, 1.7j, 1.8a, 1.8b, 1.8c, 1.8d, 1.8e, 1.9, 1.9a(a), 1.9a(b), 1.9a(c), 1.9a(d)	1.1, 1.2, 1.3a, 1.3b, 1.3c, 1.3d, 1.3e, 1.4a, 1.4b, 1.4c, 1.4d, 1.4e
Measures related to school readiness goals	2.1, 2.2, 2.3, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.5, 2.6, 2.7, 2.7a, 2.7b, 2.8, 2.9, 2.10a, 2.10b, 2.10c, 2.10d, 2.10e, 2.11, 2.12, 2.13a, 2.13b, 2.13c, 2.13d	2.1, 2.2, 2.3, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.5a, 2.5b, 2.5c, 2.5d, 2.5e, 2.6, 2.7, 2.8, 2.9a, 2.9b, 2.9c, 2.9d, 2.9e, 2.9f, 2.10, 2.11, 2.12, 2.13, 2.13a, 2.14, 2.15, 2.16, 2.17, 2.18a, 2.18b, 2.18c, 2.18d, 2.18e, 2.19, 2.20, 2.21	1.5, 1.6, 1.7a, 1.7b, 1.7c, 1.7d, 1.7e, 1.7f
Overall perspectives on goals	3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e, 3.2f, 3.2g, 3.2h, 3.2i, 3.2j, 3.2k, 3.2l	3.1, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e, 3.2f, 3.2g, 3.2h, 3.3a, 3.3b, 3.3c, 3.3d, 3.3e, 3.3f	None
Using goals for program operations, planning, and improvement	4.1a, 4.1b, 4.1c, 4.1d, 4.2a, 4.2b, 4.2c, 4.2d, 4.2e, 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k, 4.2l, 4.2m, 4.3a, 4.3b, 4.3c, 4.3d, 4.3e, 4.3f	4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.2, 4.2a, 4.3, 4.3a, 4.3b, 4.4a, 4.4b, 4.4c, 4.4d, 4.4e, 4.4f, 4.4g	None
Data analysis, interpretation, and reporting	5.1a, 5.1b, 5.1c, 5.1d, 5.1e, 5.2, 5.2a(a), 5.2a(b), 5.2a(c), 5.2a(d), 5.2a(e), 5.2a(f), 5.2a(g), 5.2a(h), 5.2a(i), 5.2a(j), 5.2b, 5.3a, 5.3b, 5.3c, 5.3d, 5.3e, 5.3f, 5.4a, 5.4b, 5.4c, 5.4d, 5.4e, 5.4f, 5.5a, 5.5b, 5.5c, 5.5d, 5.5e, 5.5f, 5.5g, 5.6a, 5.6b, 5.6c, 5.6d, 5.6e, 5.6f, 5.7a, 5.7b, 5.7c, 5.7d, 5.7e, 5.7f, 5.7g, 5.7h, 5.8, 5.9, 5.9a(a), 5.9a(b), 5.9a(c), 5.9b(a), 5.9b(b), 5.9b(c), 5.9b(d), 5.9b(e), 5.9b(f), 5.9b(g), 5.9b(h), 5.10, 5.10a(a), 5.10a(b), 5.10a(c), 5.10a(d), 5.10a(e), 5.10a(f), 5.10a(g), 5.10a(h), 5.11	5.1, 5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f, 5.2g, 5.3, 5.4, 5.5, 5.6a, 5.6b, 5.6c, 5.6d, 5.6e, 5.6f, 5.7a, 5.7b, 5.7c, 5.7d, 5.7e, 5.7f, 5.7g, 5.8, 5.9, 5.9a(a), 5.9a(b), 5.9a(c), 5.9a(d), 5.9a(e), 5.9a(f), 5.9a(g), 5.9b, 5.10, 5.10a(a), 5.10a(b), 5.10a(c), 5.10a(d), 5.10a(e), 5.11a, 5.11b, 5.11c, 5.11d, 5.11e, 5.11f, 5.11g, 5.11h	1.8, 1.8a(a), 1.8a(b), 1.8a(c), 1.8a(d), 1.8a(e), 1.8a(f), 1.8a(g), 1.8a(h), 1.8b, 1.8c
Technical assistance and training use and ongoing needs	6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.1g, 6.1h, 6.1i, 6.1j, 6.1k, 6.1l, 6.1m, 6.1n, 6.1o, 6.2a, 6.2b, 6.2c, 6.2d, 6.2e, 6.2f, 6.2g, 6.2h, 6.2i, 6.2j, 6.2k, 6.2l, 6.2m	6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.2	None

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Appendix B. Potential Items for a Survey of Directors or Education Managers on the School Readiness Goals Requirements

1. Description of goals and process for revisions to goals

- 1.1 Overall, how familiar are you with the school readiness goals established by your program?

Mark one

- Very familiar
- Somewhat familiar
- Not at all familiar

- 1.2 Approximately how many school readiness goals does your program have?

Enter number _____

- 1.3 Some Head Start programs categorize their list of goals according to the five domains in the Head Start Child Development and Early Learning Framework (Physical Development & Health; Social & Emotional Development; Approaches to Learning; Language & Literacy; and Cognition & General Knowledge).

Are your program's goals categorized according to those five domains?

Mark one

- No (*skip to 1.6*)
- Yes
- I'm not sure

- 1.4 *If goals are categorized according to framework:* How many goals, if any, do you have in each of the five broad domains of school readiness of the Head Start Child Development and Early Learning Framework?

Enter a number (including zero) for each item below.

- _____ Physical Development & Health
- _____ Social & Emotional Development
- _____ Approaches to Learning
- _____ Language & Literacy
- _____ Cognition & General Knowledge

- 1.5 Over the past year, have you given equal attention and resources to goals in all five domains, or did you place a priority on goals in certain domains?

Mark one

- Equal attention and resources to goals in all five domains (*skip to 1.6*)
- More attention and resources on goals in certain domains

- 1.5a *If more attention in certain domains:* Which domains had goals that were a higher priority for your program during the past year?

Mark all that apply

- Physical Development & Health
- Social & Emotional Development
- Approaches to Learning
- Language & Literacy
- Cognition & General Knowledge

- 1.5b *If more attention in certain domains:* How did you decide which goals to emphasize?

