Early Care and Education Leadership Study (ExCELS) Data User's Guide

May 2023

This page has been left blank for double-sided copying.

Early Care and Education Leadership Study (ExCELS)

Data User's Guide

OPRE Report 2023-130

May 2023

Lizabeth Malone, Ellen Litkowski, Brett Eiffes, Davis Straske, Scilla Albanese, Yange Xue, Katie Gonzales, Reggie Gilliard, Elisabeth Appel, and Gretchen Kirby

This documentation and other reports sponsored by the Office of Planning, Research, and Evaluation are available at www.acf.hhs.gov/opre.

Connect with OPRE

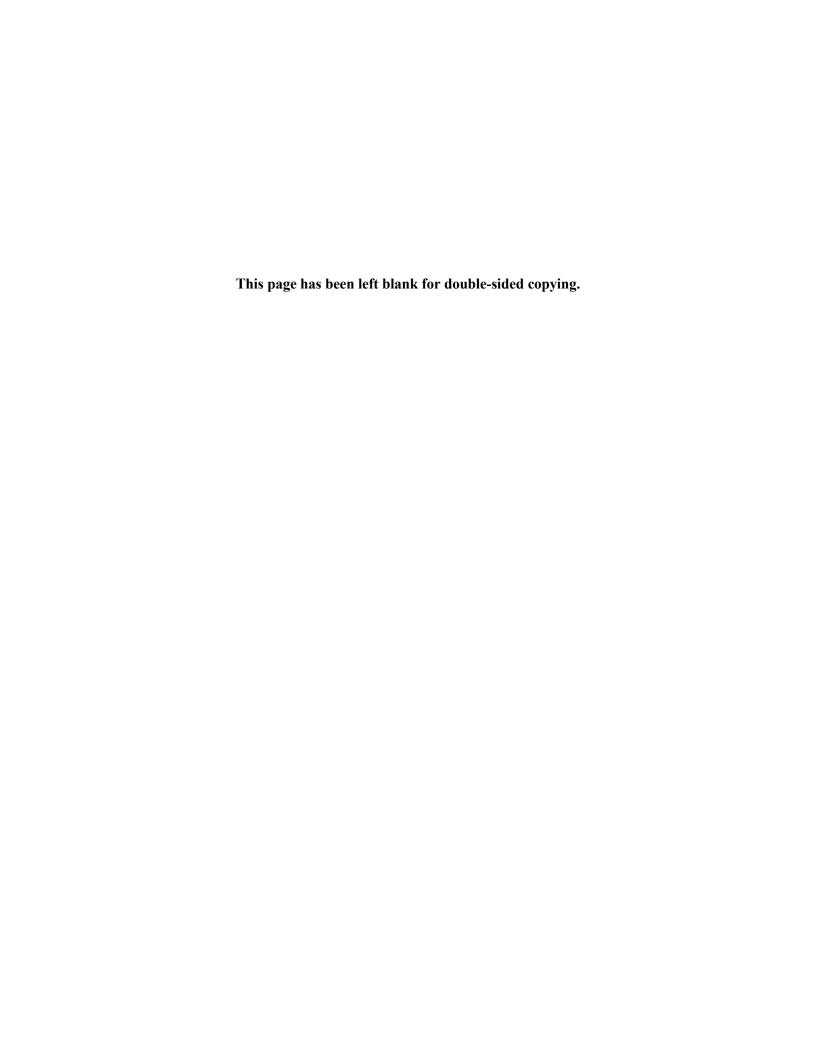**This page has been left blank for double-sided copying**

Acknowledgements

This page has been left blank for double-sided copying.

Contents

Contents

Exhibits

Exhibits

Early Care and Education Leadership Study (ExCELS) Data User's Guide

The Early Care and Education Leadership Study—ExCELS, for short—featured a descriptive study that was the basis for developing a new measure of leadership in center-based early care and education settings. This user's guide provides information to support researchers who are conducting secondary analysis with the descriptive study data. Researchers may learn more about the ExCELS leadership measure in the ExCELS technical report (Kirby et al. forthcoming), which explains the measure's development and psychometric analyses that demonstrate its reliability and validity. This user's guide begins with guidelines for working with the ExCELS data, an overview of the guide, key terms used throughout the guide, and a list of acronyms for reference.

Guidelines for ExCELS data users

We recommend that users follow these key steps when working with the ExCELS data:

1. Before analyzing any data, review this user's guide for the following:
   - The **research questions** that the study was designed to examine
   - The **sampling approach** for the study
   - The **instruments used to collect data and the content** gathered in data collection
   - The **codebooks** for the data files
   - The available **composite variables**
2. Review the instruments to understand how questions were posed to study participants
3. Review survey skip patterns to understand what questions were and were not asked of participants based on their responses to earlier questions

In this guide, data users will find the following information:

- Chapter I presents an overview of the ExCELS descriptive study, including its theory of change, research questions, and key study features.

- Chapter II describes the study's sample and recruitment process.

- Chapter III explains the study's data collection instruments and procedures, response rates for each instrument, and work done to prepare data for analysis and archiving.

- Chapter IV outlines the data file content and structure of the three restricted-use ExCELS data files.

- Chapter V provides details on key composite variables that combine responses from more than one survey item.

- Appendix A includes the study instruments, which are annotated with variable names to identify the survey data.

- Appendix B shows the leadership item crosswalk, for alignment across center manager and teaching staff surveys.

- Appendix C details changes to variables to protect respondent privacy.

A separate volume—the ExCELS Data User's Guide: Supplemental Volume with Data File Codebooks—contains data file codebooks, with variable names and labels, values, and descriptives such as means or frequencies.

