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MATHEMATICA
Policy Research, Inc.

**Baby FACES
Program Director
Self-Administered
Questionnaire**

March 18, 2009

INTRODUCTION

- This survey has been specifically designed to help the Administration for Children and Families (ACF) gain a better understanding of how Early Head Start programs deliver services to families and children. The following series of questions ask about the types of staff you employ, their education, and staff development activities.
- Information you provide will be treated in a confidential manner to the extent allowable by law. We will not report on individual programs, but will report findings in aggregate statistical form (such as “X% of programs offered center-based services” and further, “those programs that offered center-based services also had Y characteristics”).
- Mark each response box with an “X.” If a question has a line to write an answer, write your answer in the space provided.

For questions that require a numeric or percentage response, write the numbers in the boxes provided, recording “zeros” to the left for space unused. For example, 25 should be recorded as

| |
|-----------|
| 0 2 5 |
|-----------|

If you have any questions, contact Mathematica Policy Research, Inc. at 1-866-627-9981, ext. 0.

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A. STAFF STRUCTURE AND CHARACTERISTICS

- The first questions are about staff structure.
- A1. How many full-time frontline staff does your Early Head Start program employ?
- By frontline staff, we mean staff members who provide or coordinate child development services. Please include all primary caregivers, teachers, home visitors, managers and supervisors, and assistant directors and directors.

____ FULL-TIME STAFF D1SA01

- A2. How many part-time frontline staff does your Early Head Start program employ?

____ PART-TIME STAFF D1SA02

- A3. Do you employ or have access to the following specialists?

Do you have access to . . .

| | Yes | No |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|
| a. A father or male involvement specialist or coordinator? D1SA03a | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| b. Mental health specialist or coordinator? D1SA03b | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| c. Disability specialist? D1SA03c | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| d. Literacy specialist? D1SA03d | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| e. Speech or language specialist? D1SA03e | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| f. Health care professional or nurse? D1SA03f | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| g. Any other specialist(s)? (Specify)..... D1SA03g | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |

- The next questions are about your staff's education and credentials.
- A4. For each job title, please record the number of staff who hold each degree. If a staff member holds more than one degree, please count only the highest one. If a staff member holds more than one job title, please count the job in which they spend most of their time. Each row should total the number of staff in that position.
- Please specify the number who hold . . .

| | Graduate/ Professional Degree | Bachelor's Degree (BS) | Associate's of Arts Degree (AA) | Child Development Associate (CDA) | State-Awarded Certification, Credential, or Licensure That Meets or Exceeds CDA Requirements | If No CDA, in Training for CDA | High School Diploma/ Equivalent | TOTAL |
|-----------------------------------------------|-------------------------------------|---------------------------|------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------|---------|
| a. Directors/ Assistant Directors | D1SA04a_GPD | D1SA04a_BS | D1SA04a_AA | D1SA04a_CDA | D1SA04a_SAC | D1SA04a_Trng | D1SA04a_HS | D1SA04a |
| | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| b. Managers/ Supervisors | D1SA04b_GPD | D1SA04b_BS | D1SA04b_AA | D1SA04b_CDA | D1SA04b_SAC | D1SA04b_Trng | D1SA04b_HS | D1SA04b |
| | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| c. Teachers/ Primary Caregivers .. | D1SA04c_GPD | D1SA04c_BS | D1SA04c_AA | D1SA04c_CDA | D1SA04c_SAC | D1SA04c_Trng | D1SA04c_HS | D1SA04c |
| | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| d. Home Visitors | D1SA04d_GPD | D1SA04d_BS | D1SA04d_AA | D1SA04d_CDA | D1SA04d_SAC | D1SA04d_Trng | D1SA04d_HS | D1SA04d |
| | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

- A5. On average, how long does it take for a teacher/primary caregiver or home visitor to earn a CDA?

____ NUMBER OF MONTHS D1SA05

- A6. Of the staff without an AA, are any enrolled in an Early Childhood Education or related degree program at an accredited institution of higher education?