Mark all that apply

- Review of child assessment scores
- Input from program managers and coordinators
- Input from front line staff (teachers, home visitors, family service workers)
- Input from local education agencies or schools
- Input from parents
- Review of data from community needs assessment
- Other (*please specify*) _____

1.6 Are your program's school readiness goals aligned with:

<i>Mark one for each</i>	No	Yes
a. Items in your child assessment tools or curriculum?	<input type="radio"/>	<input type="radio"/>
b. The Head Start Child Development and Early Learning Framework?	<input type="radio"/>	<input type="radio"/>
c. Your state's early learning guidelines/standards?	<input type="radio"/>	<input type="radio"/>
d. Standards set by your local education agencies or schools?	<input type="radio"/>	<input type="radio"/>

1.7 Do you have any school readiness goals that cover domains outside the Head Start Child Development and Early Learning Framework?

Mark one

- No
- Yes

1.8 Do you operate both a Head Start and an Early Head Start program?

Mark one

- No (*skip to 1.9*)
- Yes

1.8a *If operate both:* Do your Early Head Start and Head Start programs have the same:

<i>Mark one for each</i>	No	Yes
a. School readiness goals (broadest goal statements)?	<input type="radio"/>	<input type="radio"/>
b. Specific objectives associated with broad goal statements?	<input type="radio"/>	<input type="radio"/>
c. Measures or indicators of progress on the objectives?	<input type="radio"/>	<input type="radio"/>

- 1.9 On a scale of one to five, where one means not at all influential and five means extremely influential, how influential were the following groups and frameworks in shaping the specific school readiness goals in place for your program?

<i>Mark one for each</i>	<i>Not at all influential</i>			<i>Extremely influential</i>	
	1	2	3	4	5
a. Program directors, managers, and coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Home visitors (home-based option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family partnership workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Policy Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Local education agencies (including leadership and teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Child assessment tool/curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Head Start Child Development and Early Learning Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. State early learning standards/guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 1.10 Over the past year, has your program done any of the following?

<i>Mark one for each</i>	No	Yes
a. Reviewed goals to consider whether revisions were needed	<input type="radio"/>	<input type="radio"/>
b. Added one or more new goals	<input type="radio"/>	<input type="radio"/>
c. Dropped one or more goals	<input type="radio"/>	<input type="radio"/>
d. Made changes to a goal's wording	<input type="radio"/>	<input type="radio"/>
e. Made changes to objectives or measures associated with a goal	<input type="radio"/>	<input type="radio"/>

1.11 If “yes” to any part of 1.10: When you reviewed or revised your goals last year, how important were each of the following motivations for reviewing and revising?

<i>Mark one for each</i>	Very important	Somewhat important	Not at all important
a. Address needs identified from child assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Address needs identified from input from teachers and other staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Address needs identified from input from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Address needs of a subgroup of children not sufficiently addressed by previous goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Align with new curriculum or child assessment tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Align with state or local standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Address needs identified by local education agencies, local schools, or kindergarten teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Align with or add goals related to parent, family, and community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Make the goals more comprehensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Make the goals easier for staff to work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Make the goals more understandable for parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.12 Which motivation in the list above was the most important?

Enter letter of item from list above _____

1.13 In the coming year, how likely are you to do any of the following?

<i>Mark one for each</i>	Very likely	Somewhat likely	Not at all likely
a. Review goals to consider whether revisions are needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Add one or more new goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Drop one or more goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Make changes to a goal's wording	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make changes to objectives or measures associated with a goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Measures related to school readiness goals

2.1 Has your program identified specific measures or indicators that are used to evaluate progress toward school readiness goals?

Mark one

- No
- Yes

2.2 Thinking across your whole list of goals, for how many of them have you identified measures or indicators that will help you evaluate your progress?

Mark one

- All
- Most
- Some
- None

2.3 Do your indicators all come from one instrument or data source (e.g., your assessment tool), or do they come from multiple sources?

Mark one

- One source
- Multiple sources

2.4 From which kinds of instruments and data sources are your school readiness goals indicators drawn?

Mark all that apply

- Primary child assessment tool
- Other child developmental assessment
- Developmental screenings
- Family needs assessment or partnership agreement
- Family ratings of child outcomes
- Other (*please specify*) _____

2.5 What is your primary child assessment tool for Head Start?

Mark one

- Teaching Strategies Gold (TS Gold)
- Child Observation Record (High Scope COR)
- Learning Accomplishment Profile (ELAP, LAP3, LAPD, LAPR)
- Galileo Pre-K
- The Work Sampling System
- Desired Results Developmental Profile
- Other (*please specify*) _____

2.6 What is your primary child assessment tool for Early Head Start?

Mark one

- Teaching Strategies Gold (TS Gold)
- Child Observation Record (High Scope COR)
- Learning Accomplishment Profile (ELAP, LAP3, LAPD, LAPR)
- Galileo Pre-K
- The Ounce Scale
- Desired Results Developmental Profile
- Other (*please specify*) _____

2.7 Do you use an electronic data system provided by the developer of your assessment tool to help you collect, manage, or analyze your assessment data?

Mark one

- No
- Yes (*skip to 2.8*)

2.7a *If don't use a system provided by developer of assessment tool:* Do you use another electronic data system to help manage your assessment data?

Mark one

- No (*skip to 2.9*)
- Yes

2.7b *If use another data system:* Please describe the system, including its name.

2.8 *If use an electronic data system:* Who is primarily responsible for entering assessment results and documentation into the electronic data system?

Mark one

- Lead classroom teachers
- Teacher assistants or aides
- Data manager (or someone in position with similar title)
- Education coordinator or manager
- Other (please specify) _____

2.9 When looking at overall progress toward school readiness goals, some programs look at all the items in their child assessment tool and some look at a subset of items. How many of the items in your primary child assessment tool do you look at to evaluate your program's overall progress toward your school readiness goals?

Mark one

- All
- Most
- Some
- None

2.10 Thinking about the five domains of school readiness, how adequate are the indicators available to you for measuring progress in each domain?

<i>Mark one for each</i>	Very adequate	Somewhat adequate	Not adequate
a. Physical Development & Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Social & Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Approaches to Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Language & Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Cognition & General Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.11 In which domain above are the indicators for measuring progress the least adequate?