Key measurement terms

In this data user's guide, we use a set of measurement terms with definitions of those terms listed in the box below.

Term	Definition
Item	An individual survey question that captures a distinct piece of information on a certain topic
Construct	An idea, underlying theme, or topic measured by related items
Scale	A composition of items that represent a similar construct or related constructs (that hold together conceptually)
Score	A number calculated from responses to sets of items that comprise a scale or set of scales
Element	One of the three key concepts of leadership that we are measuring—that is, who leaders are, what individuals bring to leadership, and what center staff do as leaders
Component	A piece of the theory of change. Components of the ExCELS theory of change are shown in the same color.
Measure	The complete set of surveys and scores we will use to collect and interpret information about leadership in center-based early care and education settings across the key elements
Composite variable	Variables that combine responses across more than one survey item

List of acronyms

CCDF	Child Care and Development Fund
ECE	Early care and education
ExCELS	Early Care and Education Leadership Study
FACES	Head Start Family and Child Experiences Survey
ICHQ	Assessing the Implementation and Cost of High Quality Care and Education
L.E.A.D.	Leadership Education for Administrators and Directors
NAEYC	National Association for the Education of Young Children
NSECE	National Survey of Early Care and Education
NCES	National Center for Education Statistics
OPRE	Office of Planning, Research, and Evaluation
PSL	Primary site leader
QRIS	Quality Rating and Improvement System
SOC	Survey Operations Center
SSLP	Staffing structure and leadership positions

I. Overview of the ExCELS Descriptive Study

Leadership is widely recognized as an essential driver of organizational performance and improvement. Little is known, however, about who participates in leadership in center-based early care and education (ECE) settings (that is, settings serving children from birth through age 5, not yet in kindergarten)[1] or about the role of leadership in improving quality and outcomes for staff and children. Information also is lacking on how to define key constructs associated with leadership and the activities that demonstrate leadership.

The Early Care and Education Leadership Study (ExCELS) has three aims:

1. To fill the definitional and measurement gaps to understand what leadership looks like, as defined by who participates in leadership in center-based ECE settings and the ways in which leaders can improve quality experiences for children in those settings
2. To develop a new measure of ECE leadership
3. To identify actionable leadership development initiatives and methods of evaluating them

The foundational work of ExCELS—a literature review (Kirby et al. 2021) and compendium of existing measures (Malone et al. 2021) of leadership, which were part of the first aim—helped identify constructs of ECE leadership in center-based settings that were important to measure and test because they likely contributed to positive outcomes for staff, center quality, and families and children. This work helped us develop a theory of change for ECE leaders (formal and informal) as agents of quality improvement. A review of leadership development programs (Douglass and Kirby 2022) explored this further, in support of the third aim.

To meet the second aim, we developed an item set comprising key constructs of ECE leadership hypothesized to have positive associations to outcomes in the ExCELS theory of change. In 2022, we tested the item set in surveys collected as part of the ExCELS descriptive study. We used the findings from the descriptive study to identify the strongest items to create a technically sound measure of ECE leadership. The ExCELS technical report (Kirby et al. forthcoming) describes the measure's development and the psychometric analyses demonstrating its reliability and validity. In this chapter, we define the leadership constructs (or ideas, underlying themes, and topics) within the context of what can influence ECE leadership and what ECE leadership can influence.

We present a brief profile of the ExCELS leadership measure developed, with further details on survey topics and scores in later chapters. The ExCELS leadership measure features two sets of survey items— one for center managers and one for teaching staff—drawing on the theory of change that a broad range of individuals may be involved in leadership. Leadership, through this view, includes formal manager roles and extends to teaching staff who might hold a formal role in center operations or supervision, or who engage in leadership informally through their actions to contribute to decision making or to influence change and quality improvement. Center managers report on themselves for each of the three elements. Teaching staff report on themselves for each of the three elements and also provide their perspective on what center managers do as leaders.

---

[1] In the remainder of this User's Guide, we refer to children age 5 to indicate those who are not yet in kindergarten.

The ExCELS Leadership Measure

Content: Who leaders are, what individuals bring to leadership, and what center staff do as leaders

Respondents: Center managers and teaching staff

Data source: Self-administered surveys, with 54 items for center managers and 62 items for teaching staff

Report level: Self-reports by center managers and teaching staff; teaching staff also report on center management

Scores available: 9 scores

- 2 scores on who participates in leadership as part of who leaders are (center manager self-report and teaching staff self-report)

- 2 scores on what individuals bring to leadership (center manager self-report and teaching staff self-report)

- 5 scores on what center staff do as leaders (2 for center manager self-report, 2 for teaching staff report on center management, and 1 for teaching staff self-report).

Reliability: Meets minimum acceptability ratings (0.70)

Validity: Construct and concurrent validity information available

Level of Measure: Center level (individual-level scores available on data file)

For more information on measure reliability and validity, see the ExCELS technical report (Kirby et al. forthcoming)

A.   The ExCELS theory of change

The ExCELS theory of change defines the concept of leadership and hypothesizes the influences on and the influence of ECE leadership for quality improvement (Douglass, Kirby, & Malone 2023). It was informed by the ExCELS literature review that documented what is known about leadership from the research literature in ECE as well as other related fields (Kirby et al., 2021). We used the theory of change to guide the design of the data collection and analysis in the descriptive study.

There are three main components to the ExCELS theory of change: 1) what can influence ECE leadership, 2) what leadership looks like in center-based ECE settings, and 3) what ECE leadership can influence (see Exhibit I.1, from left to right). Each of these components list the constructs that, according to the research, might be important because of their influence on, contribution to, or their resulting outcome of leadership.

