The "I" in QRIS Survey: Collecting data on quality improvement activities for early childhood education programs

Ann-Marie Faria
Laura Hawkinson
Ivan Metzger
Nora Bouacha
Michelle Cantave
American Institutes for Research

Key findings

The "I" in QRIS Survey is intended for state education agencies that want to collect data on the quality improvement activities and strategies used by early childhood education programs that are participating in a quality rating and improvement system (QRIS). The data obtained from this tool can be used to document activities and strategies for improving quality and to identify barriers to improvement efforts.

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences
U.S. Department of Education

REL MIDWEST
Regional Educational Laboratory
At American Institutes for Research

Summary

A quality rating and improvement system (QRIS) is a voluntary state assessment system that uses multidimensional data on early childhood education programs to rate program quality, support quality improvement efforts, and provide information to families about the quality of available early childhood education programs. QRISs have two components: systematic ratings of program quality and integrated quality improvement support and activities. The latter component aims to help programs make improvements and move up to higher QRIS ratings over time (Schaack, Tarrant, Boller, & Tout, 2012).

All but one state is implementing or plans to implement a QRIS (BUILD Initiative and Child Trends, 2016), but to date only a handful of studies have researched the types of quality improvement activities available to or used by programs participating in QRISs (Isner et al., 2011; Muenchow et al., 2013; Smith, Robbins, Schneider, Kreader, & Ong, 2012; Smith, Schneider, & Kreader, 2010; Tout et al., 2011; Yazejian and Iruka, 2014). Furthermore, states do not always have resources and systems to verify the accuracy of the administrative data collected concerning which programs use which types of quality improvement activities. Given limited research and data, states may lack sufficient information about the specific quality improvement supports and activities in which programs in the QRIS engage—the "I" in QRIS. To help states collect such data, Regional Educational Laboratory Midwest partnered with the Iowa Quality Rating System Oversight Committee to develop The "I" in QRIS Survey.

States can use data from the survey in a variety ways, including:
- To identify gaps in early childhood education professional development.
- To document use of different programs (for example, T.E.A.C.H. [Teacher Education and Compensation Helps] scholarships).
- To understand the barriers to and supports for quality improvement.
- To describe the percentage of programs that receive coaching as part of the QRIS.
- To compare differences in quality improvement approaches across subgroups of early childhood education programs.
- To answer other research questions about the best use of limited funding for quality improvement strategies within QRISs.

The survey is designed to be administered to early childhood education program directors and key staff who are most knowledgeable about the improvement strategies used in their programs, which include licensed child care centers, home-based child care, state-funded prekindergarten programs, Head Start and Early Head Start programs, and afterschool programs.

There are three versions of the survey:
- One for center-based programs, including licensed centers, Statewide Voluntary Preschool and other school-based early childhood programs, Head Start or Early Head Start programs, and other center-based settings (see appendix A).
- One for home-based programs with assistants, who are defined as people who help providers in caregiving on a regular basis (see appendix B).
- One for home-based programs without assistants (see appendix C).

All three versions measure program participation in workshops and trainings; educational support activities; and coaching, mentoring, and financial incentive programs in which state early childhood education programs may engage to improve their quality.

This report includes the three versions of the survey and describes the survey in detail, including how to use it, how it was developed, and how it can be adapted for other states.

Contents

What is The "I" in QRIS Survey?

Regional Educational Laboratory (REL) Midwest partnered with Iowa's Quality Rating System Oversight Committee to develop The "I" in QRIS Survey. The goal of the survey is to help states collect data on the improvement activities and strategies used by early childhood education programs that are participating in a quality rating and improvement system (QRIS). The data obtained from this survey can be used to document the ways in which programs use quality improvement activities and strategies to move up the ladder of quality and the barriers that programs face to quality improvement, especially within a QRIS. States can also combine the data from the survey with existing data to help answer their own research questions about quality improvement. The survey was designed to be administered to early childhood education program directors and key staff who are most knowledgeable about the improvement strategies used in their programs.

States can use The "I" in QRIS Survey to document the landscape of improvement activities and identify gaps or strengths in quality improvement support

There are three versions of the survey: one for center-based programs (see appendix A), one for home-based programs with assistants (see appendix B), and one for home-based programs without assistants (see appendix C). All three versions measure program participation in workshops and trainings; educational support activities; and coaching, mentoring, and financial incentive programs in which state early childhood education programs may engage to improve their quality.

The survey is divided into 11 sections:
- Program information.
- Continuing education.
- Incentives.
- New staff orientation (not included in the version for home-based programs without assistants).
- Coaching and consultation.
- Trainings and workshops.
- Professional development topics.
- Supports and barriers to quality improvement.
- Quality improvement planning and decisionmaking.
- Additional information and suggestions for improvement.
- Demographics.

Each version includes 29–35 items and takes an average of 20 minutes to complete. The survey development process is explained in appendix D, information about existing surveys and items used to create the survey are given in appendix E, and a list of all survey items by topic and form is given in appendix F.

Why and for whom was this survey developed?

Because growing research evidence has highlighted the importance of high-quality early childhood education in reducing school-readiness gaps, policymakers have made quality early childhood education a national priority (Yoshikawa & Zaslow, 2013). Most states have responded by developing a QRIS, a voluntary state assessment system that uses multidimensional data on early childhood education programs to rate program quality. QRISs have two components: systematic ratings of program quality and integrated quality

improvement support and activities. The latter component aims to help programs make improvements and move up to higher QRIS ratings over time (Schaack et al., 2012).

All but one state is implementing or plans to implement a QRIS (BUILD Initiative and Child Trends, 2016). Initial implementation of QRISs focused on understanding the ratings component of the system—the "R" in QRIS. At first, states used their QRIS to collect data and rate the quality of private child care programs, particularly programs receiving child care subsidies. Over time, states began using their QRIS to provide data-driven quality improvement support to early childhood education programs, and quality improvement became an integral part of QRISs (Schaack, Tarrant, Boller, & Tout, 2012). States typically offer a combination of incentives and support to encourage participating programs to improve in order to achieve a higher QRIS rating (Schaack et al., 2012).

However, little information is available on how states approach quality improvement efforts, and limited information is available to states about the quality improvement strategies that are used by programs participating in a QRIS. Likewise, information is lacking about which strategies are associated with improvements in quality ratings over time. To date, only one study has examined the relationship between quality improvement supports and QRIS ratings (Yazejian & Iruka, 2014), and its findings have limited generalizability because they included programs in only one geographic setting (Miami, Florida). States need more research and data on how early childhood education programs that are participating in a QRIS use quality improvement supports and on the relationship between quality improvement activities and quality outcomes.

States can use the data collected through the survey to link improvement activities with improvements in QRIS ratings in order to identify promising improvement strategies

The "I" in QRIS Survey was developed to address the REL Midwest Early Childhood Education Research Alliance's goal of examining and improving early childhood program quality. Alliance members and state education agency representatives in Iowa requested data and research to support decisions about allocating quality improvement support within Iowa's QRIS. REL Midwest collaborated with stakeholders in Iowa to develop and administer the survey. Survey data from Iowa will be used to link quality improvement strategies with improved QRIS ratings to understand which of the state's many quality improvement efforts are most strongly associated with improved quality in early childhood education programs, as measured by the QRIS (Hawkinson, Faria, Bouacha, Lee, & Metzger, in press).

Why administer this survey?

States can use The "I" in QRIS Survey to document the landscape of improvement activities and identify gaps or strengths in quality improvement support. States also can use the data collected through the survey to link improvement activities with improvements in QRIS ratings in order to identify promising improvement strategies. Doing so can inform efforts to allocate limited resources for improving early childhood education quality.

The survey is not intended for use in high-stakes contexts such as evaluating an early childhood education program or its staff.

How to administer the survey

The "I" in QRIS Survey was used initially in Iowa but can be adapted to meet the needs and contexts of other states. This section explains how to administer and adapt the survey,

including who should respond to the survey, how states can adapt the survey for both web-based and paper-and-pencil survey administration, how states can include unique identifiers that allow survey responses to be linked to other extant data, and how states can adapt survey language for their specific early childhood education contexts.

Who should respond to the survey

The survey was designed to be administered to early childhood education program directors and key staff who are most knowledgeable about the improvement strategies used in their programs. In center-based programs this typically includes the center director or assistant center director. For home-based programs (both with and without assistants) this typically includes the provider. This survey was not developed to be administered to individual teachers; it thus relies on one individual from each program to report on the quality improvement efforts for the entire program, which includes all staff.

States can adapt the survey for both web-based and paper-and-pencil survey administration

Although the survey appears here as three separate versions that could be administered by paper and pencil, it was originally administered online as one survey using a free online survey tool that employed a skip pattern to direct respondents to the appropriate survey items. Skip patterns were set up so that respondents saw only items that were worded specifically for their program type. Item 1, which asks respondents if they are center based, home based with assistants, or home based without assistants, triggered the first skip pattern, which took them to questions about their program type. The online survey also was set to skip questions if a program did not use a particular quality improvement strategy. For example, in the center-based version of the survey, if a respondent answered "no" to item 8 ("Do you offer an orientation for new teaching staff?"), the survey skipped items 9 and 10, both of which asked about new staff orientation, and continued with item 11, about mentoring for teachers. Skip patterns were used in the coaching and consultation section and in the training and workshops section.