Enter letter of domain from list above _____

2.12 For how many goals do you have specific numerical targets or benchmarks for child progress?

Mark one

- All
- Most
- Some
- None (*skip to 3.1*)

2.13 *For those with at least some benchmarks:* How have you defined the targets associated with your school readiness goals?

Mark all that apply

- In terms of children reaching a given developmental level
- In terms of children showing any growth over the year
- In terms of children showing a certain amount of growth over the year
- Other (*please specify*) _____

3. Overall perspectives on goals

3.1 On a scale of one to five, where one means strongly disagree and five means strongly agree, how strongly do you agree or disagree with each of the following statements?

<i>Mark one for each</i>	<i>Strongly disagree</i>			<i>Strongly agree</i>	
	1	2	3	4	5
a. Having school readiness goals is useful for our program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. We understand what we need to do to meet OHS expectations on school readiness goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. It is easy to find the time to meet the school readiness goals requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The burden involved in meeting the school readiness goals requirements outweighs the benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.2 Thinking about your efforts to track progress on school readiness goals, use the goals for planning, and revisit or revise your goals over the past year, how challenging have each of the following aspects been for your program?

<i>Mark one for each</i>	Big challenge	Medium challenge	Small challenge	Not a challenge
a. Finding time for the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Getting staff to engage in the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Getting parents to engage in the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Building understanding about how the goals can help your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Getting enough information about Office of Head Start expectations about how to meet the requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <i>(For Early Head Start programs)</i> Identifying appropriate goals for children under age 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Fitting school readiness goals related work into your existing goals or planning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Analyzing data related to school readiness goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Mark one for each</i>	Big challenge	Medium challenge	Small challenge	Not a challenge
i. Finding good measures to track progress toward your school readiness goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Interpreting data to understand whether you are making enough progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Making sure goals are useful and relevant to circumstances of special populations such as dual-language learners or children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. <i>(For programs with home-based or family child care option)</i> Making sure the goals are relevant and useful for our home-based and family child care options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Using goals for program operations, planning, and improvement

4.1 How often does the topic of school readiness goals come up in the following kinds of meetings?

<i>Mark one. Mark N/A (not applicable) to indicate your program does not have that type of meeting.</i>	Always	Often	Occasionally	Never	N/A
a. Management team meetings	<input type="radio"/>				
b. Policy Council meetings	<input type="radio"/>				
c. Governing body meetings	<input type="radio"/>				
d. In-service or staff meetings	<input type="radio"/>				

- 4.2 School readiness goals are just one of many considerations that can influence Head Start and Early Head Start planning and operations. On a scale of one to five, where one means not at all influential and five means very influential, how influential would you say your school readiness goals are in the following areas?

<i>Mark one for each</i>	<i>Not at all influential</i>			<i>Very influential</i>	
	1	2	3	4	5
a. Program-wide strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Curriculum changes or curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teacher performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Overall program performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staffing decisions (e.g., hiring or allocation of staff across different classrooms or centers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Planning for staff professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Purchase of equipment and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teacher planning for daily classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teacher goal-setting for individual children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Home visitor's planning for work with individual children and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Discussion with parents about children's developmental progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussion with parents about how to support their child's ongoing development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Improvement of coordination between Head Start program and local education agencies or schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4.3 Over the past year, did your program take any of the following steps to build or maintain the infrastructure around school readiness goals?

<i>Mark one for each</i>	No	Yes
a. Hold regular meetings of a school readiness goals committee	<input type="radio"/>	<input type="radio"/>
b. Have a dedicated position (or part of a position) for program-wide goal-related data management, analysis, and reporting	<input type="radio"/>	<input type="radio"/>
c. Purchase new software or hardware to support collection or management of goal-related data	<input type="radio"/>	<input type="radio"/>
d. Purchase new curriculum or assessment tools to better support the program's school readiness goals efforts	<input type="radio"/>	<input type="radio"/>
e. Work with an external consultant to refine approach to establishing, tracking, or using school readiness goals	<input type="radio"/>	<input type="radio"/>
f. Hold meetings dedicated to discussing goals or progress toward goals	<input type="radio"/>	<input type="radio"/>

5. Data analysis, interpretation and reporting

- 5.1 On a scale of one to five, where one means strongly disagree and five means strongly agree, how strongly do you agree or disagree with the following statements about your program's capacity to collect and use data related to your school readiness goals?

<i>Mark one for each</i>	<i>Strongly disagree</i>			<i>Strongly agree</i>	
	1	2	3	4	5
a. We have the technology we need to collect, manage, and work with data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. We do not have enough time to collect the data or information we need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Our staff are knowledgeable about how to collect valid, reliable data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. We know what questions we can use our data to answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. We don't know how to best analyze our data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2 Is there someone in your organization whose job title is data manager, data analyst, evaluation manager, or something similar?

Mark one

- No (skip to 5.3)
- Yes

5.2a *If have a data manager or a person with similar title:* Are the following among that person’s responsibilities?

<i>Mark one for each and mark yes for at least one</i>	No	Yes
a. Setting up and maintaining computer hardware and software	<input type="radio"/>	<input type="radio"/>
b. Entering enrollment and attendance data into an electronic system	<input type="radio"/>	<input type="radio"/>
c. Entering and managing data from family applications and partnership agreements in an electronic system	<input type="radio"/>	<input type="radio"/>
d. Analyzing data related to your school readiness goals	<input type="radio"/>	<input type="radio"/>
e. Producing reports on progress toward your school readiness goals	<input type="radio"/>	<input type="radio"/>
f. Presenting data on school readiness goals to your Policy Council	<input type="radio"/>	<input type="radio"/>
g. Helping teachers learn about and work toward the program’s school readiness goals requirements	<input type="radio"/>	<input type="radio"/>
h. Helping teachers interpret school readiness goals data and reports	<input type="radio"/>	<input type="radio"/>
i. Supporting staff as they collect and manage data to track your progress toward school readiness goals	<input type="radio"/>	<input type="radio"/>
j. Other (please specify) _____	<input type="radio"/>	<input type="radio"/>

5.2b *If yes to more than one question in 5.2a:* Which is their primary responsibility?