Exhibit I.1. Theory of change of ECE leadership for quality improvement

What can influence ECE leadership

What leadership looks like in center-based ECE settings

What ECE leadership can influence

Community, state, and national context
- Value placed on the importance of ECE for children
- Community involvement in ECE
- Economic conditions and workforce supply

Center characteristics
- Staffing structure
- Size (number of children served)
- Part of a larger program or organization
- Funding mix and related regulations and standards
- Child, family, and staff demographics

Human capital that leaders bring
- Education, experience, credentials

Policy, regulatory, and fiscal infrastructure
- Program policies based on state/local funding context
- Oversight and influence of larger organization/agency
- Funding for additional services/supports

External professional development and workforce supports
- Access to training and professional and leadership development opportunities
- Access to mentors and ongoing supports
- Leadership standards for ECE

What happens in the center

Leaders build relational coordination

Who leaders are

What teaching staff do as leaders

What center managers do as leaders

What center managers bring

What teaching staff bring

Relational coordination cultivates distributed leadership

Center culture, climate, and communication
Culture of respect, shared growth, and learning; collaboration among staff; family relationships

Who participates in decision-making, change, and improvement

Center structures and staff supports
Training and professional development; collaborative planning time; conflict resolution; accountability structures

Center practices
Operational procedures and policies; regular assessment of program, classroom, and children; family engagement

Improved child and family outcomes
- Cognitive development
- Social-emotional development
- Physical health and well-being
- Approaches to learning, executive function
- Family involvement in children's learning

ECE center quality outcomes
- Positive teacher-child interactions
- Positive learning environment
- Strong staff skills and practice for teaching and caregiving

Staff outcomes
- Motivated, engaged staff
- Retention of highly qualified staff
- Positive psychological well-being and mental health

ECE = early care and education.

The theory of change reflects the hypothesis that a leadership construct comprises three parts:

1. **Who leaders are in center-based ECE settings** includes the formal roles that can be identified by job title and administrative oversight responsibilities and participation in decision-making that can influence change and quality improvement. Center manager leaders include the primary site leader (PSL) and other people who hold formal responsibility for overseeing administrative, operational, and instructional activities within an ECE center. The participation of teaching staff and families in decision-making is what can make distinctions among centers in who leaders are that can lead to good outcomes. **Who participates in leadership** is defined as the influence and contribution of teaching staff and families on center operations and improvement. Teaching staff and families can contribute to decision-making alongside formal managers, regardless of the management structure of a center.

2. **What individuals bring to leadership** is defined as the education, training, experience, and values and beliefs about ECE that individuals (center managers and teaching staff) either bring to their leadership or develop over time.

3. **What center staff do as leaders** is defined as the actions center managers and teaching staff take and the practices they pursue to promote quality and positive outcomes for staff, families, and children. These practices include a range of responsibilities related to managing center operations; guiding the educational program and instructional practice; and creating an environment that encourages positive communication and fosters respect among all staff, families, and children.

> **Primary site leader (PSL):** Staff person responsible for oversight and management of day-to-day operations
>
> **Center managers:** Staff who hold formal responsibility for overseeing administrative, operational, or instructional activities within an ECE center
>
> **Teaching staff:** Staff who provide education and care to children in the classroom, including lead, head, or co-teachers and assistant teachers
>
> **Leadership:** The combination of center manager and teaching staff leaders that exist within an ECE center, and the contributions of families to decision-making, change, and improvement

The ExCELS study surveys contain items aligned with these three parts (or elements) of leadership. Items about who leaders are capture information about leadership roles, perceptions of leadership, and who participates in decision making about the care and education of young children. Items about what individuals bring to leadership gather details about respondents' (1) education, experience, and credentials and (2) values and beliefs related to the care and education of young children and operations of the center. Items about what center staff do as leaders ask center staff about practices to create, foster, or sustain (1) instructional quality practices that promote, facilitate, and enable high-quality teaching and classroom quality; (2) relational coordination within the center to create and sustain a culture of respect, collaboration, and continuous learning; (3) relational coordination practices beyond the centers that promote family and community partnerships; (4) strategic vision, planning, and learning practices that establish and implement a shared strategic vision; and (5) organizational and fiscal operations and performance management practices that establish and manage consistent, efficient organizational structures, operations, and performance management.

In support of developing the measure, the descriptive study gathered information on components beyond what leadership looks like in center-based ECE settings as hypothesized in the theory of change. The ExCELS literature review also shed light on certain pathways in the theory of change through which leadership could be influential in achieving positive outcomes for staff, families, and children. In particular, the connection between leadership and the center climate, workplace relationships, and communication might be potential mechanisms by which leadership influences outcomes. Central concepts from the literature that build this connection include (1) relational coordination, which is defined as shared goals, shared knowledge, mutual respect, and high-quality communication among center managers, teaching staff, other center staff, and families, and (2) distributed leadership, which is defined as leadership that recognizes behaviors or actions rather than job title or formal position alone and involves the PSL and a range of staff—including teaching staff—in learning, decision-making, and planning and implementing change for improvement.

The theory of change also presents the external factors that might influence how ECE leadership is structured and what leaders are able to do and achieve in center-based settings. These factors are presented in Exhibit I.1 (on the left side) to include the broad national, state, and community contexts; the center characteristics; the human capital that leaders bring; the policy, regulatory, and fiscal infrastructure; and the professional development and workforce supports that are part of systems external to the center. The potential outcomes that ECE leadership might influence, including staff, center quality, and family and child outcomes appear on the far right of Exhibit I.1. Each box of influences and outcomes lists constructs that the research suggests might be important to understand better because of their influence on, contribution to, or resulting outcome of leadership.