If states administer the survey using a paper-and-pencil approach, the appropriate version of the survey could be mailed to each type of provider (center, home based without assistants, and home based with assistants). Respondents could then complete the survey that is appropriate for their program type and return the survey in a self-addressed, stamped envelope provided by the state.

Responses from the three versions of the survey, whether administered online with skip patterns or by paper and pencil, would then be collapsed into one analytic file in order to make comparisons across program types. For example, all items about professional development across the three versions of the survey can be aggregated into one analytic variable.

States can include unique identifiers that allow survey responses to be linked to other extant data

The survey's greatest utility may be that it allows responses to be linked to other extant data such as QRIS ratings to show correlations between different types of quality improvement efforts and program quality.

The survey was designed to be administered to early childhood education program directors and key staff who are most knowledgeable about the improvement strategies used in their programs

Before this survey is administered, it is important to establish a form of identification that can be linked across data sources—usually a unique number for each respondent. It may be useful to include key identification numbers that have been used in other databases so that the data can be linked. For example, when the survey was administered in Iowa, programs were asked to provide their license or registration identification number to link the survey data with licensure data and ultimately with QRIS data.

Survey administrators should be mindful of data security, keeping any identifying information confidential, as promised in the introduction to the survey. To protect confidentiality, it may be necessary to maintain a separate master list that links the key identification numbers that have been used in other databases with research identification numbers. For example, a secure file could be created that includes only a program's license numbers and the research identification number, saved in a separate and secure location from the survey analytic file. The survey analytic file then would include only research identification numbers, ensuring confidentiality. If states use paper-and-pencil administration, paper files should be stored in a locked filing cabinet in a locked office to protect respondents' confidentiality.

The survey's greatest utility may be that it allows responses to be linked to other extant data such as QRIS ratings to show correlations between different types of quality improvement efforts and program quality

States can adapt survey language for their specific early childhood education context

In adapting the survey, states should first revise the introductory section to describe any state-specific information, including the purpose of the survey and the intended use of the data. They should then revise the definitions of key terms to reflect local and regional terms. Because the survey was developed for use in Iowa, its terminology is relevant to the early childhood education population and context in that state. Other states can adapt the definitions of staff, program type, and types of workshops and trainings offered to fit their contexts. An example is the definition of "child development home" at the beginning of the survey:

> **Child development home.** A registered provider caring for children in a home setting. This category includes providers with the following Iowa Department of Human Services registration categories: Child Development Home A, Child Development Home B, and Child Development Home C.

This Iowa-specific language clarifies exactly which provider registration categories are authorized as child development homes. Key QRIS and Iowa-specific terms are listed in a box at the beginning of each survey (see appendixes A–C). Text highlighted in gray in the three survey versions in appendixes A–C indicates Iowa-specific language that can be changed to reflect the local context. States can also adapt or add survey sections to match their own program needs.

How to use the survey data to answer research questions

The data collected from the survey can be used to answer research questions about approaches to quality improvement and the relationships among specific quality improvement activities, QRIS ratings, and changes in QRIS ratings over time.

Depending on the research questions, a combination of descriptive and correlational analyses can be used to examine quality improvement patterns and the relationships

between quality improvement efforts and program quality. The survey collects descriptive information about programs' use of different quality improvement strategies and about the number of staff who participate in different types of professional development. However, it does not measure attitudes or behaviors underlying quality improvement strategies, so it is inappropriate to create scale scores for the data from the survey.

Hawkinson et al. (in press) addressed the following research questions in their analysis of data from a sample of programs participating in the Iowa QRIS, along with program information and Iowa QRIS ratings at two points in time:

- Which quality improvement activities do programs that are participating in Iowa's QRIS engage in?
- What are the barriers to participation in quality improvement activities among programs that are participating in Iowa's QRIS?
- What is the relationship between quality improvement activities and improvements in ratings among programs that are participating in Iowa's QRIS?
- What are the patterns of quality improvement activities among programs that are participating in Iowa's QRIS?

A combination of descriptive and correlational analyses can be used to examine quality improvement patterns and the relationships between quality improvement efforts and program quality

The findings from Hawkinson et al. (in press) aim to help Iowa QRIS administrators plan and allocate resources to improve program quality and to help QRIS administrators in other states better understand the types of quality improvement activities to which programs are drawn, as well as factors that may facilitate or impede programs' pursuit of quality.

In summary, the data obtained from The "I" in QRIS Survey can help states document the ways in which early childhood education programs use quality improvement activities and strategies. The survey can also help states identify barriers to quality improvement, especially within a QRIS. States can combine the data from the survey with existing data to help answer their own research questions about quality improvement.

Appendix A. The Iowa "I" in QRIS Survey—Center-Based Program Version

Iowa's Quality Rating System (Iowa QRS) Oversight Committee invites you to complete this survey to help us better understand how centers and child development homes in Iowa use professional development and other strategies for improvement.* This survey will ask for detailed information about how many staff are working toward certification and degrees; the funding sources your program receives; new staff orientation; professional development (including training and workshops, and also coaching and consultation). We recommend that the program director, provider, or a staff member in another management role complete the survey.

To complete this survey, you may want to gather records about your own and your staff's professional development in the last year, including:
- Your program's license or registration number
- Staff training records
- Information about coaching or consultation received by staff
- Information about staff working toward certification or degrees

Your participation in the survey is voluntary. The survey should take about 20 minutes to complete. You can start or stop the survey at any point and your answers will be saved in the online system. Your responses will be kept strictly confidential, and you are not required to answer questions that you do not want to answer.

For more information about this survey or the project in general, please contact _____.†

☐ YES, I have read and understand the information above and I agree to participate in this online survey.

* This survey has been edited for clarity and differs slightly from the version administered in Iowa.
† Text highlighted in gray indicates Iowa-specific language that other users can change to reflect their local context.

Box A1. Key terms used in The "I" in QRIS Survey

Assistant. A person who helps the provider in caregiving on a regular basis.

Assistant teacher. Teaching staff with support roles in their classrooms, including assistant teachers, aides, and floating staff.

Center. A facility providing child care or early education in a group setting that is not located in a home. This category includes licensed centers, Statewide Voluntary Preschool and other school-based early childhood programs, Head Start or Early Head Start programs, and other center-based settings.

Child Care Resource and Referral. The local networks (located in more than 600 communities across 38 states) that support child care providers; provide resources; help families find affordable, quality care; and document the needs of their communities.

Child development home. A registered provider caring for children in a home setting. This category includes providers with the following Iowa Department of Human Services registration categories: Child Development Home A, Child Development Home B, and Child Development Home C.

Coaching or consultation. A coach, specialist, or consultant who provides one-on-one support to early childhood program staff, either in person, or via the Internet, telephone, or other type of communication.

Director or manager. Staff with a management role in the center, including center directors, assistant directors, supervisors, coordinators, specialists, or other managers.

Provider. The registered provider, owner, or person who serves as lead caregiver in the facility.

Quality improvement plan. An ongoing continuous quality improvement process that is conducted between official rating visits.

Teacher. Teaching staff with primary responsibility for their classrooms, including teachers, lead teachers, and co-teachers.

Tiered reimbursement. A policy that aims to improve quality by making higher-than-market-rate subsidy payments to higher quality providers.

Training or workshops. Instruction provided to a group of early childhood program staff on specific job-related topics, either in person (in a classroom or event space) or by webinar.

Section 1. Program information

1. Are you a center or child development home provider? (Please select one.)
    ☐ Center
    ☐ Child development home

2. What is the name of your center? _____

3. How many staff work for your program in each of the following categories?

    (Please enter the total number of staff in whole numbers. Please include all paid employees who work for your program on a regular basis. Please do not include volunteers, friends, family members who assist but are not officially employed by your program, or short-term or long-term substitutes.)

    Total number of directors or managers: _____
    Total number of teachers: _____
    Total number of assistant teachers: _____

Section 2. Continuing education

4. In the last 12 months, how many of each staff type were working toward any credential or degree, such as a Child Development Associate (CDA) credential, an early childhood certificate, or an associate's, bachelor's, or master's degree?

    Total number of directors or managers working toward credential or degree: _____
    Total number of teachers working toward credential or degree: _____
    Total number of assistant teachers working toward credential or degree: _____

5. In the last 12 months, did you or any of your staff receive a T.E.A.C.H. scholarship?
    ☐ Yes
    ☐ No
    ☐ Not sure

6. Which of the following funding sources does your facility receive? (Please select all that apply.)
    ☐ Tuition paid by families
    ☐ Co-payments or fees paid by families
    ☐ Early Head Start or Head Start
    ☐ Statewide Voluntary Preschool Program
    ☐ Shared Visions Preschool funding
    ☐ Other funding for preschool through the Iowa Department of Education, such as Title I
    ☐ Child Care Assistance (CCA) (children receiving subsidies attend your program)
    ☐ Early Childhood Iowa (ECI) funding
    ☐ Area Education Agency (AEA) early childhood funding
    ☐ Federal Food Program (Child and Adult Care Food Program [CACFP])
    ☐ Early Childhood Special Education (including Individuals with Disabilities Act [IDEA] Parts B and C)
    ☐ Other Iowa Department of Human Services funding
    ☐ Other (please specify): _____

7. In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? (Please select all that apply.)
    ☐ Bonus payments for achieving a specific Iowa QRS rating level
    ☐ Free or discounted equipment or furniture (for example, cribs, fences)
    ☐ Free or discounted instructional materials (for example, books, games)
    ☐ Grants to help pay for specific quality improvements
    ☐ Grants or funding opportunities that require Iowa QRS participation or a minimum rating level
    ☐ Other (please specify): _____

Section 4. New staff orientation

8. Do you offer an orientation for new teaching staff?
    ☐ Yes
    ☐ No [→ Go to Q11]

9. How many hours of orientation do you provide to new staff? _____

10. Do you use the new staff orientation videos and resources developed by Iowa State University Extension?
    ☐ Yes
    ☐ No
    ☐ Not sure

11. Do you offer any of the following types of mentoring for new staff? (Please select all that apply.)
    ☐ Formal meeting with an experienced teacher or other staff in your program
    ☐ Formal meeting with a professional mentor, consultant, or other person who does not work for your program
    ☐ Informal mentoring as needed by colleagues
    ☐ Other (please specify): _____

Section 5. Coaching and consultation

In this section, we want to know about the coaching and consultation your staff received in the last 12 months. Please report only on coaching or consultation and do not include training or workshops. Additionally, please do not include orientation or mentoring for new staff in your responses to this question.