Enter letter from list above _____

5.3 How often do you review the following types of school readiness goals data for the purpose of program monitoring, management, or decisionmaking?

<i>Mark one for each, whichever is closest</i>	Never	Once a year	A few times a year	Once a month	Twice a month or more
a. Individual child-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Aggregate classroom-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Aggregate center-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Aggregate program-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Aggregate data for subgroups of children with particular characteristics (e.g., dual-language learners, number of years in Head Start, special needs, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Aggregate trends over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.4 In general, how often do other program directors and managers review the following types of school readiness goals data for the purpose of program monitoring, management or decisionmaking?

<i>Mark one for each, whichever is closest</i>	Never	Once a year	A few times a year	Once a month	Twice a month or more
a. Individual child-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Aggregate classroom-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Aggregate center-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Aggregate program-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Aggregate data for subgroups of children with particular characteristics (e.g., dual-language learners, number of years in Head Start, special needs, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Aggregate trends over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.5 How often do teachers work with the following types of school readiness goals data?

<i>Mark one for each, whichever is closest</i>	Never	A few times a year	Monthly	Weekly	Daily
a. Individual child-level data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Aggregate data for their classroom as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Aggregate data for subgroups of children with particular characteristics (e.g., dual-language learners, number of years in Head Start, special needs, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Aggregate data for the program as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Aggregate data comparing their classroom to other classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Aggregate data comparing their classroom to the program as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Aggregate trends over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.6 *If something other than “never” for 5.3e, 5.4e, or 5.5c:* How useful for program monitoring, management or decisionmaking are data on the following subgroups of children?

<i>Mark one for each.. Mark N/A (not applicable) if you never use that type of data.</i>	Very useful	Somewhat useful	Not very useful	N/A
a. Children of different ages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Dual-language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Boys as compared to girls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Children of different races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Children with different lengths of Head Start/Early Head Start enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.7 Over the past year, how much emphasis has your program put on the following kinds of strategies related to building capacity around using school readiness goals data?

<i>Mark one for each</i>	No emphasis	Some emphasis	Major emphasis
a. Building technological capacity around data management, analysis, and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Building management staff capacity around data analysis and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Building teacher capacity around data analysis and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Allocating manager time for data analysis and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Allocating teacher time for data analysis and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing a data-informed process for continuous quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Establishing a culture of data use (e.g., creating norms and expectations around data use or creating a safe climate for data use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Staff meetings dedicated to discussing goals or progress toward goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.8 When children are transitioning to kindergarten, how often do you share individual child-level data on school readiness with their new school?

Mark one

- Always
- Often
- Sometimes
- Never

5.9 Over the past year, have you produced any written summaries of your program’s overall progress toward your goals?

Mark one

- No (*Skip to 5.10*)
- Yes

5.9a *If 5.9 is yes:* Over the past year, what types of written summaries have you produced to describe your program’s overall progress toward your goals?

Mark all that apply

- Written reports focused specifically on goals and progress toward goals
- Written reports focused on a range of topics, including goals and progress toward goals
- Newsletter articles

5.9b *If 5.9 is yes:* Over the past year, how frequently did you release new written information about progress toward your program’s school readiness goals to each of the following groups?

<i>Mark one for each, whichever is closest</i>	Once	A few times	At least monthly
a. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Home visitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Family partnership workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Program managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Policy Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Governing body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Local education agencies or schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other community stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.10 Over the past year, have you communicated progress toward your goals through presentations at meetings?

Mark one

- No (*skip to 5.11*)
- Yes

5.10a *If 5.10 is yes:* Over the past year, how often did you present information about progress toward your school readiness goals during meetings of the following groups?

<i>Mark one for each</i>	Once	A few times	At least monthly
a. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Home visitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Family partnership workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Program managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Policy Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Governing body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Local education agencies or schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other community stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.11 Is information about progress toward your school readiness goals posted on your program's web site?

Mark one

- No
- Yes
- We don't have a program web site

6. Technical assistance and training use and ongoing needs

6.1 Over the past year, did you rely on any of the following as resources for refining your school readiness goals or for putting the goals to effective use in your program? Of those you used, how useful were they?

<i>Mark one for each</i>	Very useful	Somewhat useful	Not useful	Did not use
<i>Written resources</i>				
a. OHS guidance (including rules, information memoranda, program instructions, and policy clarifications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Materials published by one or more of the National Resource Centers (PMFO, NCQTL, EHSNRC, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other materials available on ECLKC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Curriculum or child assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. State or early learning guidelines or kindergarten expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Materials published by professional organizations (NAEYC, NHSA, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>In-person Consultations</i>				
g. Regional or state-based Head Start T/TA specialists (grantee specialist, early childhood education specialist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. ACF regional Head Start program specialist or program manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Staff from a National Resource Center (PMFO, NCQTL, EHSNRC, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other consultants (Head Start state collaboration coordinator, university staff, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other Head Start grantees (peer support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Workshops and Conferences</i>				
l. National Head Start meetings, conferences, or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Regional, state, or local Head Start meetings, conferences, or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Mark one for each</i>	Very useful	Somewhat useful	Not useful	Did not use
n. Webinars hosted by OHS or the National Resource Centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Other national, state, or local conferences or workshops on school readiness or early childhood education (e.g., state early learning network, NAEYC, Zero to Three National Training Institute, National Black Child Development Institute)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.2 In general, how much does your program need additional resource materials, training, or technical assistance on the following topics?

<i>Mark one for each</i>	Little need	Some need	Great need
a. OHS expectations with regard to school readiness goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working with local education agencies on school readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Best practices in setting school readiness goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Integrating school readiness goals with family and community partnership goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Integrating school readiness goals with overall program goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Supporting teachers in using goal data to inform classroom practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Supporting management staff in using goal data to inform program planning and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identifying good indicators for measuring progress toward goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Improving the validity and reliability of data used to track progress toward goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Setting targets or benchmarks for goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Approaches to data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Communicating with Policy Council about goals and progress toward goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Communicating with governing body about goals and progress toward goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Appendix C. Potential Items for a Survey of Teachers on the School Readiness Goals Requirements

1. Description of goals and process for revisions to goals

- 1.1 Overall, how familiar are you with the school readiness goals established by your program?