B. Purpose of the ExCELS descriptive study

The goals of the descriptive study were to (1) establish a measure of ECE leadership that meets standards for reliability and validity to support its intended use and (2) examine empirical support for the associations among key constructs and outcomes in the theory of change of ECE leadership for quality improvement. The descriptive study collected data to address four research questions in support of those goals. Exhibit I.2 presents the research questions along with the study goals each question addressed. The research questions focused on understanding the three key elements that define what leadership in center-based ECE settings looks like: (1) who leaders are, (2) what individuals bring to leadership, and (3) what center staff do as leaders. The questions also examined the formal leadership structure and the hypothesized pathways for how leadership may influence outcomes through a center's culture, climate, and communication.

Exhibit I.2. Research questions for the ExCELS descriptive study and goals they addressed

Research question (RQ)	Goal 1: Develop a new measure of ECE leadership	Goal 2: Examine associations among key components and outcomes
RQ1. How can we develop a technically sound summary of leadership at the center level across three elements—who leaders are (whether formal or informal), what individuals bring to leadership, and what center staff do as leaders—while reflecting the perspectives of managers and teaching staff?	X	
RQ2. What does leadership look like in center-based ECE settings across the three leadership elements? How does it vary by staff and center characteristics?	X	
RQ3. What is the staffing structure of formal leadership roles? How does this formal structure relate with the three leadership elements?	X	
RQ4. Is there empirical support for the associations among the leadership elements and a center's culture, climate, and communication and staff outcomes?	X	X

ECE = early care and education.

C. Overview of key features of the ExCELS descriptive study

The descriptive study included a purposive sample of 132 ECE centers from four states, which were selected to achieve the variation that was critical for psychometric analyses of the new measure and for assessing the hypothesized associations in the theory of change. The study focused on ECE centers serving children from birth

> **Center** is defined as a specific physical location where early care and education is delivered to children from birth through age 5 in at least two classrooms.

through age 5 who were supported by CCDF subsidies and/or Head Start grants. To build a measure of ECE leadership, we conducted data collection within centers with PSLs (the center manager with oversight of day-to-day operations), other center managers, and all teaching staff (Exhibit I.3).

The data collection activities noted above corresponded to key components in the theory of change (Exhibit I.4). During the engagement and staffing structure interviews with PSLs, we collected information on the characteristics of each center included in the descriptive study. Items for the three leadership elements were included as part of the ExCELS descriptive study surveys for center managers and teaching staff. To explore center-based ECE leadership's pathways of influence on outcomes, we used a validated measure for teaching staff to assess their center's culture, climate, and communication. We collected information on outcomes as part of the surveys administered to center managers and teaching staff, drawing on existing tested survey items or measures.

Exhibit I.3. Summary of the ExCELS descriptive study features

Sample	• Four states selected to ensure variation in ECE policy and regulatory infrastructure
	• Across the four states, 132 ECE centers served children from birth through age 5, with at least 20 percent of center funding from Head Start and/or CCDF and varying in center size based on the number of all children enrolled in the center
	  – 62 served children who received CCDF subsidies
	  – 33 were Head Start centers
	  – 37 served children with a mix of Head Start funding and CCDF subsidies[a]
	• Across 122 ECE centers that participated in all data collection activities
	  – 202 center managers (an average of two per setting, including the PSL)
	  – 962 teaching staff

Data collection activities	• Center recruitment interview with primary site leader • Center engagement interview with primary site leader • Staffing structure and leadership positions interview with primary site leader • Center manager survey for primary site leader and other center managers (web with paper option) • Teaching staff survey for lead, head, and co-teachers and assistant teachers (web with paper option)

CCDF = Child Care and Development Fund; ECE = early care and education.

[a] Mixed-funding centers received both CCDF and Head Start funding, with at least one type of funding reaching at least 20 percent of their revenue (or percentage of children for CCDF).

Exhibit I.4. Summary of information collected in the ExCELS descriptive study, by component and source and instrument

Component from theory of change	Source and ExCELS instrument
Center characteristics	Existing survey items collected in • Center engagement interview • Staffing structure and leadership positions interview
Leadership elements • Who leaders are • What individuals bring to leadership • What center staff do as leaders	ExCELS newly developed measure collected within • Center manager survey • Center teaching staff survey
Center culture, climate, and communication	Validated teaching staff measure[a] (The Essential 0-5 Survey; Ehrlich et al. 2018) collected in • Center teaching staff survey
Outcomes • Job satisfaction • Staff well-being and mental health • Teaching staff reports of family involvement • Center-level staff retention	Existing survey items or validated measures collected in • Center manager and/or teaching staff surveys • Staffing structure and leadership positions interview (center-level outcome)

[a] Validated surveys of center management were not identified for this component.

This page has been left blank for double-sided copying

II. Study Sample and Recruitment

To recruit our sample for the ExCELS descriptive study, we used a multistep, purposive sampling approach that began at the state level and moved systematically to the center and staff levels. In this chapter, we begin with a brief description of the states that we sampled centers from. We then focus on the center selection and recruitment process and lastly on the identification of center staff to participate in data collection activities. Exhibit II.1 presents an overview of the recruitment and data collection process—starting with recruiting centers, then conducting engagement interviews with primary site leaders (PSLs) to confirm eligibility, and finally identifying center managers and teaching staff to participate in data collection. Chapter III further details the data collection activities.