12. Have you or any of your staff received coaching or consultation in the last 12 months?
    ☐ Yes
    ☐ No → Go to Q16

13. In the last 12 months, how many staff of the following types received coaching or consultation? (Please enter the number of staff for each response.)

    Total number of directors or managers who received coaching or consultation: _____
    Total number of teachers who received coaching or consultation: _____
    Total number of assistant teachers who received coaching or consultation: _____

14. On average, how often did coaches or consultants interact with staff?
    ☐ Once a year or less
    ☐ About twice a year
    ☐ Every couple of months
    ☐ About once a month
    ☐ About twice a month
    ☐ About once a week
    ☐ More than once a week

15. What types of coaching or consultation did staff in your program receive? (Please select all that apply.)
    ☐ In-person coaching or consultation
    ☐ Online coaching or consultation (for example, video-based or web-based modules of coaching)
    ☐ Informal coaching or consultation (for example, informal coaching that may include telephone calls, e-mails, or text messages between you and a coach)

In this section, we want to know about the training and workshops your staff attended in the last 12 months. Please report only on training or workshops and do not include coaching or consultation. Additionally, please do not include orientation or mentoring for new staff in your responses to this question.

16. Have you or any of your staff attended trainings or workshops in the last 12 months?
    ☐ Yes
    ☐ No → Go to Q19

17. In the last 12 months, what was the total number of hours of training or workshops completed by staff in your program? (When calculating the number of training or workshop hours please add up the hours of each person separately, even if they all went to the training or workshop together. For example, if 5 people went to the same 1 hour training, that would count as 5 hours. Please enter the number of hours for each response.)

    Total hours of training or workshops completed by all directors or managers: _____
    Total hours of training or workshops completed by all teachers: _____
    Total hours of training or workshops completed by all assistant teachers: _____

18. What types of training or workshops did staff in your program attend? (Please select all that apply.)
    ☐ In-person training
    ☐ In-person training with some follow-up
    ☐ Online training or webinars
    ☐ Online training or webinars with some follow-up

19. Which of the following topics were covered by professional development (including coaching, consultation, training, or workshops received by any staff of each type? (Please select all that apply under the column for each staff type.)

	Directors or managers	Teachers	Assistant teachers	Not applicable
Health and safety practices (for example, infant/child first aid and CPR, child abuse reporting, disease control, nutrition and food preparation, playground and equipment safety)	☐	☐	☐	☐
Child development (for example, general child development or stages of learning)	☐	☐	☐	☐
Classroom practices (for example, instructional techniques and activities; specific curricula or technology tools; interactions with children; classroom management; assessment of children)	☐	☐	☐	☐
Program self-assessment (for example, Environmental Rating Scale [ERS], continuous quality improvement, identifying strengths and areas of improvement)	☐	☐	☐	☐
Program management and business practices (for example, working with adults and staff, early learning program standards, training on Head Start, National Association for the Education of Young Children [NAEYC], pre-kindergarten standards)	☐	☐	☐	☐
Family engagement or cultural competence (for example, working with families from diverse backgrounds, involving families in early learning, encouraging parents to attend events and parent–teacher meetings)	☐	☐	☐	☐
QRS participation (for example, preparing for Iowa's Quality Rating System [Iowa QRS] participation; working towards higher Iowa QRS score)	☐	☐	☐	☐
Other (please describe below)	☐	☐	☐	☐

20. How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? (Please respond for each row in the table.)

	No effect	Small effect	Medium effect	Large effect
Cost	☐	☐	☐	☐
Distance and travel time	☐	☐	☐	☐
Staff availability to take part in professional development	☐	☐	☐	☐
Classroom coverage	☐	☐	☐	☐
Availability of scholarships	☐	☐	☐	☐
Staff turnover	☐	☐	☐	☐
Support from management	☐	☐	☐	☐
Availability of professional development on needed topics	☐	☐	☐	☐
Timing and scheduling of trainings or workshops	☐	☐	☐	☐
Other (please describe below)	☐	☐	☐	☐

21. In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? (Please select all that apply.)
    ☐ Release time during regular work hours
    ☐ Flexible schedules
    ☐ Financial support for education or training costs
    ☐ Books and materials
    ☐ Transportation reimbursement
    ☐ Cash awards or bonus payments to staff for course or degree completion
    ☐ A raise or salary adjustment based on completion of degree or credential
    ☐ Other (please specify): _____

Section 9. Quality improvement planning and decisionmaking

22. Which of the following sources of information do you use to determine your professional development needs? (Please select all that apply.)
    ☐ Information from Iowa's Quality Rating System (Iowa QRS) rating process
    ☐ Quality improvement plans
    ☐ Results of monitoring visits from funding or accreditation agencies
    ☐ Recommendations from consultants, coaches, specialists, or other technical assistance providers
    ☐ Classroom observation data
    ☐ Child outcomes data
    ☐ Staff surveys
    ☐ Staff performance review results
    ☐ Specific staff requests or informal conversations with staff
    ☐ Parent surveys
    ☐ Parent committee input
    ☐ Informal conversations with families
    ☐ Availability of trainings/training schedule
    ☐ Working with a mentor to map out professional development
    ☐ Other (please specify): _____

23. Does your program have a written quality improvement plan that includes quality improvement goals and planned activities to meet those goals?
   ☐ Yes
   ☐ No
   ☐ Not sure

Section 10. Additional information and suggestions for improvement

24. Do you feel that your program's current Iowa QRS rating reflects the true quality of the care provided? Why or why not?

25. Do you have any suggestions for the state on how to increase access to quality improvement supports for your program?

26. Is there anything else you would like to share about the Iowa QRS?

Section 11. Demographics

Now we have a few demographic questions about you and your facility.

27. What is your role at the center? (Please select all that apply.)
   ☐ Center director
   ☐ Assistant director
   ☐ Supervisor
   ☐ Coordinator
   ☐ Specialist
   ☐ Other manager
   ☐ Teacher
   ☐ Assistant teacher
   ☐ Other (please specify): _____

28. How many years of teaching experience do you have? (If you have less than 1 year of experience, please enter 0 for the years and enter the number of months.)

   Years: _____
   Months: _____

29. What is your gender?
   ☐ Female
   ☐ Male

30. What is your race? (Please select all that apply.)
   ☐ White
   ☐ Black or African-American
   ☐ American Indian or Alaskan Native
   ☐ Asian
   ☐ Native Hawaiian or other Pacific Islander
   ☐ Some other race (please specify): _____

31. Are you of Hispanic or Latino origin?
    ☐ Yes
    ☐ No

32. Is your program a licensed center?
    ☐ Yes
    ☐ No, my program is license exempt

33. What is your program's license ID? _____

Thank you for taking the time to share this information with the Iowa QRS Oversight Committee.

Your views and experiences will be included with those of many other providers to learn about providers' experiences with quality improvement supports across the state.

Iowa's Quality Rating System (Iowa QRS) Oversight Committee invites you to complete this survey to help us better understand how centers and child development homes in Iowa use professional development and other strategies for improvement.* This survey will ask for detailed information about how many staff are working toward certification and degrees; the funding sources your program receives; new staff orientation; professional development (including training and workshops, and also coaching and consultation). We recommend that the program director, provider, or a staff member in another management role complete the survey.

To complete this survey, you may want to gather records about your own and your staff's professional development in the last year, including:
- Your program's license or registration number
- Staff training records
- Information about coaching or consultation received by staff
- Information about staff working toward certification or degrees

Your participation in the survey is voluntary. The survey should take about 20 minutes to complete. You can start or stop the survey at any point and your answers will be saved in the online system. Your responses will be kept strictly confidential, and you are not required to answer questions that you do not want to answer.

For more information about this survey or the project in general, please contact
_____.†

☐ YES, I have read and understand the information above and I agree to participate in this online survey.

* This survey has been edited for clarity and differs slightly from the version administered in Iowa.
† Text highlighted in gray indicates Iowa-specific language that other users can change to reflect their local context.

Box B1. Key terms used in The "I" in QRIS Survey

Assistant. A person who helps the provider in caregiving on a regular basis.

Assistant teacher. Teaching staff with support roles in their classrooms, including assistant teachers, aides, and floating staff.