Yes → RECORD NUMBER OF STAFF BELOW D1SA06

No



| | NUMBER | |
|------------------------------------|--------|-------------|
| Directors/Assistant Directors..... | _ _ | D1SA06_Dir |
| Managers/Supervisors | _ _ | D1SA06_Mgr |
| Teachers/Primary Caregivers | _ _ | D1SA06_Tchr |
| Home Visitors..... | _ _ | D1SA06_HV |

- A7. On average, how long does it take for a teacher/primary caregiver or home visitor to earn an AA?

____ NUMBER OF MONTHS D1SA07

- A8. For each position, please record the percentage of your program staff who have increased their credentials since they were hired.

| | PERCENT | |
|------------------------------------|---------|-------------|
| Directors/Assistant Directors..... | _ _ _ | D1SA08_Dir |
| Managers/Supervisors | _ _ _ | D1SA08_Mgr |
| Teachers/Primary Caregivers | _ _ _ | D1SA08_Tchr |
| Home Visitors..... | _ _ _ | D1SA08_HV |

- A9. The next questions are about staff development and training activities.

| | Directors/ Assistant Directors | Managers/ Supervisors | Teachers/ Primary Caregivers | Home Visitors |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|------------------------------------|----------------------|
| a. Approximately how many hours of training per year are <u>required</u> for staff in each position? | D1SA09a_Dir _ _ _ | D1SA09a_Mgr _ _ _ | D1SA09a_Tchr _ _ _ | D1SA09a_HV _ _ _ |
| b. Approximately how many hours of training per year are <u>provided</u> at your Early Head Start program for staff in each position?..... | D1SA09b_Dir _ _ _ | D1SA09b_Mgr _ _ _ | D1SA09b_Tchr _ _ _ | D1SA09b_HV _ _ _ |
| c. Approximately how many times a year are trainings provided at your Early Head Start program for staff in each position?..... | D1SA09c_Dir _ _ _ | D1SA09c_Mgr _ _ _ | D1SA09c_Tchr _ _ _ | D1SA09c_HV _ _ _ |

B. CURRICULUM ASSESSMENT

- The next questions are about the curriculum your program uses and how it was chosen.

- B1. Does your Early Head Start program follow any specific curriculum in its centers?**

MARK ONE ONLY

D1SB01

- 1 Yes, uses one or more curricula
 - 0 No, does not use specific curricula
 - 2 Program does not have a center
- GO TO B3

- B2. What (curriculum/curricula) does your Early Head Start program use in its centers?**

MARK ALL THAT APPLY

D1SB02_01—D1SB02_20

- 1 Agency-created curriculum
- 2 Assessment, Evaluation and Programming System (AEPS)
- 3 Beautiful Beginnings
- 4 Creative Curriculum
- 5 Early Learning Accomplishments Profile
- 6 Emotional Beginnings
- 7 Games to Play with Babies
- 8 Games to Play with Toddlers
- 9 Hawaii Early Learning Profile (HELP)
- 10 High/Scope
- 11 Learning Activities for Infants
- 12 Montessori
- 13 Ones and Twos
- 14 Partners as Primary Caregivers
- 15 Partners in Learning
- 16 Playtime Learning Games for Young Children
- 17 Resources for Infant Educators
- 18 Talking to Your Baby
- 19 The Anti-Bias Curriculum
- 20 Another curricula (*Please describe*)^{*}

^{*} Some specific responses were organized into additional variables in the dataset: Reggio Emilia (D1SB02_21), Program for Infant Toddler Care (D1SB02_22), and Parents as Teachers (D1SB02_22).