Exhibit II.1. Overview of recruitment and data collection process

ECE = early care and education; SSLP = staffing structure and leadership positions.

A. Characteristics of states

We selected four states—California, Indiana, North Carolina, and Pennsylvania—to sample centers for the descriptive study. Focusing the sample in these four states supported a sufficient number of within-state samples that would vary on center characteristics. Our goal was to conduct the study in states with early childhood education (ECE) environments that had the best potential for promoting and supporting center leadership but that varied in child care regulatory context, supports for ECE access and quality, and geographic region.

We selected the four states by using the following criteria:

- **Strength of administrator qualifications in licensing, credentialing, and Quality Rating and Improvement System (QRIS) criteria.** We measured this as of June 2018 by using the policy levers scores developed by the Leadership Education for Administrators and Directors (L.E.A.D.) Early Childhood Clearinghouse (Abel et al. 2018). These policy levers provide information on the potential for improving the early childhood leadership workforce and state standards and programs. Each policy lever was scored by examining statewide policies against a multiple-indicator rubric, with a

possible range of 0 to 10. A higher score represents better supports for leadership standards. We focused on the scores for three of the five L.E.A.D. levers:[2] (1) administrator qualifications reflected in child care licensing, (2) administrator credential qualifications, and (3) administrator qualifications reflected in QRIS. To be included in the ExCELS descriptive study, a state needed a minimum score of 5 in any of the three levers, which would indicate attention to setting or promoting minimum qualifications for administrators in some manner, or a score of at least 4 in all three levers.

- **Funding to support access and quality.** We based this on the percentage of the market rate at which Child Care and Development Fund (CCDF) subsidy reimbursement rates were set and whether the state offered tiered reimbursement rates (that is, increasing rates for higher levels of QRIS ratings). Data from the National Survey of Early Care and Education (NSECE) and the CCDF Policies Database suggest that center quality—as measured by six indicators of quality such as staff turnover, use of a standardized curriculum, financial support for staff professional development—is higher in states with higher reimbursement rates (Greenberg et al. 2018). Subsidy reimbursement rates could indicate the ability of CCDF-funded centers to invest in quality or leadership. We wanted to select states that varied in the payment of CCDF subsidies, as represented by the percentage of the market rate at which rates were set in 2018 (Tran et al. 2019). We selected states with a mix of high and low reimbursement rates that varied on whether they provided higher reimbursements to centers with higher QRIS ratings, or tiered reimbursement rates.

- **Stringency of licensing requirements as minimum standards for quality to reflect the regulatory environment.** We measured this by using the 11 program benchmarks for child care centers from Child Care Aware 2013. Child Care Aware ranked states based on the relative strength of their licensing requirements for staff credentialing and training, child-to-adult ratios, group size, health and safety practices, and other criteria (Child Care Aware of America 2013). States with more stringent licensing requirements ranked at or near the top, while states with less stringent requirements ranked at or near the bottom (for example, a state with a ranking of 2 had more stringent requirements than a state with a ranking of 12).

- **Geographic diversity.** We based this on four census-defined regions of the country.

Exhibit II.2 displays how the four states differed on these selection criteria.

---

[2] The remaining two L.E.A.D. levers are principal licensure and administrator qualifications in state prekindergarten programs.

Exhibit II.2. States included in the ExCELS descriptive study, by selection criteria

State	L.E.A.D. lever scores				CCDF subsidy reimbursement rates			Child Care Aware licensing requirements stringency ranking[a] (#)	Census-defined region
	Administrator qualifications in child care licensing (score of 0–10)	State administrator credential (score of 0–10)	Administrator qualifications in QRIS (score of 0–10)	Sum of three lever scores	Percentage of market rate for infants (6 months)	Percentage of market rate for 4-year-olds (48 months)	Offers tiered reimbursement rates (yes, no)		
California	3	4	9	16	75%	75%	No	50	West
Indiana	5	0	2	7	23%	27%	Yes	12	Midwest
North Carolina	1	2	7	10	75%	75%	Yes	21	South
Pennsylvania	5	6	6	17	18%	17%	Yes	22	Northeast

Source: L.E.A.D. lever scores (Abel et al. 2018); CCDF subsidy reimbursement rates (Tran et al. 2019); Child Care Aware rankings (Child Care Aware of America 2013).

[a] Rankings were based on all 50 states, the District of Columbia, and the Department of Defense. We reviewed current group size and child-to-adult ratios by state on the Early Childhood Training and Technical Assistance System, as a check on relative state rankings. Two of the four states improved group size and ratios at the time of state selection. These states were in the middle and at the lowest end of the Child Care Aware rankings. Across the four states, changes that may have occurred in the rankings since 2013 would still provide a range of more and less stringent states.

CCDF = Child Care and Development Fund; L.E.A.D. = Leadership Education for Administrators and Directors; QRIS = Quality Rating and Improvement System.

To capture variation in quality, we also considered state QRIS participation—that is, the number of licensed centers participating in QRIS and the distribution of centers across levels of quality.

B. Center selection and recruitment

Across the four states, we aimed to recruit at least 120 centers for the study. Our purposive sample focused on centers funded by Head Start[3] or CCDF that were located in urban and suburban areas. We defined a center as a specific physical location with at least two classrooms primarily providing ECE services for children from birth through age 5. As described further in this section, we conducted varying levels of outreach to over 3,000 centers to ultimately identify 132 eligible, participating centers.