Center. A facility providing child care or early education in a group setting that is not located in a home. This category includes licensed centers, Statewide Voluntary Preschool and other school-based early childhood programs, Head Start or Early Head Start programs, and other center-based settings.

Child Care Resource and Referral. The local networks (located in more than 600 communities across 38 states) that support child care providers; provide resources; help families find affordable, quality care; and document the needs of their communities.

Child development home. A registered provider caring for children in a home setting. This category includes providers with the following Iowa Department of Human Services registration categories: Child Development Home A, Child Development Home B, and Child Development Home C.

Coaching or consultation. A coach, specialist, or consultant who provides one-on-one support to early childhood program staff, either in person, or via the Internet, telephone, or other type of communication.

Director or manager. Staff with a management role in the center, including center directors, assistant directors, supervisors, coordinators, specialists, or other managers.

Provider. The registered provider, owner, or person who serves as lead caregiver in the facility.

Quality improvement plan. An ongoing continuous quality improvement process that is conducted between official rating visits.

Teacher. Teaching staff with primary responsibility for their classrooms, including teachers, lead teachers, and co-teachers.

Tiered reimbursement. A policy that aims to improve quality by making higher-than-market-rate subsidy payments to higher quality providers.

Training or workshops. Instruction provided to a group of early childhood program staff on specific job-related topics, either in person (in a classroom or event space) or by webinar.

Section 1. Program information

1. Are you a center or child development home provider? (Please select one.)
   - ☐ Center
   - ☐ Child development home

2. What is the name of your child development home? _____

3. How many staff work in your child development home?

   (Please enter the total number of providers in whole numbers. Please do not include assistants. If you are the only provider at your facility please enter 1.)

   Providers _____

4. Do you have any assistants that work for your program?
   - ☐ Yes
   - ☐ No

5. How many assistants work for your program?

   (Please enter the total number of assistants in whole numbers. Please include all paid employees who work for your program on a regular basis. Please do not include volunteers, friends, family members who may assist but are not officially employed by your program, or short-term or long-term substitutes.)

   Assistants _____

Section 2. Continuing education

6. In the last 12 months, how many of each staff type were working toward any credential or degree, such as a Child Development Associate (CDA) credential, an early childhood certificate, or an associate's, bachelor's, or master's degree?

   Providers _____
   Assistants _____

7. In the last 12 months, did you or any of your staff receive a T.E.A.C.H. scholarship?
   - ☐ Yes
   - ☐ No
   - ☐ Not sure

8. Which of the following funding sources does your facility receive? (Please select all that apply.)
    ☐ Tuition paid by families
    ☐ Co-payments or fees paid by families
    ☐ Early Head Start or Head Start
    ☐ Statewide Voluntary Preschool Program
    ☐ Shared Visions Preschool funding
    ☐ Other funding for preschool through the Iowa Department of Education, such as Title I
    ☐ Child Care Assistance (CCA) (children receiving subsidies attend your program)
    ☐ Early Childhood Iowa (ECI) funding
    ☐ Area Education Agency (AEA) early childhood funding
    ☐ Federal Food Program (Child and Adult Care Food Program [CACFP])
    ☐ Early Childhood Special Education (including Individuals with Disabilities Act [IDEA] Parts B and C)
    ☐ Other Iowa Department of Human Services funding
    ☐ Other (please specify): _____

9. In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? (Please select all that apply.)
    ☐ Bonus payments for achieving a specific Iowa QRS rating level
    ☐ Free or discounted equipment or furniture (for example, cribs, fences)
    ☐ Free or discounted instructional materials (for example, books, games)
    ☐ Grants to help pay for specific quality improvements
    ☐ Grants or funding opportunities that require Iowa QRS participation or a minimum rating level
    ☐ Other (please specify): _____

Section 4. New staff orientation

10. Do you offer an orientation for new teaching staff?
    ☐ Yes
    ☐ No → Go to Q13

11. How many hours of orientation do you provide to new staff? _____

12. Do you use the new staff orientation videos and resources developed by Iowa State University Extension?
    ☐ Yes
    ☐ No
    ☐ Not sure

13. Do you offer any of the following types of mentoring for new staff? (Please select all that apply.)
   ☐ Formal meeting with an experienced teacher or other staff in your program
   ☐ Formal meeting with a professional mentor, consultant, or other person who does not work for your program
   ☐ Informal mentoring as needed by colleagues
   ☐ Other (please specify): _____

Section 5. Coaching and consultation

In this section, we want to know about the coaching and consultation your staff received in the last 12 months. Please report only on coaching or consultation and do not include training or workshops. Additionally, please do not include orientation or mentoring for new staff in your responses to this question.

14. Have you or any of your staff received coaching or consultation in the last 12 months?
   ☐ Yes
   ☐ No → Go to Q18

15. In the last 12 months, how many staff of the following types received coaching or consultation? (Please enter the number of staff for each response.)

   Total number of providers who received coaching or consultation: _____
   Total number of assistants who received coaching or consultation: _____

16. On average, how often did coaches or consultants interact with staff?
   ☐ Once a year or less
   ☐ About twice a year
   ☐ Every couple of months
   ☐ About once a month
   ☐ About twice a month
   ☐ About once a week
   ☐ More than once a week

17. What types of coaching or consultation did staff in your program receive? (Please select all that apply.)
   ☐ In-person coaching or consultation
   ☐ Online coaching or consultation (for example, video-based or web-based modules of coaching)
   ☐ Informal (for example, informal coaching that may include telephone calls, emails, or text messages between you and a coach).

In this section, we want to know about the training and workshops your staff attended in the last 12 months. Please report only on training or workshops and do not include coaching or consultation. Additionally, please do not include orientation or mentoring for new staff in your responses to this question.

18. Have you or any of your staff attended trainings or workshops in the last 12 months?
    ☐ Yes
    ☐ No → Go to Q21

19. In the last 12 months, what was the total number of hours of training or workshops completed by staff in your program? (When calculating the number of training or workshop hours please add up the hours of each person separately, even if they all went to the training or workshop together. For example, if 5 people went to the same 1 hour training, that would count as 5 hours. Please enter the number of hours for each response.)

    Total hours of training or workshops completed by all providers: _____
    Total hours of training or workshops completed by all assistants: _____

20. What types of training or workshops did staff in your program attend? (Please select all that apply.)
    ☐ In-person training
    ☐ In-person training with some follow-up
    ☐ Online training or webinars
    ☐ Online training or webinars with some follow-up

In this section, we want to know about the content of the coaching, consultation, training, or workshops your staff received or attended in the last 12 months. Please do not include orientation or mentoring for new staff in your responses to this question.

21. Which of the following topics were covered by professional development (including coaching, consultations, trainings, and workshops) received by any staff of each type? (Please select all that apply under the column for each staff type.)

	Providers	Assistants	Not applicable
Health and safety practices (for example, infant/child first aid and CPR, child abuse reporting, disease control, nutrition and food preparation, playground and equipment safety)	☐	☐	☐
Child development (for example, general child development or stages of learning)	☐	☐	☐
Classroom practices (for example, instructional techniques and activities; specific curricula or technology tools; interactions with children; classroom management; assessment of children)	☐	☐	☐
Program self-assessment (for example, Environmental Rating Scale [ERS], continuous quality improvement, identifying strengths and areas of improvement)	☐	☐	☐
Program management and business practices (for example, working with adults and staff, early learning program standards, training on Head Start, National Association for the Education of Young Children [NAEYC], pre-kindergarten standards)	☐	☐	☐
Family engagement or cultural competence (for example, working with families from diverse backgrounds, involving families in early learning, encouraging parents to attend events and parent–teacher meetings)	☐	☐	☐
QRS participation (for example, preparing for Iowa's Quality Rating System [Iowa QRS] participation; working towards higher Iowa QRS score)	☐	☐	☐
Other (please describe below)	☐	☐	☐

22. How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? (Please respond for each row in the table.)

	No effect	Small effect	Medium effect	Large effect
Cost	☐	☐	☐	☐
Distance and travel time	☐	☐	☐	☐
Staff availability to take part in professional development	☐	☐	☐	☐
Classroom coverage	☐	☐	☐	☐
Availability of scholarships	☐	☐	☐	☐
Staff turnover	☐	☐	☐	☐
Support from management	☐	☐	☐	☐
Availability of professional development on needed topics	☐	☐	☐	☐
Timing and scheduling of trainings or workshops	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐

23. In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? (Please select all that apply.)
    ☐ Release time during regular work hours
    ☐ Flexible schedules
    ☐ Financial support for education or training costs
    ☐ Books and materials
    ☐ Transportation reimbursement
    ☐ Cash awards or bonus payments to staff for course or degree completion
    ☐ A raise or salary adjustment based on completion of degree or credential
    ☐ Other (please specify): _____

We would like to hear about how you chose different improvement activities for your program.