- B3. Does your Early Head Start program use any specific curriculum in your home visit services?**

MARK ONE ONLY

D1SB03

- 1 Yes, uses one or more curricula
 - 0 No, does not use specific curricula
 - 2 Program does not have home visit services
- GO TO B5

- B4. What (curriculum/curricula) does your Early Head Start program use in your home-visit services?**

MARK ALL THAT APPLY

D1SB04_01—D1SB04_21

- 1 Agency-created curriculum
- 2 Beautiful Beginnings
- 3 Early Learning Accomplishments Profile
- 4 Games to Play with Babies
- 5 Games to Play with Toddlers
- 6 Hawaii Early Learning Profile (HELP)
- 7 Healthy Families America
- 8 Home Instruction for Parents of Preschool Youngsters (HIPPIY)
- 9 Learning Activities for Infants
- 10 Ones and Twos
- 11 Parents as Primary Caregivers
- 12 Partners for a Healthy Baby
- 13 Partners in Learning
- 14 Partners in Parenting Education
- 15 Playtime Learning Games for Young Children
- 16 Early Head Start Program for Infant/Toddler Caregivers
- 17 Resources for Infant Educators
- 18 Talking to Your Baby
- 19 Jackson Home Visiting
- 20 The Portage Project: Growing B-3
- 21 Another curricula (*Please describe*)[†]

[†] Some specific responses were organized into additional variables in the dataset: Parents as Teachers (D1SB04_22) and Creative Curriculum (D1SB04_23).

• **B5. What child assessment tools does your Early Head Start program use?**

• MARK ALL THAT APPLY D1SB05_01—D1SB05_20

- 1 Agency-Created Screening Assessment Ages and Stages
- 2 Achenbach Child Behavior Checklist (CBCL)
- 3 Bayley Behavior Rating Scale (BRS)
- 4 Bayley Mental Development Index (MDI)
- 5 Creative Curriculum Tools DECA
- 6 Desired Results Developmental Profiles-R (DRDP-R)
- 7 High Scope COR
- 8 Infant Toddler Developmental Assessment
- 9 The Ounce Scale
- 10 Infant Toddler Social Emotional Assessment and Brief Infant Toddler Social Emotional Assessment (ITSEA.BITSEA)
- 11 Leiter International Performance Scale Revised (Leiter-R)
- 12 Macarthur Communicative Development Inventories (CDI)
- 13 Mullen Scales of Early Learning
- 14 Preschool Language Scale (PLS-3) Portage Growing B-3
- 15 Receptive/Expressive Emergent Language Test-2nd Ed (REEL-2)
- 16 Temperament and Atypical Behavior Scale (TABS)
- 17 Vineland Adaptive Behavior Scales (VABS)
- 18 Vineland Social-Emotional Early Childhood Scales (Vineland SEEC)
- 19 Woodcock-Johnson
- 20 Other (*Please describe*)^{*}

99 NONE D1SB05_99

* Some specific responses were organized into additional variables in the dataset: Ages and Stages (D1SB05_21), Denver II (D1SB05_22), and Early Learning Accomplishment Profile (D1SB05_23).

• **B6. What parent or family assessments does your Early Head Start program use?**

• MARK ALL THAT APPLY D1SB06_01—D1SB06_16

- 1 Agency-Created Assessment
- 2 Adult-Adolescent Parenting Inventory
- 3 Beck Depression Inventory
- 4 CES-D Depression Scale
- 5 Child Abuse Potential Inventory (CAP)
- 6 Family Needs Scale
- 7 Family Partnership Agreement
- 8 Family Support Scale (FSS)
- 9 Home Observation for Measurement of the Environment (HOME)
- 10 Infant-Toddler and Family Instrument
- 11 Kempe Family Stress Inventory
- 12 Knowledge of Infant Development Inventory (KIDI)
- 13 Parenting Stress Index
- 14 Partners in Parenting Education (PIPE)
- 15 Parents as Primary Caregivers Parent Survey
- 16 Another parenting or family assessment (*Please describe*)[†]

99 NONE D1SB06_99

[†] Some specific responses were organized into additional variables in the dataset: Ages and Stages (D1SB06_17) and Edinburgh Postnatal Depression Scale (D1SB06_18).