1. Sample list and selection criteria

Once the four states—California, Indiana, North Carolina, and Pennsylvania—were selected, we built sample lists of ECE centers. We identified Head Start centers from the Head Start Enterprise System[4] and pulled information from public websites about community-based centers that accepted CCDF funding in Indiana, North Carolina, and Pennsylvania. We worked with the Early Learning and Care Division of the California Department of Education to obtain a list of centers in that state, focusing on a subset of urban and suburban areas. Sample lists included physical addresses and phone numbers for all centers, with email addresses and operating hours for some centers. The lists included 3,974 centers to consider for sampling.

We prioritized centers to sample for recruitment based on two primary characteristics:

1. **Funding sources.** The existing lists provided us information on the type of funding source. We confirmed the funding type and gathered more information on the level of funding. We defined centers eligible for the descriptive as: (1) CCDF centers that had at least 20 percent of their children receiving CCDF subsidies or that received at least 20 percent of their revenue from CCDF and no Head Start funding, (2) Head Start centers that received at least 20 percent of their revenue from Head Start and no CCDF funding, or (3) mixed-funding centers that received both CCDF and Head Start funding, with at least one type of funding reaching at least 20 percent of their revenue (or percentage of children for CCDF).

2. **Center size.** Our sample ranged in center size based on the number of all children (birth through school-age) enrolled in the center. We used three size categories for recruitment monitoring: (1) small centers serving 25 or fewer children, (2) medium centers serving more than 25 but fewer than 75 children, and (3) large centers serving 75 or more children.

Our final sample included 132 centers with a range in funding source and center size across the four states (see Exhibit II.3).

---

[3] Head Start funding includes grants to support Early Head Start or preschool Head Start services.

[4] Before recruitment outreach, we confirmed the status of Head Start centers by contacting Head Start regional program managers who oversaw programs in our geographic areas of focus.

Exhibit II.3. Number of centers recruited, by state, funding source, and size

	State 1 [a]	State 2 [a]	State 3 [a]	State 4[a]	Total
Total participating centers	**37**	**39**	**28**	**28**	**132**
CCDF[b]	**18**	**15**	**19**	**10**	**62**
Large (75 or more children)	8	2	9	0	19
Medium (26 to 74 children)	9	10	8	6	43
Small (25 or fewer children)	1	3	2	4	
Head Start[c]	**5**	**14**	**4**	**10**	**33**
Large (75 or more children)	0	1	2	1	4
Medium (26 to 74 children)	4	9	2	7	29
Small (25 or fewer children)	1	4	0	2	
Mixed[d]	**14**	**10**	**5**	**8**	**37**
Large (75 or more children)	7	2	0	5	14
Medium (26 to 74 children)	6	6	4	3	23
Small (25 or fewer children)	1	2	1	0	

Source: SharePoint recruitment tracker for ExCELS.

Note: Center size reflects enrollment for children from birth through school-age.

[a] Numbering of states does not align with the order listed in the section above. States are deidentified to protect the identity of specific centers.

[b] In CCDF centers, at least 20 percent of children received CCDF subsidies or the centers received at least 20 percent of their revenue from CCDF and no Head Start funding.

[c] Head Start centers received at least 20 percent of their revenue from Head Start and no CCDF funding.

[d] Mixed-funding centers received both CCDF and Head Start funding, with at least one type of funding comprising at least 20 percent of revenue (or percentage of children for CCDF).

CCDF = Child Care and Development Fund.

2. Center recruitment

Recruitment for ExCELS took place from February through July 2022, conducted by a team of 25 study liaisons—that is, trained Mathematica staff who served as points of contact between the ExCELS team and the centers. Liaisons were responsible for recruiting centers and conducting data collection activities with them, including the engagement and staffing structure and leadership positions (SSLP) interviews that gathered information about the center and collected the teaching staff roster. During recruitment, liaisons described the study and offered a $150 honorarium to participating centers in recognition of the time the PSL spent on the study's data collection activities. Recruitment activities began with a mass mailing to all potential centers. Liaisons then conducted individualized recruitment through targeted, center-specific emails and follow-ups by phone and email.

- **Mass mailings.** In March 2022, we mailed study materials (including a study brochure, fact sheet, and signed letter of support from the Office of Head Start and Office of Child Care) via the U.S. Postal Service to 1,980 Head Start and community-based centers on our initial recruitment sample list.[5] We started with a large list based on previous experience recruiting ECE centers (such as

---

[5] We reached out to Head Start program directors first to invite their centers to participate in ExCELS.

Assessing the Implementation and Cost of High Quality Care and Education [ICHQ]) that required on average outreach to 10 centers for 1 center that agreed to participate and completed all data collection activities. This previous work occurred prior to the COVID-19 pandemic, and we found that we required additional centers to reach the ExCELS sample goals. In May 2022, we added another 1,529 centers to the recruitment sample and mailed them the study materials. As part of the mass mailings, we let centers know we would be reaching out to selected centers soon and that they could contact the study team directly if they were interested in participating. Thirty-eight centers contacted the study team directly to proceed through the next stages of recruitment.

- **Individualized center recruitment.** After the mass mailings, the liaisons worked through a batch of 200 to 500 centers at a time before adding additional batches based on the number of centers recruited. Liaisons first emailed centers study materials that included the liaisons' direct contact information. They then followed a two- to four-week outreach protocol for phone and email follow-ups. The protocol called for a two-week outreach window for stand-alone centers and a four-week outreach window for centers embedded within or affiliated with a larger organization, such as a Head Start program grantee, franchise, or multisite organization, where approval may be needed from that larger organization. Liaisons responded to center questions or concerns in participating to minimize burden on the center and its staff. If a center had not proceeded to engagement by the end of the outreach window, the liaisons moved to a new batch of centers to recruit.