24. Which of the following sources of information do you use to determine your professional development needs? (Please select all that apply.)
    ☐ Information from Iowa's Quality Rating System (Iowa QRS) rating process
    ☐ Quality improvement plans
    ☐ Results of monitoring visits from funding or accreditation agencies
    ☐ Recommendations from consultants, coaches, specialists, or other technical assistance providers
    ☐ Classroom observation data
    ☐ Child outcomes data
    ☐ Staff surveys
    ☐ Staff performance review results
    ☐ Specific staff requests or informal conversations with staff
    ☐ Parent surveys
    ☐ Parent committee input
    ☐ Informal conversations with families
    ☐ Availability of trainings/training schedule
    ☐ Working with a mentor to map out professional development
    ☐ Other (please specify): _____

25. Does your program have a written quality improvement plan that includes quality improvement goals and planned activities to meet those goals?
    ☐ Yes
    ☐ No
    ☐ Not sure

Section 10. Additional information and suggestions for improvement

26. Do you feel that your program's current Iowa QRS rating reflects the true quality of the care provided? Why or why not? _____

27. Do you have any suggestions for the state on how to increase access to quality improvement supports for your program? _____

28. Is there anything else you would like to share about the Iowa QRS? _____

Section 11. Demographics

Now we have a few demographic questions about you and your facility.

29. How many years of teaching experience do you have? (If you have less than 1 year of experience, please enter 0 for the years and enter the number of months.)

    Years: _____
    Months: _____

30. What is your gender?
  - ☐ Female
  - ☐ Male

31. What is your race? (Please select all that apply.)
  - ☐ White
  - ☐ Black or African-American
  - ☐ American Indian or Alaskan Native
  - ☐ Asian
  - ☐ Native Hawaiian or other Pacific Islander
  - ☐ Some other race (please specify): _____

32. Are you of Hispanic or Latino origin?
  - ☐ Yes
  - ☐ No

Program information

33. What is your program's registration number? _____

Thank you for taking the time to share this information with the Iowa Quality Rating System Oversight Committee.

Your views and experiences will be included with those of many other providers to learn about providers' experiences with quality improvement supports across the state.

Iowa's Quality Rating System (Iowa QRS) Oversight Committee invites you to complete this survey to help us better understand how centers and child development homes in Iowa use professional development and other strategies for improvement.* This survey will ask for detailed information about how many staff are working toward certification and degrees; the funding sources your program receives; new staff orientation; professional development (including training and workshops, and also coaching and consultation). We recommend that the program director, provider, or a staff member in another management role complete the survey.

To complete this survey, you may want to gather records about your own and your staff's professional development in the last year, including:

- Your program's license or registration number
- Staff training records
- Information about coaching or consultation received by staff
- Information about staff working toward certification or degrees

Your participation in the survey is voluntary. The survey should take about 20 minutes to complete. You can start or stop the survey at any point and your answers will be saved in the online system. Your responses will be kept strictly confidential, and you are not required to answer questions that you do not want to answer.

For more information about this survey or the project in general, please contact _____.†

☐ YES, I have read and understand the information above and I agree to participate in this online survey.

* This survey has been edited for clarity and differs slightly from the version administered in Iowa.

† Text highlighted in gray indicates Iowa-specific language that other users can change to reflect their local context.

Box C1. Key terms used in The "I" in QRIS Survey

Assistant. A person who helps the provider in caregiving on a regular basis.

Assistant teacher. Teaching staff with support roles in their classrooms, including assistant teachers, aides, and floating staff.

Center. A facility providing child care or early education in a group setting that is not located in a home. This category includes licensed centers, Statewide Voluntary Preschool and other school-based early childhood programs, Head Start or Early Head Start programs, and other center-based settings.

Child Care Resource and Referral. The local networks (located in more than 600 communities across 38 states) that support child care providers; provide resources; help families find affordable, quality care; and document the needs of their communities.

Child development home. A registered provider caring for children in a home setting. This category includes providers with the following Iowa Department of Human Services registration categories: Child Development Home A, Child Development Home B, and Child Development Home C.

Coaching or consultation. A coach, specialist, or consultant who provides one-on-one support to early childhood program staff, either in person, or via the Internet, telephone, or other type of communication.

Director or manager. Staff with a management role in the center, including center directors, assistant directors, supervisors, coordinators, specialists, or other managers.

Provider. The registered provider, owner, or person who serves as lead caregiver in the facility.

Quality improvement plan. An ongoing continuous quality improvement process that is conducted between official rating visits.

Teacher. Teaching staff with primary responsibility for their classrooms, including teachers, lead teachers, and co-teachers.

Tiered reimbursement. A policy that aims to improve quality by making higher-than-market-rate subsidy payments to higher quality providers.

Training or workshops. Instruction provided to a group of early childhood program staff on specific job-related topics, either in person (in a classroom or event space) or by webinar.

Section 1. Program information

1. Are you a center or child development home provider? (Please select one.)
   - ☐ Center
   - ☐ Child development home

2. What is the name of your child development home? _____

In the following questions in the Program Information section, please include all employees who work for your program on a regular basis. Please do not include volunteers, friends, family members who assist but are not officially employed by your program, or short-term or long-term substitutes.

3. How many providers work in your child development home?

   (Please enter the total number of providers in whole numbers. Please do not include assistants. If you are the only provider at your facility please enter 1.)

   Providers _____

4. Do you have any assistants that work for your program?
   - ☐ Yes
   - ☐ No

Section 2. Continuing education

5. In the last 12 months, how many providers were working toward any credential or degree, such as a Child Development Associate (CDA) credential, an early childhood certificate, or an associate's, bachelor's, or master's degree?

   Providers: _____

6. In the last 12 months, did you or any of your staff receive a T.E.A.C.H. scholarship?
   - ☐ Yes
   - ☐ No
   - ☐ Not sure

7. Which of the following funding sources does your facility receive? (Please select all that apply.)
   ☐ Tuition paid by families
   ☐ Co-payments or fees paid by families
   ☐ Early Head Start or Head Start
   ☐ Statewide Voluntary Preschool Program
   ☐ Shared Visions Preschool funding
   ☐ Other funding for preschool through the Iowa Department of Education, such as Title I
   ☐ Child Care Assistance (CCA) (children receiving subsidies attend your program)
   ☐ Early Childhood Iowa (ECI) funding
   ☐ Area Education Agency (AEA) early childhood funding
   ☐ Federal Food Program (Child and Adult Care Food Program [CACFP])
   ☐ Early Childhood Special Education (including Individuals with Disabilities Act [IDEA] Parts B and C)
   ☐ Other Iowa Department of Human Services funding
   ☐ Other (please specify): _____

8. In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? (Please select all that apply.)
   ☐ Bonus payments for achieving a specific Iowa QRS rating level
   ☐ Free or discounted equipment or furniture (for example, cribs, fences)
   ☐ Free or discounted instructional materials (for example, books, games)
   ☐ Grants to help pay for specific quality improvements
   ☐ Grants or funding opportunities that require Iowa QRS participation or a minimum rating level
   ☐ Other (please specify): _____

Section 4. Coaching and consultation

In this section, we want to know about the coaching and consultation your staff received in the last 12 months. Please report only on coaching or consultation and do not include training or workshops. Additionally, please do not include orientation or mentoring for new staff in your responses to this question.

9. Have you or any of your staff received coaching or consultation in the last 12 months?
   ☐ Yes
   ☐ No → Go to Q13

10. In the last 12 months, how many providers received coaching or consultation: _____

11. On average, how often did coaches or consultants interact with staff?
    ☐ Once a year or less
    ☐ About twice a year
    ☐ Every couple of months
    ☐ About once a month
    ☐ About twice a month
    ☐ About once a week
    ☐ More than once a week

12. What types of coaching or consultation did staff in your program receive? (Please select all that apply.)
    ☐ In-person coaching or consultation
    ☐ Online coaching or consultation (for example, video-based or web-based modules of coaching)
    ☐ Informal (for example, informal coaching that may include telephone calls, emails, or text messages between you and a coach).

Section 5. Training and workshops

In this section, we want to know about the training and workshops your staff attended in the last 12 months. Please report only on training or workshops and do not include coaching or consultation. Additionally, please do not include orientation or mentoring for new staff in your responses to this question.

13. Have you or any of your staff attended trainings or workshops in the last 12 months?
    ☐ Yes
    ☐ No → Go to Q16

14. In the last 12 months, what was the total number of hours of training or workshops completed by staff in your program? (When calculating the number of training or workshop hours please add up the hours of each person separately, even if they all went to the training or workshop together. For example, if 5 people went to the same 1 hour training, that would count as 5 hours. Please enter the number of hours for each response.)

    Total hours of training or workshops completed by all providers: _____

15. What types of training or workshops did staff in your program attend? (Please select all that apply.)
    ☐ In-person training
    ☐ In-person training with some follow-up
    ☐ Online training or webinars
    ☐ Online training or webinars with some follow-up

Section 6. Professional development topics

In this section, we want to know about the content of the coaching, consultation, training, or workshops your staff received or attended in the last 12 months. Please do not include orientation or mentoring for new staff in your responses to this question.

16. Which of the following topics were covered by professional development (including coaching, consultations, trainings, and workshops) received by any staff? (Please select all that apply.)