Mark one

- Very familiar
- Somewhat familiar
- Not at all familiar

- 1.2 Approximately how many school readiness goals does your program have?

Enter a number ____

- 1.3 Some Head Start programs categorize their school readiness goals according to the five domains in the Head Start Child Development and Early Learning Framework (Physical Development & Health; Social & Emotional Development; Approaches to Learning; Language & Literacy; and Cognition & General Knowledge).

Are your program's goals categorized according to those five domains?

Mark one

- No (*skip to 1.7*)
- Yes
- I'm not sure

- 1.4 *If yes to question 1.3:* Approximately how many school readiness goals, if any, do you have in each of the following five developmental domains from the Head Start Child Development and Early Learning Framework?

Enter a number (or zero) for each developmental domain

- _____ Physical Development & Health
- _____ Social & Emotional Development
- _____ Approaches to Learning
- _____ Language & Literacy
- _____ Cognition & General Knowledge

- 1.5 *If yes to question 1.3:* In your classroom over that past year, have you given equal attention and effort to addressing goals in all the domains, or did you place priority on goals in certain domains?

Mark one

- Equal attention and effort to goals in all domains (*skip to 1.6*)
- More attention and effort on goals in certain domains

- 1.5a *If more attention to goals in certain domains:* Which domains had goals that were a higher priority for your classroom over the past year?

Mark all that apply

- Physical Development & Health
- Social & Emotional Development
- Approaches to Learning
- Language & Literacy
- Cognition & General Knowledge

- 1.5b *If more attention to goals in certain domains:* How did you decide which goals to emphasize in your classroom?

Mark all that apply

- Review of child assessment scores
- Input from supervisors or program management
- Input from local education agencies or schools
- Input from parents
- Other (*please specify*) _____

- 1.6 *If yes to question 1.3:* In your opinion over the past year, has your Head Start or Early Head Start program as a whole given equal attention and resources to goals in all the domains, or has there been a priority on goals in certain domains?

Mark one

- Equal attention and resources to goals in all domains (*skip to 1.7*)
- More attention and resources on goals in certain domains

- 1.6a *If more attention to goals in certain domains:* Which domains had goals that were a higher priority for your program overall during the past year?

Mark all that apply

- Physical Development & Health
- Social & Emotional Development
- Approaches to Learning
- Language & Literacy
- Cognition & General Knowledge

- 1.7 On a scale of one to five, where one means not at all influential and five means very influential, in your opinion, how influential were the following groups and frameworks in determining your program's specific school readiness goals?

<i>Mark one for each</i>	<i>Not at all influential</i>			<i>Extremely influential</i>	
	1	2	3	4	5
a. Program directors, managers, and coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Home visitors (home-based option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family partnership workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Policy Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Local education agencies (including leadership and teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Child assessment tool or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Head Start Child Development and Early Learning Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. State early learning standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.8 As far as you know, over the past year, has your program taken any of the following steps to revise its school readiness goals?

<i>Mark one for each</i>	No	Yes	Not sure
a. Reviewed the goals to consider whether revisions were needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Added one or more new goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Dropped one or more goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Made changes to a goal's wording	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Made changes to objectives or measures associated with one or more goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.9 *If yes to any part of question 1.8:* Over the past year, how involved were you in the process of reviewing or revising your program's school readiness goals?

Mark one

- Very involved
- Somewhat involved
- Not too involved
- Not at all involved (*skip to 2.1*)

1.9a *Unless not at all involved:* Over the past year, in what ways were you involved in revising your program's school readiness goals?

Mark all that apply

- Participated in a committee charged with reviewing or revising the goals
- Gave feedback to program directors or managers about the school readiness goals
- Talked with parents to get their feedback about the program's school readiness goals
- Other (*please specify*) _____

2. Measures related to school readiness goals

- 2.1 Has your program identified specific measures or indicators that are used to evaluate progress toward school readiness goals?

Mark one

- No
- Yes

- 2.2 Thinking across your whole list of goals, for what share of them has your program identified measures or indicators that will help you evaluate your progress?

An estimate is fine.

Mark one

- All
- Most
- Some
- None

- 2.3 Do your indicators all come from one instrument or data source (e.g., your assessment tool), or do they come from multiple sources?

Mark one

- One source
- Multiple sources

- 2.4 From which kinds of instruments and data sources are your school readiness goals indicators drawn?

Mark all that apply

- Primary child assessment tool
- Other child developmental assessment
- Developmental screenings
- Family needs assessment or partnership agreement
- Family ratings of child outcomes
- Other (*please specify*) _____

2.5 Thinking about each of the five domains of school readiness, how adequate are the measures or indicators you have available to you for evaluating progress toward your goals in that domain?

<i>Mark one for each</i>	Very adequate	Somewhat adequate	Not adequate
a. Social & Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Approaches to Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Language & Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Cognition & General Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Physical Development & Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.6 In which domain above are the indicators for measuring progress the least adequate?

Enter letter of domain from list above _____

2.7 Do you conduct ongoing child assessment?

- No (*skip to 3.1*)
- Yes

2.8 What is your primary child assessment tool?

Mark one

- Teaching Strategies Gold (TS Gold)
- Child Observation Record (High Scope COR)
- Learning Accomplishment Profile (ELAP, LAP3, LAPD, LAPR)
- Galileo Pre-K
- The Work Sampling System
- The Ounce Scale
- Desired Results Developmental Profile
- Other (*please specify*) _____

2.9 Do you collect any of the following kinds of data as supporting documentation for your primary child assessment tool?

<i>Mark one for each</i>	No	Yes
a. Anecdotal notes based on observing children in the classroom or children's work	<input type="radio"/>	<input type="radio"/>
b. Hard-copy samples of children's work	<input type="radio"/>	<input type="radio"/>
c. Electronic copies of children's work (photos or scans)	<input type="radio"/>	<input type="radio"/>
d. Videos of classroom activities	<input type="radio"/>	<input type="radio"/>
e. Photographs of classroom activities	<input type="radio"/>	<input type="radio"/>
f. Anecdotal notes from family partnership staff	<input type="radio"/>	<input type="radio"/>

2.10 How many of your program's school readiness goals indicators come from your primary child assessment tool?

Mark one

- All
- Most
- Some
- None

2.11 When looking at overall progress toward school readiness goals, some programs look at all the items in their child assessment tool and some look at a subset of items. In your program, how many of the items in your primary child assessment tool are used to evaluate progress toward the program's school readiness goals?