C. EARLY HEAD START FAMILY RECRUITMENT AND CHARACTERISTICS

-
- **C1. The next questions are about how your EHS program recruits families. What are the primary ways you recruit families to your program? Is it . . .**

• **MARK ALL THAT APPLY** D1SC01_1—D1SC01_6

- 1 Referrals from community agencies/partners?
- 2 Word of mouth?
- 3 Outreach efforts your staff make in community?
- 4 Local advertising, such as flyers, newspaper ads, or radio spots?
- 5 No need to recruit?
- 6 Some other way? *(Please describe)*

- **C2. Does your program have a waiting list?**

- 1 Yes
- 0 No

D1SC02

- **C3. Which age group(s) do you focus your recruitment efforts on?**

• **MARK ALL THAT APPLY** D1SC03_1—D1SC03_4

- 1 Pregnant women
- 2 Less than one year olds
- 3 One year olds
- 4 Two year olds

- **C4. Do you have a formal rating or scoring system based on risk factors or family needs to prioritize enrollment?**

- 1 Yes
- 0 No → **GO TO C6**

D1SC04

- **C5. What goes into your formal rating or scoring system?**

• **MARK ALL THAT APPLY** D1SC05_01—D1SC05_11

- 1 Child special needs
- 2 Number of children
- 3 Teen mothers
- 4 Single parent
- 5 Language needs
- 6 Welfare/TANF
- 7 Parent/Guardian unemployed
- 8 Mental health
- 9 Family violence
- 10 Substance use
- 11 Other *(Please describe)**

* Some specific responses were organized into additional variables in the dataset: Homelessness (D1SC05_12), Involved in CPS/Foster Child (D1SC05_13), Incarcerated parent (D1SC05_14), Parent working or in school (D1SC05_15).

C6. Early Head Start programs face many challenges in serving high need or high risk families. We would like to know more about the needs of the enrolled families you serve and how many of them have high needs or are at high risk. Rather than collecting specific information to provide exact figures, please provide your best estimate of the proportion of families who fit each of the following categories:

Families may fall into more than one category.

| | | MARK ONE ONLY PER ROW | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | | Less than 10 percent | 10 to 25 percent | 26 to 50 percent | 51 to 75 percent | 76 percent or more |
| a. Teen mother (under age 20)..... | D1SC06a | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. Single parent family (primary caregiver of child not married or living with a partner) | D1SC06b | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. Primary caregiver does not have a high school diploma or GED..... | D1SC06c | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. Anyone in family receives welfare payments (cash assistance or TANF)..... | D1SC06d | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. Primary caregiver is not employed or in school..... | D1SC06e | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| f. Considering the five categories above, what proportion of families enrolled in your Early Head Start program have more than three of these characteristics?..... | D1SC06f | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

C7. Thinking about enrolled families, what percentage of families have the following characteristics:

Families may fall into more than one category.

Please provide your best estimate.

| | | MARK ONE ONLY PER ROW | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | | Less than 10 percent | 10 to 25 percent | 26 to 50 percent | 51 to 75 percent | 76 percent or more |
| a. Mental health problems..... | D1SC07a | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. Substance abuse | D1SC07b | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. Reside in an unsafe neighborhood | D1SC07c | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. Experience family violence | D1SC07d | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. Considering the four areas above, what proportion of families enrolled in your Early Head Start program have more than two of these characteristics?..... | D1SC07e | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

- **C8. Over the past five years, has the number of Early Head Start families speaking a language other than English increased, remained about the same, or decreased?**

| | |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1 Increased <input type="checkbox"/> 2 Remained about the same <input type="checkbox"/> 3 Decreased | <div style="border: 1px solid black; padding: 2px; display: inline-block;">D1SC08</div> |
| → GO TO SECTION D | |

- **C9. Has the number of Early Head Start families speaking Spanish increased over the past five years?**

| | |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1 Yes <input type="checkbox"/> 0 No | <div style="border: 1px solid black; padding: 2px; display: inline-block;">D1SC09</div> |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------|