	Providers	Not applicable
Health and safety practices (for example, infant/child first aid and CPR, child abuse reporting, disease control, nutrition and food preparation, playground and equipment safety)	☐	☐
Child development (for example, general child development or stages of learning)	☐	☐
Classroom practices (for example, instructional techniques and activities; specific curricula or technology tools; interactions with children; classroom management; assessment of children)	☐	☐
Program self-assessment (for example, Environmental Rating Scale [ERS], continuous quality improvement, identifying strengths and areas of improvement)	☐	☐
Program management and business practices (for example, working with adults and staff, early learning program standards, training on Head Start, National Association for the Education of Young Children [NAEYC], pre-kindergarten standards)	☐	☐
Family engagement or cultural competence (for example, working with families from diverse backgrounds, involving families in early learning, encouraging parents to attend events and parent–teacher meetings)	☐	☐
QRS participation (for example, preparing for Iowa's Quality Rating System [Iowa QRS] participation; working towards higher Iowa QRS score)	☐	☐
Other (please describe below)	☐	☐

17. How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? (Please respond for each row in the table.)

	No effect	Small effect	Medium effect	Large effect
Cost	☐	☐	☐	☐
Distance and travel time	☐	☐	☐	☐
Staff availability to take part in professional development	☐	☐	☐	☐
Classroom coverage	☐	☐	☐	☐
Availability of scholarships	☐	☐	☐	☐
Staff turnover	☐	☐	☐	☐
Support from management	☐	☐	☐	☐
Availability of professional development on needed topics	☐	☐	☐	☐
Timing and scheduling of trainings or workshops	☐	☐	☐	☐
Other (please describe below)	☐	☐	☐	☐

18. In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? (Please select all that apply.)
    - ☐ Release time during regular work hours
    - ☐ Flexible schedules
    - ☐ Financial support for education or training costs
    - ☐ Books and materials
    - ☐ Transportation reimbursement
    - ☐ Cash awards or bonus payments to staff for course or degree completion
    - ☐ A raise or salary adjustment based on completion of degree or credential
    - ☐ Other (please specify): _____

We would like to hear about how you chose different improvement activities for your program.

19. Which of the following sources of information do you use to determine your professional development needs? (Please select all that apply.)
    ☐ Information from Iowa's Quality Rating System (Iowa QRS) rating process
    ☐ Quality improvement plans
    ☐ Results of monitoring visits from funding or accreditation agencies
    ☐ Recommendations from consultants, coaches, specialists, or other technical assistance providers
    ☐ Classroom observation data
    ☐ Child outcomes data
    ☐ Staff surveys
    ☐ Staff performance review results
    ☐ Specific staff requests or informal conversations with staff
    ☐ Parent surveys
    ☐ Parent committee input
    ☐ Informal conversations with families
    ☐ Availability of trainings/training schedule
    ☐ Working with a mentor to map out professional development
    ☐ Other (please specify): _____

20. Does your program have a written quality improvement plan that includes quality improvement goals and planned activities to meet those goals?
    ☐ Yes
    ☐ No
    ☐ Not sure

Section 9. Additional information and suggestions for improvement

21. Do you feel that your program's current Iowa QRS rating reflects the true quality of the care provided? Why or why not?

22. Do you have any suggestions for the state on how to increase access to quality improvement supports for your program?

23. Is there anything else you would like to share about the Iowa QRS?

Section 10. Demographics

Now we have a few demographic questions about you and your facility.

24. How many years of teaching experience do you have? (If you have less than 1 year of experience, please enter 0 for the years and enter the number of months.)

    Years: _____
    Months: _____

25. What is your gender?
    ☐ Female
    ☐ Male

26. What is your race? (Please select all that apply.)
    ☐ White
    ☐ Black or African-American
    ☐ American Indian or Alaskan Native
    ☐ Asian
    ☐ Native Hawaiian or other Pacific Islander
    ☐ Some other race (please specify): _____

27. Are you of Hispanic or Latino origin?
    ☐ Yes
    ☐ No

Program information

28. What is your program's registration number? _____

Thank you for taking the time to share this information with the Iowa Quality Rating System Oversight Committee.

Your views and experiences will be included with those of many other providers to learn about providers' experiences with quality improvement supports across the state.

Appendix D. Survey development

The process of creating The "I" in QRIS Survey included a literature review search for surveys in the early childhood education literature as well as feedback from Iowa's Quality Rating System (Iowa QRS) Oversight Committee (which included nine early childhood education representatives from across the state), gathered during the project kickoff meeting in April 2014. The survey was further refined based on feedback from cognitive interviews, a state-level pilot of the survey, and additional input from the Iowa QRS Oversight Committee.

Literature review

To develop a first draft of the survey, the survey team conducted an initial search for previous surveys that measured some aspect of improvement planning in early childhood education (such as "coaching," "professional development," "mentoring," and so on) and reviewed study abstracts and articles to develop a pool of existing survey items. The survey team scanned key databases (for example, ERIC and PsycINFO) using key terms, including "QRIS," "improvement planning," "early childhood coach," "early childhood mentor," and "regional support team practices." Although initial searches of terms such as "early childhood" and "professional development" returned hundreds of hits, adding relevant terms such as "survey" narrowed the results. Most abstracts were not helpful (for example, the research projects did not include surveys or interviews on quality improvement efforts in early childhood education), but seven surveys or structured interviews were useful in drafting The "I" in QRIS Survey. Although none of these surveys was an exact match or covered all the topics in The "I" in QRIS Survey, one or more items from each of these surveys were adapted for use (appendix E describes the seven surveys).

Cognitive interviews

After the survey was developed, the survey team conducted cognitive interviews with nine early childhood education program directors in Iowa to elicit feedback about the language, comprehensibility, ambiguity, relevance, and comprehensiveness of the survey items (Beatty & Willis, 2007).

The process consisted of administering the survey questions while concurrently interviewing respondents to determine whether the questions were eliciting the information the survey team intended to collect. Using thinkaloud techniques, respondents answered the questions on the survey while saying aloud everything that they were thinking when formulating their answers. This approach revealed the cognitive processes that early childhood education program directors employed when thinking about the survey items.

State-level pilot of the survey

After the feedback from the cognitive interviews was integrated into the survey draft, the Iowa QRS Oversight Committee undertook a pilot study of the revised draft in September 2014 with a sample of 29 early childhood education program directors. After completing the survey, respondents were asked if they would provide feedback to help improve the survey (responding to the query "Yes, I'd be willing to provide feedback" or "No thank you, I'd prefer to end the survey now"). Respondents who were willing to share feedback received four follow-up questions:

1. How long did it take you to complete the survey in total (including gathering the information you needed beforehand and clicking through the online survey)?

2. Did you gather the information we listed in the email before sitting down to take the survey? If so, was it helpful?

3. In the survey we give the following definitions:

    By Coaching or Consultation, we mean a coach, specialist, or consultant who provided one-on-one support to early childhood program staff, either in person, or via the Internet, telephone, or other type of communication.

    By Training or Workshops, we mean instruction provided to a group of early childhood program staff on specific job-related topics, either in person (in a classroom or event space) or by webinar.

    Are these definitions clear? Why or why not?

4. In the survey we give the following definitions for staff roles:

    By Director or Manager, we mean nonteaching staff with a management role in the center, including center directors, assistant directors, supervisors, coordinators, specialists, or other managers who do not currently teach.

    By Teacher, we mean teaching staff with primary responsibility for their classrooms, including teachers, lead teachers, and co-teachers.

    By Assistant Teacher, we mean teaching staff with support roles in their classrooms, including assistant teachers, aides, and floating staff.

    Are these definitions helpful in answering the questions about training and coaching? Why or why not?

Of the 29 early childhood education program directors invited to participate in the pilot of the survey, 21 responded (72 percent response rate), including directors of state-funded preschool, Head Start, and privately run center- and home-based care programs. The Iowa QRS Oversight Committee and the survey team agreed on 17 edits to the survey based on the pilot data.

Final survey items

After revising the survey again, all members of the Iowa QRS Oversight Committee provided final edits and feedback, mainly to reduce the length of the survey. The survey team suggested additional revisions, which the Iowa QRS Oversight Committee ultimately approved, and both the survey team and the Iowa QRS Oversight Committee agreed on the final version of the survey.

Appendix E. Surveys and structured interviews from which items in The "I" in QRIS Survey were drawn

The "I" in QRIS Survey drew on seven surveys or structured interviews. Although no survey was an exact match or covered all the topics desired, the survey team adapted one or more items from the following surveys:

- *The Purdue University Paths to QUALITY Evaluation's Initial Survey with Child Care Providers* (Langill, Elicker, Ruprecht, Kwon, & Guenin, 2009). This study examined programs' participation in Indiana's quality rating and improvement system (QRIS), Paths to QUALITY. Paths to QUALITY is a QRIS for state-regulated Indiana early care settings, including family child care homes; licensed child care centers; and unlicensed, registered child care ministries. Purdue University researchers conducted an evaluation study to determine whether the Paths to QUALITY ratings were valid. As part of the evaluation, a stratified random sample of child care providers filled out a survey about their participation in the QRIS. The survey contained detailed questions concerning the steps that the providers took to improve the quality of their programs.

- *The National Center for Children in Poverty Early Childhood QRIS Quality Improvement Strategies* (National Center for Children in Poverty, 2009). This project collects, analyzes, and disseminates information about quality standards and quality improvement activities that are part of state QRISs. Sheila Smith, director of early childhood at the National Center for Children in Poverty, shared the structured interview that the center developed to identify quality improvement activities in QRISs.

- *The Early Head Start Family and Child Experiences* (Baby FACES) Study (U.S. Department of Health and Human Services, 2012). This study included a survey of Early Head Start programs nationwide from 2007 to 2014 that asked program directors to document their programs' management practices and services to inform planning for training and technical assistance as well as for future research.