As part of recruitment, liaisons had some level of individualized outreach with over 3,000 centers—almost 1,300 never resulted in contact and about 1,300 declined to participate (including centers noting time or staffing constraints, a larger organization declining for all its centers, or centers being closed for the summer). Liaisons conducted 296 recruitment calls to review all study details over the phone with a PSL. Those expressing interest then moved to the next stage: engagement to determine eligibility of centers.

a. Center engagement

After center recruitment, liaisons conducted a brief interview with the PSL to determine each center's eligibility to participate in the study. The interview included a series of close-ended survey questions with the following goals:

1. To collect center characteristics, including ages of children enrolled, center size, funding sources, whether the center was embedded in a larger organization or chain, and staff participation in leadership training or initiatives

2. To confirm the center's eligibility to participate in the study (Exhibit II.4), based on the center characteristics we collected

As part of the recruitment process, the liaisons conducted 215 engagement interviews that identified 154 eligible centers. The recruitment leadership team reviewed each completed engagement interview to verify its accuracy and confirm the center's eligibility. This review process ensured that the center characteristics had been recorded correctly and that the liaison had correctly interpreted the center's eligibility to participate. Among eligible centers, 132 participated in data collection.

Exhibit II.4. ExCELS eligibility requirements

Criteria
Receives at least 20 percent of funding from Head Start or CCDF
At least two classrooms serve children from birth through age 5 (not yet in kindergarten)
Does not operate in public school system or, if it does, has someone that oversees center operations who is distinct from and does not report to the principal or school administrator
Operates a full-day program[a]
A maximum of three centers from the same umbrella organization with the same characteristics (size and funding); up to two additional centers (total of five) from the same umbrella organization if at least one characteristic differs
No centers from the same umbrella organization may have the same PSL

[a] Full-day programs provided care across the day, beyond just mornings or just afternoons (part-day care) or before or after school care.

CCDF = Child Care and Development Fund; PSL= primary site leader.

Exhibit II.5 depicts the final recruitment status for the contacted centers. Exhibit II.6 shows the characteristics of centers in the sample.

Exhibit II.5. Final recruitment status of the centers contacted

Status	Number of centers
Total centers	**3,509**
Mass mailing only (no further contact attempts made)	107
Individualized center recruitment after mass mailing	3,402
Exhausted outreach attempts	1,287
Attempted contact but never reached anyone at the center	*543*
Made an initial contact, but never reached a decision maker	*744*
Declined to participate	1,309
Hard refusal	*570*
Soft or passive refusals[a]	*717*
Recruited but withdrew before completing the SSLP interview	*22*
Outreach or recruitment put on hold[b]	160
Ineligible[c]	514
Eligible and participating	132

Source: SharePoint recruitment tracker for ExCELS.

[a] After initially reaching the primary site leader (PSL), center declined to participate because of scheduling or other temporary issue, or the center stopped being cooperative.

[b] Center outreach or recruitment was put on hold when there were enough centers with the same key characteristics or because the recruitment window closed before the protocol could be completed.

[c] Centers were considered ineligible under the following circumstances: operated a part-time program only, confirmed to be a public school–based program, had fewer than two classrooms serving children from birth through age 5 (not yet in kindergarten), or did not meet funding requirements. Eligibility was determined during the engagement interview with the primary site leader or through information from online searches or initial recruitment calls.

SSLP = staffing structure and leadership positions.

Exhibit II.6. Characteristics of centers in the ExCELS sample

Characteristic	Percentage[a]
Urbanicity[b]	
Urban	67
Suburban	33
Center size (child enrollment from birth through school-age)	
Small (25 children or fewer)	16
Medium (26 to 74 children)	56
Large (75 children or more)	28
Profit status	
For profit	34
Not for profit	66
Embedded in a larger organization	
Yes, part of a larger organization	57
No, independently owned and operated	43
Funding source[c]	
CCDF	47
Head Start	25
Mix of CCDF and Head Start	28
Indicator of center quality (defined by QRIS rating and accreditation)[d]	
High	76
Not high	24
Age groups of children served	
Infants and toddlers only (birth to age 3)	11
Infants, toddlers, and preschoolers (birth through age 5, not yet in kindergarten)	71
School-age child care also (among centers serving infants, toddlers, and preschoolers)	33
Preschoolers only (ages 3 through 5, not yet in kindergarten)	17
School-age child care also (among centers serving preschoolers only)	13

Source: Data collected for ExCELS, engagement interview, March through July 2022.

Note: The table is based on data reported by the primary site leader who completed the engagement interview in all 132 centers; there was no item-level missing data. The primary site leader is the person in the building responsible for oversight of all that happens in the center on a daily basis.

[a] Percentages are rounded to the nearest whole number.

[b] We used the National Center for Education Statistics (NCES) locale classification to identify centers in urban and suburban areas. The NCES locale classification relies on standard urban and rural designations defined by the U.S. Census Bureau and categorizes U.S. territory into four types of areas: city, suburban, town, and rural.

[c] CCDF centers were defined as those with at least 20 percent of children receiving CCDF subsidies or those receiving at least 20 percent of their revenue from CCDF and no Head Start funding. Head Start centers were defined as those receiving at least 20 percent of their revenue from Head Start and no CCDF funding. Mixed-funding centers were defined as those receiving both CCDF and Head Start funding, with at least one type of funding reaching at least 20 percent of revenue (or at least 20 percent of children for CCDF).