Mark one

- All
- Most
- Some
- None

2.12 On average each month, about how many hours altogether do you spend on documentation related to your primary child assessment tool?

Count both hours spent assembling ongoing documentation and hours spent rating children's development status.

Enter number of hours per month_____

2.13 If you were only collecting assessment data to support implementation of your curriculum (and not tracking progress toward school readiness goals) do you think you would spend more hours, about the same number of hours, or fewer hours on documentation for assessment?

Mark one

- More hours
- About the same number of hours (*skip to 2.14*)
- Fewer hours

2.13a *If 2.13 is more hours or fewer hours:* On average each month, if you were only collecting assessment data to support implementation of your curriculum, about how many hours do you think you would spend on documentation related to assessment?

Enter number of hours per month _____

2.14 Do you or others in your classroom ever use an electronic data system to help you collect, manage, or review assessment data?

Mark one

- No, all assessment information is managed on paper (*skip to 3.1*)
- Yes, we use an electronic data system for some parts of child assessment or related data

2.15 How would you describe the electronic data system you use for assessment? Is the system specifically designed to support the assessment tool or is it more like an ad hoc set of files or means of file storage?

Mark one

- Specifically designed to support the assessment tool
- Ad hoc set of files or means of file storage
- Other (*please specify*) _____

2.16 Do you have a computer in your classroom that you or other classroom staff use to access the electronic assessment system?

Mark one

- No
- Yes (*skip to 2.18*)

2.17 *If not:* What is the main way you or other staff in your classroom access the electronic assessment system?

Mark one

- From a shared computer located in our center
- From a shared computer located in another building
- From a computer at home

2.18 Do the following people ever enter assessment results or documentation for your classroom into the electronic system?

<i>Mark one for each</i>	No	Yes
a. Lead classroom teachers	<input type="radio"/>	<input type="radio"/>
b. Teacher assistant or aide	<input type="radio"/>	<input type="radio"/>
c. Data manager	<input type="radio"/>	<input type="radio"/>
d. Education coordinator or manager	<input type="radio"/>	<input type="radio"/>
e. Other (<i>please specify</i>) _____	<input type="radio"/>	<input type="radio"/>

2.19 Who is primarily responsible for entering assessment results and documentation for your classroom into the electronic system?

Mark one

- Lead classroom teacher
- Teacher assistant or aide
- Data manager
- Education coordinator or manager
- Other (*please specify*) _____

2.20 In a typical month, how frequently do you (or the individual primarily responsible for entering school readiness goals data) enter information into the electronic assessment system?

Mark one, whichever is closest

- Every day
- Multiple times a week but not every day
- Once a week
- Two or three times a month
- Once a month
- Quarterly or less often

2.21 Do you have tablet (e.g., iPad) in your classroom that you use for assessment?

Mark one

- No
- Yes

3. Overall perspectives on goals

3.1 Thinking about the school readiness goals established by your program, how useful overall are the goals to you in your role as a Head Start or Early Head Start teacher?

Mark one

- Very useful
- Somewhat useful
- Not very useful
- Not at all useful

3.2 On a scale of one to five, where one means you strongly disagree and five means you strongly agree, how strongly do you agree or disagree with the following statements?

<i>Mark one for each</i>	<i>Strongly disagree</i>			<i>Strongly agree</i>	
	1	2	3	4	5
a. Having school readiness goals is useful for our program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I understand our program's school readiness goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I understand what is expected of me in terms of school readiness goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It is hard to find the time to do what is expected of me in terms of school readiness goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School readiness goals have made no difference in my teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The burden involved in meeting the school readiness goals requirements outweighs the benefit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I need more support to make effective use of the school readiness goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have had enough opportunity to influence our program's choice of school readiness goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3.3 Thinking about your efforts to collect data on school readiness goals and use the goals to inform your teaching practice, how challenging have each of the following aspects of that work been for you as a classroom teacher?

<i>Mark one for each</i>	Big challenge	Medium challenge	Small challenge	Not a challenge
a. Finding time for the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Getting parents to engage in the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Collecting and inputting data related to school readiness goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Interpreting data to understand whether you are making enough progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Communicating with parents about individual children's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Receiving guidance from program leadership about how to more effectively make use of the school readiness goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Using goals for program operations, planning, and improvement

- 4.1 School readiness goals are just one of many considerations that can shape teachers' work with children and families. How influential would you say your program's school readiness goals are in each of the following aspects of your work?

*Mark one for each.
Mark N/A (not applicable) only if the item is not part of your work.*

	Very influential	Somewhat influential	Not at all influential	N/A
a. Completing weekly lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Setting goals for individual children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Talking with parents about children's developmental progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Setting priorities for your classroom at the beginning of the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Evaluating your own effectiveness as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Deciding on your professional development priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4.2 Do you have a set of individual goals or an individual plan for most of the children in your classroom?

Mark one

- No (*skip to 4.3*)
- Yes

- 4.2a *If have individual goals for most children:* How do the individual child goals relate to your program's school readiness goals?

Mark one

- None of the individual goals are stated in terms of the program's school readiness goals
- Some of the individual goals are stated in terms of the program's school readiness goals
- Most of the individual goals are stated in terms of the program's school readiness goals
- All of the individual goals are stated in terms of the program's school readiness goals

4.3 How often do you have a formal parent-teacher conference for each child in your class?

Mark one, whichever is closest

- Never (*skip to 4.4*)
- Once a year
- A few times a year
- Monthly

4.3a *If hold formal parent-teacher conferences:* What portion of your time during parent-teacher conferences is typically spent discussing the individual child's school readiness goals?

Mark one

- The entire time
- Most of the time
- Some of the time
- None of the time

4.3b *If hold formal parent-teacher conferences:* How often, if ever, do you discuss the classroom's overall progress on school readiness goals at parent-teacher conferences?