- *The National Survey of Early Care and Education–Center-Based Provider Survey* (NORC at the University of Chicago, 2011). This survey was conducted by the U.S. Department of Health and Human Services, along with NORC at the University of Chicago, and targeted early childhood education program directors. Topics included the enrollment and characteristics of children served, staffing, prices charged, schedules of service, participation in government programs, and staff compensation and professional development policies.

- *The Early Childhood Longitudinal Study, Birth Cohort Preschool National Study: Early Care and Education Provider Interview* (Early Childhood Longitudinal Program, 2009). This study followed a birth cohort from nine months old through kindergarten. As part of this study, providers were interviewed about their early childhood education programs, the settings in which the programs were administered, the providers' backgrounds, and the children's experiences in the program.

- *The Descriptive Study of the Head Start's Early Learning Mentor Coach Grant Initiative* (Howard et al., 2013). This study included a survey of Head Start grantees that collected descriptive data about the overall approach to professional development used in Head Start, its goals and objectives, the operation of the Early Learning Mentor Coach initiative, coaching approaches and implementation, perceptions about the effectiveness of coaching, reflections about the challenges of coaching, and plans for sustaining coaching.

- *The Local Quality Improvement Efforts and Outcomes Descriptive Study* (Muenchow et al., 2013). This study, conducted for the California Department of Education, included telephone and in-person interviews with state and county agencies and organizations focused on early childhood education and focus groups with early learning program staff and parents. The study collected information about quality improvement initiatives prior to the launch of the state's Race to the Top Early Learning Challenge QRIS.

Appendix F. The "I" in QRIS Survey crosswalk

This appendix shows the content measured by each survey item in the three versions of The "I" in QRIS Survey. Table F1 maps each item to the topic measured and provides detailed information, such as item wording, the response type (and options, if applicable), the type of facility that was asked each question (center based, home based with assistants, or home based without assistants), and the categories of staff in each type of facility that each question asks about.

Table F1. The "I" in QRIS Survey crosswalk

Center-based version	Home-based with assistants version	Home-based without assistants version	Item wording	Response type (and response options, if applicable)
Item number				
Section 1. Program information				
1	1	1	Are you a center or child development home provider?	Binary
2	2	2	What is the name of your center/child development home?	String
3*	3*	3*	How many staff work for your program in each of the staff categories?	Count
Section 2. Continuing education				
4*	6*	5*	In the last 12 months, how many of each staff type were working toward any credential or degree, such as a Child Development Associate (CDA) credential, an early childhood certificate, or an associate's, bachelor's, or master's degree?	Count
5	7	6	In the last 12 months, did you or any of your staff receive a T.E.A.C.H. scholarship?	Categorical: Yes, no, not sure
Section 3. Incentives				
6	8	7	Which of the following funding sources does your center receive? Tuition paid by families	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Co-payments or fees paid by families	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Early Head Start or Head Start	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Statewide Voluntary Preschool program	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Shared Visions preschool funding	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Other funding for preschool through the Iowa Department of Education, such as Title I	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Child Care Assistance (CCA) (children receiving subsidies attend your program)	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Early Childhood Iowa (ECI) funding	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Area Education Agency (AEA) early childhood funding	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Federal Food Program (Child and Adult Care Food Program [CACFP])	Binary: Check all that apply (multiple subitems)

(continued)

Table F1. The "I" in QRIS Survey crosswalk *(continued)*

	Item number			
Center-based version	**Home-based with assistants version**	**Home-based without assistants version**	**Item wording**	**Response type (and response options, if applicable)**
6	8	7	Which of the following funding sources does your center receive? Early Childhood Special Education (including Individuals with Disabilities Act [IDEA] Parts B and C)	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Other Iowa Department of Human Services funding	Binary: Check all that apply (multiple subitems)
6	8	7	Which of the following funding sources does your center receive? Other (please specify)	Binary: Check all that apply (multiple subitems)
7	9	8	In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? Bonus payments for achieving a specific Iowa QRS rating level	Binary: Check all that apply (multiple subitems)
7	9	8	In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? Free or discounted equipment or furniture (for example, cribs, fences)	Binary: Check all that apply (multiple subitems)
7	9	8	In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? Free or discounted instructional materials (for example, books, games)	Binary: Check all that apply (multiple subitems)
7	9	8	In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? Grants to help pay for specific quality improvements	Binary: Check all that apply (multiple subitems)
7	9	8	In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? Grants or funding opportunities that require Iowa QRS participation or a minimum rating level	Binary: Check all that apply (multiple subitems)
7	9	8	In the last 12 months, did your program receive any of the following as a result of participating in Iowa QRS? Other (please specify)	Binary: Check all that apply (multiple subitems)
Section 4. New staff orientation				
8	10	na	Do you offer an orientation for new teaching staff?	Binary
9	11	na	How many hours of orientation do you provide to new staff?	Count
10	12	na	Do you use the new staff orientation videos and resources developed by Iowa State University Extension?	Categorical: Yes, no, not sure
11	13	na	Do you offer any of the following types of mentoring for new staff? Formal meeting with an experienced teacher	Binary: Check all that apply (multiple subitems)
11	13	na	Do you offer any of the following types of mentoring for new staff? Formal meeting with a professional mentor who does not work for your program	Binary: Check all that apply (multiple subitems)
11	13	na	Do you offer any of the following types of mentoring for new staff? Informal mentoring as needed by colleagues	Binary: Check all that apply (multiple subitems)
11	13	na	Do you offer any of the following types of mentoring for new staff? Other (please specify)	Binary: Check all that apply (multiple subitems)
Section 5. Coaching and consultation				
12	14	9	Have you or any of your staff received coaching or consultation in the last 12 months?	Binary
13*	15*	10*	In the last 12 months, how many staff of the following types received coaching or consultation?	Count

(continued)

Table F1. The "I" in QRIS Survey crosswalk *(continued)*

	Item number			
Center-based version	Home-based with assistants version	Home-based without assistants version	Item wording	Response type (and response options, if applicable)
14	16	11	On average, how often did coaches or consultants interact with staff?	Ordered Categorical: 1 = Once a year or less 2 = About twice a year 3 = Every couple of months 4 = About once a month 5 = About twice a month 6 = About once a week 7 = More than once a week
15	17	12	What types of coaching or consultation did staff in your program receive? In-person coaching or consultation	Binary: Check all that apply (multiple subitems)
15	17	12	What types of coaching or consultation did staff in your program receive? Online coaching or consultation (for example, video-based or Web-based modules of coaching)	Binary: Check all that apply (multiple subitems)
15	17	12	What types of coaching or consultation did staff in your program receive? Informal (for example, informal coaching that may include telephone calls, emails, or text messages between you and a coach).	Binary: Check all that apply (multiple subitems)
Section 6. Training and workshops				
16	18	13	Have you or any of your staff attended trainings or workshops in the last 12 months?	Binary
17*	19*	14*	In the last 12 months, what was the total number of hours of training or workshops completed by staff in your program?	Count
18	20	15	What types of training or workshops did staff in your program receive? In-person training	Binary: Check all that apply (multiple subitems)
18	20	15	What types of training or workshops did staff in your program receive? In-person training with some follow-up	Binary: Check all that apply (multiple subitems)
18	20	15	What types of training or workshops did staff in your program receive? Online training or webinars	Binary: Check all that apply (multiple subitems)
18	20	15	What types of training or workshops did staff in your program receive? Online training or webinars with some follow-up	Binary: Check all that apply (multiple subitems)
Section 7. Professional development topics				
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? Health and safety practices (for example, infant/ child first aid and CPR, child abuse reporting, disease control, nutrition and food preparation, playground and equipment safety)	Binary: Check all that apply (multiple subitems)
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? Child development (for example, general child development or stages of learning)	Binary: Check all that apply (multiple subitems)
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? Classroom practices (for example, instructional techniques and activities)	Binary: Check all that apply (multiple subitems)

(continued)

Table F1. The "I" in QRIS Survey crosswalk *(continued)*

| | Item number | | | |
Center-based version	Home-based with assistants version	Home-based without assistants version	Item wording	Response type (and response options, if applicable)
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? Program self-assessment	Binary: Check all that apply (multiple subitems)
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? Program management and business practices	Binary: Check all that apply (multiple subitems)
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? Family engagement or cultural competence	Binary: Check all that apply (multiple subitems)
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? QRS participation (for example, preparing for Iowa's Quality Rating System [Iowa QRS] participation; working toward higher Iowa QRS score)	Binary: Check all that apply (multiple subitems)
19*	21*	16*	Which of the following topics were covered by professional development (including trainings, workshops, coaching, or consultation) received by any staff of each type? Other topic (please specify)	Binary: Check all that apply (multiple subitems)
Section 8. Supports and barriers to quality improvement				
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Cost	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Distance and travel time	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Staff availability to take part in professional development	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Classroom coverage	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)

(continued)

Table F1. The "I" in QRIS Survey crosswalk *(continued)*

Item number				
Center-based version	Home-based with assistants version	Home-based without assistants version	Item wording	Response type (and response options, if applicable)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Availability of scholarships	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Staff turnover	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Support from management	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Availability of professional development on needed topics	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Timing and scheduling of trainings or workshops	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
20	22	17	How much do the following factors affect your program's level of participation in professional development and other quality improvement activities? Other (please describe below)	Check all that apply (multiple subitems); 1 (No effect), 2 (Small effect), 3 (Medium effect), 4 (Large effect)
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? Release time during regular work hours	Binary: Check all that apply (multiple subitems)
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? Flexible schedules	Binary: Check all that apply (multiple subitems)
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? Financial support for education or training costs	Binary: Check all that apply (multiple subitems)
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? Books and materials	Binary: Check all that apply (multiple subitems)