- **C10. Please list any other languages where the number of families speaking these languages has increased over the past five years.**

| | |
|----------|------------|
| 1. _____ | D1SC10Oth1 |
| 2. _____ | D1SC10Oth2 |
| 3. _____ | D1SC10Oth3 |
| 4. _____ | D1SC10Oth4 |
| 5. _____ | D1SC10Oth5 |

D. PROGRAM IMPLEMENTATION RATING SCALE

- Please read the items below and rate your program in each area by marking an “X” in the box. Your answers will help us better understand how you are doing implementing comprehensive standards and where Early Head Start resources can best be shared. The items in this section go well beyond what is expected in the comprehensive standards and we understand that all programs have strengths and weaknesses. Therefore, these questions are not for accountability or monitoring, and the ratings will not be reported for individual programs.

| I. Child Development Cornerstone | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Item | Implementation Level | | | | |
| | MARK ONE ONLY PER ROW | | | | |
| | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 1. Frequency of child development services <div style="border: 1px solid black; padding: 2px; width: fit-content;">D1SD01_1</div> | <input type="checkbox"/> Families do not receive child development and parent education services at least monthly. | <input type="checkbox"/> Some families receive child development and parent education on a regular basis. | <input type="checkbox"/> Most families receive child development services at least two times per month and parent education at least monthly. | <input type="checkbox"/> Almost all families receive child development services at least three times per month and parent education at least monthly. | <input type="checkbox"/> Almost all families receive child development services at least four times per month and parent education at least monthly. |
| 2. Developmental assessments <div style="border: 1px solid black; padding: 2px; width: fit-content;">D1SD01_2</div> | <input type="checkbox"/> Program conducts assessments for only a few or no children. | <input type="checkbox"/> Program conducts assessments for some children or assessments only occur at program entry. | <input type="checkbox"/> Program conducts periodic assessments for most children. | <input type="checkbox"/> Program conducts or arranges periodic assessments for almost all children. Results are used to plan services for each child. | <input type="checkbox"/> Program conducts or arranges periodic assessments for almost all children. All staff working with a child use the results to plan services for the child. |
| 3. Health services <div style="border: 1px solid black; padding: 2px; width: fit-content;">D1SD01_3</div> | <input type="checkbox"/> Program assists few or no families in accessing child health, dental and mental health services. | <input type="checkbox"/> Program staff helps some families access child health, dental and mental health services. | <input type="checkbox"/> Program staff ensures all families have a medical home and access to health, dental, and mental health services. | <input type="checkbox"/> Program staff ensures all families have a medical home and access to services. The program follows up to ensure that children receive needed services and immunizations. | <input type="checkbox"/> Program staff ensures all families have a medical home and access to services. The program follows up to ensure that children receive needed services and tracks well child visits, immunizations, and treatment plans for any identified conditions/illnesses. |