Mark one

- Always
- Often
- Occasionally
- Never

4.4 How often does the topic of school readiness goals come up in the following situations?

*Mark one for each.
Mark N/A (not applicable) only if
the item is not part of your work.*

	Often	Some- times	Rarely	Never	N/A
a. Formal meetings with supervisor, mentor, or coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Informal conversations with supervisor, mentor, or coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Planning meetings with other teachers or aides in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Informal conversations with other teachers or aides in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informal conversations with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In-service or staff meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Informal conversations with teachers in other classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Data analysis, interpretation, and reporting

5.1 How frequently do you review any kind of data related to school readiness goals?

Mark one, whichever is closest

- Never
- A few times a year
- Monthly
- Weekly
- Daily

5.2 How frequently do you review electronic or written reports with the following types of school readiness goals data?

<i>Mark one for each, whichever is closest</i>	Never	A few times a year	Monthly	Weekly	Daily
a. Goal data for individual children in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Aggregate goal data for your classroom as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Aggregate goal data for subgroups of children with particular characteristics in your classroom? (e.g., dual-language learners, number of years in Head Start, special needs, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Aggregate goal data for your center as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Aggregate goal data for your program as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Aggregate goal data comparing your classroom to other classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Aggregate goal data for subgroups of children with particular characteristics in the program as a whole (e.g., dual-language learners, number of years in Head Start, special needs, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.3 *If 5.2a is anything other than “never”*: Who typically produces reports with school readiness goals data for individual children in your classroom?

Mark one

- I do
- Other staff in my classroom
- Data manager or analyst
- Education coordinator or manager
- Other (*please specify*) _____

5.4 *If 5.2b or 5.2c is anything other than “never”*: Who typically produces reports with aggregate school readiness goals data for your classroom or subgroups of children in your classroom?

Mark one

- I do
- Other staff in my classroom
- Data manager or analyst
- Education coordinator or manager
- Other (*please specify*) _____

5.5 *If 5.2d or 5.2e is anything other than “never”*: Who typically produces reports with aggregate school readiness goals data for your program as a whole?

Mark one

- I do
- Other staff in my classroom
- Data manager or analyst
- Education coordinator or manager
- Other (*please specify*) _____

- 5.6 On a scale of one to five, where one means not at all useful and five means extremely useful, how useful are the following types of school readiness goals data to you in your role as a Head Start or Early Head Start teacher?

<i>Mark one for each. If there are types of data you never review, indicate how useful you think it would be if you did review it.</i>	<i>Not at all useful</i>			<i>Extremely useful</i>	
	1	2	3	4	5
a. Goal data for individual children in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Aggregate goal data for your classroom as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Aggregate goal data for subgroups of children in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Aggregate goal data for your center as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Aggregate goal data for your program as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Aggregate goal data for subgroups of children with particular characteristics (e.g., dual-language learners, number of years in Head Start, special needs, gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5.7 *If 5.2c or 5.2f is anything other than “never”:* Over the past year, have you reviewed electronic or written reports with school readiness goals data for the following subgroups of children?

<i>Mark one for each</i>	No	Yes
a. Children of different ages	<input type="radio"/>	<input type="radio"/>
b. Dual-language learners	<input type="radio"/>	<input type="radio"/>
c. Boys as compared to girls	<input type="radio"/>	<input type="radio"/>
d. Children with special needs	<input type="radio"/>	<input type="radio"/>
e. Children of different races or ethnicities	<input type="radio"/>	<input type="radio"/>
f. Children with different lengths of Head Start/Early Head Start enrollment	<input type="radio"/>	<input type="radio"/>
g. Other (<i>please specify</i>) _____	<input type="radio"/>	<input type="radio"/>

5.8 Have you ever had difficulty interpreting the information in written or electronic school readiness goals data reports?

Mark one

- No
- Yes
- I do not use written or electronic school readiness goals data reports

5.9 Is there someone in your organization whose job title is data manager, data analyst, evaluation manager, or something similar?

Mark one

- No (*skip to 5.10*)
- Yes

5.9a *If have a data manager position:* What are that person's responsibilities?

Mark all that apply

- Setting up and maintaining computer hardware and software
- Entering enrollment and attendance data into an electronic data system
- Analyzing data related to school readiness goals
- Producing reports on progress toward school readiness goals
- Helping teachers learn about and work toward the program's school readiness goals requirements
- Helping teachers interpret school readiness goals data and reports
- Supporting staff as they collect and manage data to track progress toward school readiness goals

5.9b *If have a data manager position:* How often do you work with that person on issues related to school readiness goals?

Mark one

- Often
- Sometimes
- Rarely
- Never

5.10 Over the past year, did you receive guidance or training on how to interpret school readiness goals data or reports?

Mark one

- No (*skip to 5.11*)
- Yes

5.10a *If 5.10 is yes:* What kind of guidance or training did you receive?

Mark all that apply

- One-on-one coaching or mentoring from another staff person in my program
- Group training conducted by a staff person in my program
- Training through the developer of our assessment tool
- Training through other external consultants or organizations
- Other (*please specify*) _____

5.11 On a scale of one to five, where one means you strongly disagree and five means you strongly agree, how much do you agree or disagree with the following statements?

<i>Mark one for each</i>	<i>Strongly disagree</i>			<i>Strongly agree</i>	
	1	2	3	4	5
a. I am knowledgeable about how to collect valid, reliable data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am knowledgeable about how to interpret data reports for individual children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am knowledgeable about how to interpret data reports for my classroom as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have clear benchmarks that I use to determine when enough progress has been made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I don't know how to best analyze my data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Our technology is effective at helping me collect, manage, and work with data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I understand how to use school readiness goals data to inform my teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Collecting and entering data takes too much time away from teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Technical assistance and training use and ongoing needs

- 6.1 Think about the ways your program could better support you in making effective use of school readiness goals and related data. On a scale of one to five, where one means not helpful at all and five means extremely helpful, how helpful would it be to have more of each of the following types of support?

<i>Mark one for each</i>	<i>Not at all helpful</i>			<i>Extremely helpful</i>	
	1	2	3	4	5
a. Opportunities to talk with other teachers about how they use goals and related data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Individual coaching or mentoring on using school readiness goals and related data to inform classroom practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Group training on using school readiness goals and related data to inform classroom practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Guidance on communicating with parents about school readiness goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Improvements to the efficiency of data collection and reporting procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Additional time for data collection and reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6.2 Are there any other ways your program could better support you in making effective use of school readiness goals and related data?