(continued)

Item number				
Center-based version	**Home-based with assistants version**	**Home-based without assistants version**	**Item wording**	**Response type (and response options, if applicable)**
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? Transportation reimbursement	Binary: Check all that apply (multiple subitems)
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? Cash awards or bonus payments to staff for course or degree completion	Binary: Check all that apply (multiple subitems)
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? A raise or salary adjustment based on completion of degree or credential	Binary: Check all that apply (multiple subitems)
21	23	18	In the last 12 months, have you or any of your staff received any of the following supports for professional development or higher education? Other (please specify)	Binary: Check all that apply (multiple subitems)
Section 9. Quality improvement planning and decisionmaking				
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Information from Iowa's Quality Rating System (Iowa QRS) rating process	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Quality improvement plans	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Results of monitoring visits from funding or accreditation agencies	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Recommendations from consultants, coaches, specialists, or other technical assistance providers	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Classroom observation data	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Child outcomes data	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Staff surveys	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Staff performance review results	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Specific staff requests or informal conversations with staff	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Parent surveys	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Parent committee input	Binary: Check all that apply (multiple subitems)

(continued)

Item number				
Center-based version	Home-based with assistants version	Home-based without assistants version	Item wording	Response type (and response options, if applicable)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Informal conversations with families	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Availability of trainings/training schedule	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Working with a mentor to map out professional development	Binary: Check all that apply (multiple subitems)
22	24	19	Which of the following sources of information do you use to determine your professional development needs? Other (please specify)	Binary: Check all that apply (multiple subitems)
23	25	20	Does your program have a written quality improvement plan that includes quality improvement goals and planned activities to meet those goals?	Categorical: Yes, no, not sure
Section 10. Additional information and suggestions for improvement				
24	26	21	Do you feel that your program's current Iowa QRS rating reflects the true quality of the care provided? Why or why not?	String
25	27	22	Do you have any suggestions for the state on how to increase access to quality improvement supports for your program?	String
26	28	23	Is there anything else you would like to share about the Iowa QRS?	String
Section 11. Demographics				
27	na	na	What is your role at the center? Director	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Assistant Director	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Supervisor	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Coordinator	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Specialist	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Other Manager	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Teacher	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Assistant Teacher	Binary: Check all that apply (multiple subitems)
27	na	na	What is your role at the center? Other (please specify)	Binary: Check all that apply (multiple subitems)
28	29	24	How many years of teaching experience do you have? Years	Count
28	29	24	How many years of teaching experience do you have? Months	Count
29	30	25	What is your gender?	Binary
30	31	26	What is your race? White	Binary: Check all that apply (multiple subitems)

(continued)

Table F1. The "I" in QRIS Survey crosswalk *(continued)*

	Item number			
Center-based version	Home-based with assistants version	Home-based without assistants version	Item wording	Response type (and response options, if applicable)
30	31	26	What is your race? Black or African-American	Binary: Check all that apply (multiple subitems)
30	31	26	What is your race? American Indian or Alaskan Native	Binary: Check all that apply (multiple subitems)
30	31	26	What is your race? Asian	Binary: Check all that apply (multiple subitems)
30	31	26	What is your race? Native Hawaiian or other Pacific Islander	Binary: Check all that apply (multiple subitems)
30	31	26	What is your race? Some other race (please specify)	Binary: Check all that apply (multiple subitems)
31	32	27	Are you of Hispanic or Latino origin?	Binary
Program information				
32			Is your program a licensed center?	Binary
33	33	28	What is your program's license ID or registration number?	Alphanumeric

* The survey item asked about managers, teachers, and assistant teachers in the center-based version of the survey, the survey item asked about providers and assistants for the home-based with assistants version of the survey, and the survey item asked providers in the home-based without assistants version of the survey; na is not applicable because the item was not included in the version of the survey indicated.

Source: Authors' compilation based on the surveys in appendixes A–C.

References

Beatty, P. C., & Willis, G. B. (2007). Research synthesis: The practice of cognitive interviewing. *Public Opinion Quarterly, 71*(2), 287–311.

BUILD Initiative & Child Trends. (2016). *A catalog and comparison of quality rating and improvement systems (QRIS)*. Retrieved February 2, 2016, from http://qriscompendium. org/.

Early Childhood Longitudinal Program. (2009). Early Childhood Longitudinal Program (ECLS) data information. Retrieved February 2, 2016, from https://nces.ed.gov/ecls/ birthdatainformation.asp.

Hawkinson, L. E., Faria, A.-M., Bouacha, N., Lee, D. H., & Metzger, I. (in press). *Quality improvement efforts among early childhood programs in Iowa's Quality Rating System* (REL 2016–244). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Howard, E. C., Rankin, V. E., Fishman, M., Hawkinson, L. E., McGroder, S. M., Helsel, F. K., et al. (2013). *The descriptive study of the Head Start Early Learning Mentor Coach Initiative* (OPRE Report No. 2014–5a). Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. Retrieved February 2, 2016, from http://www.acf.hhs.gov/ sites/default/files/opre/early_learning_mentor_coach_descriptive_study_final_report_ volume1.pdf.

Isner, T., Tout, K., Zaslow, M., Soli, M., Quinn, K., Rothenberg, L., et al. (2011). *Coaching in early care and education programs and quality rating and improvement systems (QRIS): Identifying promising features*. Washington, DC: Child Trends. Retrieved February 2, 2016, from http://www.childtrends.org/wp-content/uploads/2013/05/2011–35Coaching QualityImprovement.pdf.

Langill, C., Elicker, J., Ruprecht, K., Kwon, K. A., & Guenin, J. A. (2009). *Child care quality rating & improvement system for Indiana: Technical report no. 2, evaluation methods and measures*. Lafayette, IN: Purdue University, Center for Families Department of Child Development & Family Studies. Retrieved February 2, 2016, from http://www.in.gov/ fssa/files/PTQ_TechReport2_Measures.pdf.

Muenchow, S., Holod, A., Quick, H. E., Hawkinson, L. E., González, R. L., Abram, K., et al. (2013). *Local quality improvement efforts and outcomes descriptive study*. Retrieved February 2, 2016, from http://www.cde.ca.gov/sp/cd/ce/documents/localqieffortfinal report.pdf.

National Center for Children in Poverty. (2009). *Early childhood QRIS quality improvement strategies*. New York, NY: Columbia University, Mailman School of Public Health. Retrieved February 2, 2016, from http://www.nccp.org/projects/qris_pubs.html.

NORC at the University of Chicago. (2011). *The National Survey of Early Care and Education (ECE)–Center-Based Provider Survey.* Retrieved February 2, 2016, from http://www.norc.org/Research/Projects/Pages/national-survey-of-early-care-and-education.aspx.

Schaack, D., Tarrant, K., Boller, K., & Tout, K. (2012). Quality rating and improvement systems: Frameworks for early care and education systems change. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 71–86). New York, NY: Teachers College Press.

Smith, S., Robbins, T., Schneider, W., Kreader, J. L., & Ong, C. (2012). *Coaching and quality assistance in quality rating and improvement systems: Approaches used by TA providers to improve quality in early care and education programs and home-based settings.* New York, NY: National Center for Children in Poverty, Columbia University. Retrieved February 2, 2016, from http://www.nccp.org/publications/pub_1047.html.

Smith, S., Schneider, W., & Kreader, J. L. (2010). *Features of professional development and on-site assistance in child care quality rating improvement systems: A survey of state-wide systems.* New York, NY: National Center for Children in Poverty, Columbia University. Retrieved February 2, 2016, from http://nccp.org/publications/pdf/text_970.pdf.

Tout, K., Starr, R., Isner, T., Cleveland, J., Albertson-Junkans, L., Soli, M., et al. (2011). *Evaluation of Parent Aware: Minnesota's quality rating and improvement system pilot.* Minneapolis, MN: Minnesota Early Learning Foundation Research Consortium. Retrieved February 2, 2016, from https://s3.amazonaws.com/Omnera/VerV/s3finder/38/pdf/Parent_Aware_Year_4_Final_Evaluation_Technical_Report_Dec_2011.pdf.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. (2012). *Head Start Family and Child Experiences Survey (FACES).* Washington, DC: Author. Retrieved February 2, 2016, from http://www.acf.hhs.gov/programs/opre/research/project/head-start-family-and-child-experiences-survey-faces.

Yazejian, N., & Iruka, I. U. (2014). Associations among tiered quality rating and improvement system supports and quality improvement. *Early Childhood Research Quarterly, 30*(B), 255–265.

Yoshikawa, H., & Zaslow, M. (2013). *Too much evidence to ignore: New findings on the impact of quality preschool at scale.* Washington, DC: New America Foundation.

The Regional Educational Laboratory Program produces 7 types of reports

Making Connections
Studies of correlational relationships

Making an Impact
Studies of cause and effect

What's Happening
Descriptions of policies, programs, implementation status, or data trends

What's Known
Summaries of previous research

Stated Briefly
Summaries of research findings for specific audiences

Applied Research Methods
Research methods for educational settings

Tools
Help for planning, gathering, analyzing, or reporting data or research