I. Child Development Cornerstone

| Item | Implementation Level | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | MARK ONE ONLY PER ROW | | | | |
| | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 4. Child care <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD01_4</div> | <input type="checkbox"/> Program assists few or no families in making child care arrangements. | <input type="checkbox"/> Program assists some families by providing some child care directly, providing referrals to other providers, and/or helping families apply for subsidies. | <input type="checkbox"/> Program assists most families by providing some child care directly, providing referrals to other providers, and/or helping families apply for subsidies. When the program refers families to other providers, program staff makes an initial assessment of the quality of care provided. | <input type="checkbox"/> Program assists nearly all families by providing child care directly, providing referrals to other providers, and/or helping families apply for subsidies. Program staff assesses the quality of child care before making outside referrals and monitors quality regularly. | <input type="checkbox"/> Program assists all families by providing child care directly, providing referrals to other providers, and/or helping families apply for subsidies. Staff assesses the quality of child care before making outside referrals and monitors quality regularly. If necessary, the program provides training and support to outside child care providers to improve quality of care. |
| 5. Parent involvement in child development services <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD01_5</div> | <input type="checkbox"/> Parents are rarely or never involved in planning and delivering child development services. | <input type="checkbox"/> Some parents are involved in planning and carrying out child development activities in home visits and/or some parents are involved in Policy Council or center activities related to child development. | <input type="checkbox"/> At least one parent in many enrolled families participates in planning and delivering child development services by planning home visits, through a center committee related to child development, or by volunteering in center classrooms. | <input type="checkbox"/> At least one parent in many enrolled families participates in planning and delivering child development services. Of those families with a father or father figure, <i>some</i> fathers participate in child development services. | <input type="checkbox"/> At least one parent in many enrolled families participates in planning and delivering child development services. Of those families with a father or father figure, <i>many</i> fathers participate in child development services. |
| 6. Individualization of services <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD01_6</div> | <input type="checkbox"/> Child development services are not individualized according to the circumstances, background, and developmental progress of each child and family. | <input type="checkbox"/> For a few children with special circumstances, child development services are individualized according to circumstances, background, and developmental progress. | <input type="checkbox"/> For some children, child development services are individualized according to circumstances, background, and developmental progress. | <input type="checkbox"/> For most children, child development services are individualized according to circumstances, background, and developmental progress. | <input type="checkbox"/> For almost all children, child development services are individualized according to circumstances, background, and developmental progress. Services are provided in a linguistically and culturally appropriate manner. |
| 7. Group socializations <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD01_7</div> | <input type="checkbox"/> Program does not hold regular group socialization activities. | <input type="checkbox"/> Program holds group socializations at least two times per month for families in home-based services, but few families participate regularly. | <input type="checkbox"/> Program holds group socializations at least two times per month for families in home-based services, and some families participate regularly. | <input type="checkbox"/> Program holds group socializations at least two times per month for families in home-based services, and most families participate regularly. | <input type="checkbox"/> Program holds group socializations at least two times per month for families in home-based services, and almost all families participate regularly. |

II. Family Development Cornerstone

| Item | Implementation Level | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | MARK ONE ONLY PER ROW | | | | |
| | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 1. Individualized family partnership agreements <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">D1SD02_1</div> | <input type="checkbox"/> Program does not or rarely develops individualized family partnership agreements with families. | <input type="checkbox"/> Program has developed partnership agreements with some families and provides some case management to connect families with the services they need. | <input type="checkbox"/> Program has developed partnership agreements with most families, and most families meet with their case manager at least once a month. | <input type="checkbox"/> Program has developed partnership agreements with almost all families, and almost all families meet with their case manager at least once a month. Program staff regularly review agreements with families and update them as needed. | <input type="checkbox"/> Program systematically develops agreements with almost all families, and agreements are reviewed and updated regularly. Staff learns about families' involvement with other programs and builds upon these programs' plans whenever possible. Staff conducts joint planning with other service providers when appropriate. |
| 2. Availability of services <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">D1SD02_2</div> | <input type="checkbox"/> Few family development services are available from the program or sought in the community | <input type="checkbox"/> Some family development services are available from the program or sought in the community | <input type="checkbox"/> Program provides services directly, contracts with other service providers, or refers families to most of the services they need. | <input type="checkbox"/> Program provides services directly, contracts with other service providers, or refers families to most of the services they need. Staff follows up with families and service providers to ensure that families receive the services they need. | <input type="checkbox"/> Program provides services directly, contracts with other service providers, or refers families to most of the services they need. Staff follows up with families and service providers to ensure that families receive the services they need. Staff assesses and monitors the quality of services and work to make improvements when problems are identified. |
| 3. Frequency of family development services <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">D1SD02_3</div> | <input type="checkbox"/> <i>Few</i> parents receive family development services. | <input type="checkbox"/> <i>Some</i> parents receive family development services. | <input type="checkbox"/> <i>Most</i> parents receive family development services. | <input type="checkbox"/> <i>Most</i> parents receive family development services <i>regularly</i> . | <input type="checkbox"/> <i>Almost all</i> parents receive family development services <i>regularly</i> . |