- No
- Yes (*please specify*) _____

Appendix D. Potential School Readiness Goals Items for Administrative Data Collection

1.1 Approximately how many school readiness goals does your program have?

Enter a number _____

1.2 Some Head Start programs categorize their school readiness goals according to the five domains in the Head Start Child Development and Early Learning Framework (Physical Development & Health; Social & Emotional Development; Approaches to Learning; Language & Literacy; and Cognition & General Knowledge).

Are your program's goals categorized according to those five domains?

Mark one

- No (*skip to 1.4*)
- Yes
- I'm not sure

1.3 *If 1.2 is yes:* Approximately how many school readiness goals, if any, do you have in each of the following five developmental domains from the Head Start Child Development and Early Learning Framework?

Enter a number (including zero) for each developmental domain.

- _____ Physical Development & Health
- _____ Social & Emotional Development
- _____ Approaches to Learning
- _____ Language & Literacy
- _____ Cognition & General Knowledge

- 1.4 Over the past year, has your program taken any of the following steps to refine its school readiness goals?

<i>Mark one for each</i>	No	Yes
a. Reviewed goals to consider whether revisions were needed	<input type="radio"/>	<input type="radio"/>
b. Revised a goal	<input type="radio"/>	<input type="radio"/>
c. Added a goal	<input type="radio"/>	<input type="radio"/>
d. Dropped a goal	<input type="radio"/>	<input type="radio"/>
e. Made changes to objectives or measures associated with a goal	<input type="radio"/>	<input type="radio"/>

- 1.5 Thinking across your list of school readiness goals, for how many of them have you identified measures or indicators that will help you evaluate your progress?

Mark one

- All
- Most
- Some
- None

- 1.6 *If have at least some indicators:* Do your indicators of school readiness all come from one instrument or data source (e.g., your assessment tool), or do they come from multiple sources?

Mark one

- One source
- Multiple sources

1.7 From which kinds of instruments and data sources are your school readiness goals indicators drawn?

<i>Mark one for each</i>	No	Yes
a. Primary child assessment tool	<input type="radio"/>	<input type="radio"/>
b. Other child developmental assessment	<input type="radio"/>	<input type="radio"/>
c. Developmental screenings	<input type="radio"/>	<input type="radio"/>
d. Family needs assessment or partnership agreement	<input type="radio"/>	<input type="radio"/>
e. Family ratings of child outcomes	<input type="radio"/>	<input type="radio"/>
f. Other (<i>please specify</i>) _____	<input type="radio"/>	<input type="radio"/>

1.8 Is there someone in your organization whose job title is data manager, data analyst, evaluation manager, or something similar?

Mark one

- No (*skip to end*)
- Yes

1.8a *If have a data manager or a person with similar title: Are the following among that person’s responsibilities?*

<i>Mark one for each and mark yes for at least one</i>	No	Yes
a. Entering attendance data into an electronic system	<input type="radio"/>	<input type="radio"/>
b. Entering and managing data from family applications and partnership agreements in an electronic system	<input type="radio"/>	<input type="radio"/>
c. Supporting staff in learning about and working toward the programs school readiness goals requirements	<input type="radio"/>	<input type="radio"/>
d. Supporting staff as they collect and manage data to track your progress toward school readiness goals	<input type="radio"/>	<input type="radio"/>
e. Analyzing data related to your school readiness goals	<input type="radio"/>	<input type="radio"/>
f. Producing reports on progress toward your school readiness goals	<input type="radio"/>	<input type="radio"/>
g. Presenting data on school readiness goals to your Policy Council	<input type="radio"/>	<input type="radio"/>
h. Other <i>(please specify)</i> _____	<input type="radio"/>	<input type="radio"/>

1.8b How much of their time is spent on those responsibilities?

Mark one

- 100 percent
- 75–99 percent
- 50–74 percent
- 25–49 percent
- Less than 25 percent

1.8c *If more than one item in question 1.8a is yes: Which is their primary responsibility?*

Enter letter from list above _____

Notes

1. Head Start Act of 2007, Pub L. No. 110-134, 121 Stat. 1394 (2007).
2. Head Start regulations, also referred to as Head Start performance standards, are in the 2013 Code of Federal Regulations, title 45, Parts 1301–1311. See “Subchapter B—The Administration for Children, Youth and Families, Head Start Program,” US Government Publishing Office, accessed March 16, 2015, <http://www.gpo.gov/fdsys/pkg/CFR-2013-title45-vol4/pdf/CFR-2013-title45-vol4-subtitleB-chapXIII-subchapB.pdf>.
3. 45 CFR § 1307.2 (2013).
4. “Head Start and Early Head Start School Readiness Frequently Asked Questions (FAQs),” Office of Head Start, last modified June 20, 2014, <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/faq>.
5. 45 CFR § 1307.3(b)(1)(ii) (2013); Head Start Act of 2007, Pub L. No. 110-134, 121 Stat. 1394 (2007).
6. 45 CFR § 1307.3(b)(2)(i) (2013)
7. For additional information about the summit, see “Office of Head Start Summit: On the Road to School Readiness,” Office of Head Start, last modified September 24, 2014, <https://eclkc.ohs.acf.hhs.gov/hslc/hs/calendar/summit>.
8. “School Readiness Action Steps for Infants and Toddlers,” Office of Head Start, last modified November 24, 2014, <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/SchoolReadiness.htm>.
9. “School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs: Examples from the Early Head Start National Resource Center,” Office of Head Start, last modified March 10, 2015, <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/examples.htm>.
10. “Data in Head Start and Early Head Start: Series Home Page,” Office of Head Start, last modified October 14, 2014, <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/data>.
11. 45 CFR § 1307.3(b)(2)(i) (2013).
12. 45 CFR § 1304.51(a)(1) (2013).
13. See Acknowledgments on page iv for names and affiliations of individuals who provided input on the draft report and survey items.
14. Estimates of time-to-complete are based on an internal run-through of the items in which members of the research team acted as survey respondents.

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- Isaacs, Julia, Heather Sandstrom, Monica Rohacek, Christopher Lowenstein, Olivia Healy, and Maeve Gearing. 2015. *How Head Start Grantees Set and Use School Readiness Goals: Final Report*. OPRE Report #2015-12a. Washington, DC: US Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. <http://www.urban.org/publications/2000087.html>.
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