II. Family Development Cornerstone

| Item | Implementation Level | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | MARK ONE ONLY PER ROW | | | | |
| | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| <p>4. Parent involvement</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD02_4</div> | <input type="checkbox"/> Few parents are involved in planning or carrying out program activities. | <input type="checkbox"/> <i>Some</i> parents are involved in planning and carrying out program activities, and the program provides some volunteer opportunities for parents. | <input type="checkbox"/> <i>Many</i> parents are involved in some capacity. The program encourages parents to become involved in planning and carrying out program activities, and the program provides a variety of opportunities for involvement in policy groups and other volunteer activities. The program also makes special efforts to involve fathers. | <input type="checkbox"/> <i>Most</i> parents are involved in the program in some capacity. The program strongly encourages families to become involved in planning or carrying out program activities and provides multiple opportunities for involvement in policy groups and other volunteer activities. The program also makes special efforts to involve fathers. Of the families with fathers or father figures, <i>some</i> fathers participate in planning or are otherwise involved in program activities. | <input type="checkbox"/> <i>Almost all</i> parents are involved in the program in some capacity. The program strongly encourages families to become involved in the program as decision makers, leaders, volunteers, and staff members. The program provides many opportunities for involvement in policy groups and other volunteer activities. The program also makes special efforts to involve fathers. Of the families with fathers or father figures, <i>many</i> fathers participate in planning or are otherwise involved in program activities. |

III. Staff Development Cornerstone

| Implementation Level | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MARK ONE ONLY PER ROW | | | | | |
| Item | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 1. Supervision <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD03_1</div> | <input type="checkbox"/> Staff members receive minimal supervision, support, and feedback on their performance. | <input type="checkbox"/> Most staff members receive some supervision, support, and feedback on their performance. | <input type="checkbox"/> All staff members receive some supervision, support, and feedback on their performance. | <input type="checkbox"/> All staff members receive regular supervision, adequate support to sustain motivation and prevent burnout, and regular feedback on their performance. | <input type="checkbox"/> All staff members receive intensive individual and group supervision, support to sustain motivation and prevent burnout, and regular feedback on their performance that is based in part on observation of service delivery. |
| 2. Training <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD03_2</div> | <input type="checkbox"/> Staff receive minimal training from the program. | <input type="checkbox"/> Most staff members have participated in at least one training session in the past year. | <input type="checkbox"/> All staff members have received training in the past year that is based on an assessment of their training needs. | <input type="checkbox"/> All staff members have received training in multiple areas in the past year. Training is provided according to a training plan that is based on an assessment of staff training needs. | <input type="checkbox"/> All staff members have received training in multiple areas in the past year. Training is provided according to a training plan based on an assessment of training needs. Training emphasizes relationship building and includes practice, feedback, and reflection. |
| 3. Turnover <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">D1SD03_3</div> | <input type="checkbox"/> Staff turnover is very high (40 percent or more per year). | <input type="checkbox"/> Staff turnover is high (30 to 39 percent per year). | <input type="checkbox"/> Staff turnover is moderate (20 to 29 percent per year). | <input type="checkbox"/> Staff turnover is low (10 to 19 percent per year). | <input type="checkbox"/> Staff turnover is very low (less than 10 percent per year). |

IV. Community Building Cornerstone

| Item | Implementation Level | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | MARK ONE ONLY PER ROW | | | | |
| | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 1. Collaborative relationships <div style="border: 1px solid black; padding: 2px; width: fit-content;">D1SD04_1</div> | <input type="checkbox"/> The program has established few collaborative relationships with other service providers. | <input type="checkbox"/> The program has established some collaborative relationships with other service providers. | <input type="checkbox"/> The program has established many collaborative relationships with other service providers, and some of them are formalized through written agreements. | <input type="checkbox"/> The program has established many collaborative relationships with other service providers, and some of them are formalized through written agreements. Program staff communicates regularly with other providers to coordinate services. | <input type="checkbox"/> The program has established many collaborative relationships with other service providers, and some of them are formalized through written agreements. Program staff communicates regularly with other providers to coordinate services, and the program participates in at least one coordinating group of community service providers. |
| 2. Transition plans <div style="border: 1px solid black; padding: 2px; width: fit-content;">D1SD04_2</div> | <input type="checkbox"/> The program has not established procedures for facilitating the transition from Early Head Start to head Start or other preschool programs. | <input type="checkbox"/> The program has established procedures for facilitating the transition from Early Head Start to head Start or other preschool programs, but it has not followed them (for any children within 6 months of their third birthday). | <input type="checkbox"/> Many children who are within 6 months of their third birthday have a transition plan in place. Although the program has established procedures for transition out of Early Head Start, the procedures may fail to address the needs of families who are not eligible for Head Start. | <input type="checkbox"/> Almost all children who are within 6 months of their third birthday have a transition plan in place. The program has established procedures for facilitating the transition from Early Head Start to Head Start or other preschool programs. | <input type="checkbox"/> All children who are within 6 months of their third birthday have a transition plan in place. The program has established procedures for facilitating the transition from Early Head Start to Head Start or other preschool programs. Parents are active participants in the transition planning process. |

V. Management Systems and Procedures

| Item | Implementation Level | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | MARK ONE ONLY PER ROW | | | | |
| | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 1. Communication systems <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">D1SD05_1</div> | <input type="checkbox"/> No regular system of communication among program staff exists. | <input type="checkbox"/> A regular system of communication exists among program staff. | <input type="checkbox"/> A regular system of communication exists among program staff and between staff and parents. | <input type="checkbox"/> A regular system of communication exists among program staff, between staff and parents, with the grantee agency, and with the policy council and other governing bodies. | <input type="checkbox"/> A regular system of <i>two-way</i> communication exists among program staff, between staff and parents, with the grantee agency, and with the policy council and other governing bodies. |
| 2. Goals, objectives, and plans <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">D1SD05_2</div> | <input type="checkbox"/> The program has no plan for developing written goals, objectives, and plans for each service area. | <input type="checkbox"/> The program intends to develop written goals, objectives, and plans for each service area but has not done so. | <input type="checkbox"/> The program has developed goals, objectives and plans for each service area. However, some of the goals and plans need to be updated. | <input type="checkbox"/> The program has developed goals, objectives and plans for each service area. These goals and plans have been updated in written form. | <input type="checkbox"/> The program has developed written goals, objectives, and plans for each service area. All written goals and plans are detailed, thorough, and up-to-date, and were developed in consultation with the program's policy council, advisory committee(s), staff, parents, and other community members. |
| 3. Self-assessment <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">D1SD05_3</div> | <input type="checkbox"/> The program has not planned or conducted an annual self-assessment. | <input type="checkbox"/> The program plans to conduct an annual self-assessment, but it has not taken steps toward implementing that plan. | <input type="checkbox"/> The program has conducted a self-assessment in the past 12 months, but the process needs to be formalized and documented. | <input type="checkbox"/> The program has conducted a self-assessment in the past 12 months and documented the results. The process involved a broad range of staff, parents, and community members. | <input type="checkbox"/> The program has conducted a self-assessment in the past 12 months and documented the results. The process involved a broad range of staff, parents, and community members. The results have been used to make program improvements. |
| 4. Community needs assessment <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">D1SD05_4</div> | <input type="checkbox"/> The program has not conducted a community needs assessment. | <input type="checkbox"/> The program has a plan for conducting a community needs assessment. | <input type="checkbox"/> The program has conducted an assessment of community needs and resources, but the assessment was conducted more than three years ago. | <input type="checkbox"/> The program has conducted an assessment of community needs and resources. The assessment has been updated in written form in the past three years. | <input type="checkbox"/> The program has conducted an in-depth assessment of community needs and resources in the past three years. The program's policy council, advisory committees, staff, parents, and other community members were involved in the process. |

Thank you for taking the time to complete this questionnaire. Please make a copy for your records and mail your completed survey in the pre-paid envelope provided. If you have misplaced your envelope, please mail or fax it to the attention of:

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