[d] High quality was defined as having either a high QRIS rating or being accredited by the National Association for the Education of Young Children (NAEYC), the Council on Accreditation, the National Early Childhood Program Accreditation, or another accrediting organization. We categorized centers into high QRIS ratings based on the

Exhibit II.6 (*continued*)

requirements for the different levels in each state. We included the top one or two rating levels in the high category, depending upon the total number of rating levels and the definitions of high quality set by each state. The high QRIS category included California centers with ratings of 4 or 5, Indiana centers with ratings of 3 or 4, North Carolina centers with a rating of 5, and Pennsylvania centers with a rating of 4.
CCDF = Child Care and Development Fund; QRIS = Quality Rating and Improvement System.

3. Challenges with recruitment and sample composition considerations

The COVID-19 pandemic impacted centers' operations throughout the study conducted in 2022. This section describes recruitment challenges we encountered and highlights the characteristics of the sample composition and considerations for data users. Throughout the recruitment process, the ExCELS team worked to accommodate centers' needs, modify center eligibility criteria, and adapt accordingly. Our strategies to maximize center participant and engagement (such as being flexible in scheduling and conducting interviews and releasing the center manager and teaching staff surveys at the same time) and to increase survey response rates (such as customizing reminder emails and flyers) supported centers' participation and completion of data collection.

a. Recruitment challenges

- We **required a much larger sample pool than expected** to reach our recruitment goal. Even with adaptive strategies to ease burden (for example, using the PSLs' preferred method of communication, offering to conduct data collection activities in smaller time blocks), recruitment faced challenges with 1,309 centers declining to participate. As illustrated in Exhibit II.5, about half (54 percent) of the centers did not explicitly provide reasons and stopped responding to our outreach after expressing some initial interest (of those, more commonly community-based centers [76 percent] compared to Head Start centers [24 percent]). Among those citing specific reasons for refusal, reasons included staff burden, low interest levels in participating, time constraints, conflicting schedules, and inability to take on extra tasks because of challenges related to the COVID-19 pandemic. Centers expressed these concerns across all funding types.

b. Sample characteristics and considerations for data users

- Despite the recruitment efforts (described above), **participating centers may have been better able to manage the current challenges** related to the COVID-19 pandemic and the resulting nationwide child care crisis (staff shortage, closures), which may have influenced their availability; these centers, overall, may look different than other centers on the leadership constructs that the study measured.

- As noted previously, our goal was to conduct the study **in states with ECE environments that had indicators of promoting and supporting center leadership**. The L.E.A.D. lever scores (Abel et al. 2018) provided information on the degree to which states supported high-quality program leadership standards (see Section II.A). Our sample could include centers with stronger ECE leadership, as compared to centers in states with fewer or no standards to promote leadership.

- The composition of **our purposive sample relied on the eligibility criteria**. Thus, the data presented will not feature or allow conclusions drawn about centers without public funding, with just one classroom of children, or with only part-time programs.

C. Identification of respondents for data collection

Once centers were deemed eligible, we selected survey respondents, including staff in formal manager roles (center directors or other managers) who were responsible for daily operations and the education program in each center and all teaching staff from each center in classrooms serving children from birth through age 5. This section describes the processes for selecting center manager and teaching staff survey respondents.

1. Center managers

We selected one to three managers per center to receive the center manager survey, depending upon center size. In small centers, we identified one respondent to receive the center manager survey. In general, we selected two center managers at medium-sized centers and three at large centers to receive the survey. The manager had to spend at least one hour per week at the center to be eligible to complete the survey. Our process for identifying respondents at each center for the center manager survey is outlined below:

- We prioritized the PSL as the first respondent for the survey. This person may have been the director or another primary manager with oversight and management of the day-to-day operations in the building. In a small center, there may not have been a second person serving in a leadership role beyond the PSL.

- For the second respondent, we selected the education program lead in centers that had this position distinct from the site or center director. This person managed aspects of the center that focused on child development, curriculum development, and/or instructional planning. If a center did not have this position, we selected the person identified to serve in the PSL role when that person was not there for the day (or the second-in-command). This person may have served various roles in the center. In medium centers that did not have an education program lead or a clear second-in-command but had multiple managers other than a director, we randomly selected a second respondent from among the managers.

- In large centers with manager-level positions beyond those of a PSL and education program lead, we randomly selected a third respondent from among the managers. In large centers that did not have an education program lead or a clear second-in-command but did have multiple managers other than a director, we randomly sampled two respondents from the other managers.

Liaisons collected contact information for staff with specific management roles during the SSLP interview and entered it into a sampling program, which then selected respondents for the center manager survey based on center size (as described above).[6] Staff who did not spend any time at the center were not eligible to complete the center manager survey. Not all centers had the target number of center managers who spent time at the center as defined above. Twenty-three medium centers and three large centers had only one manager who spent time at the center (that is, the PSL). These centers, therefore, only had one eligible center manager survey respondent. In addition, 11 large centers had only two managers who spent time at the center (instead of three) who were eligible center manager survey respondents. Exhibit II.7 shows the average number of managers selected to complete the center manager survey by center size.

---

[6] The center manager data file includes a flag for which order a respondent was selected (M_OrderSelected).

Exhibit II.7. Number of respondents selected for the center manager survey, by center size

Center size	Number of centers	Total number of respondents selected across centers	Average number of respondents selected in each center
Total	124	220	1.8
Small	19	19	1.0
Medium	71	119	1.7
Large	34	82	2.4

2.   Teaching staff

All teaching staff in classrooms serving children from birth through age 5, including lead, head, or co-teachers and assistant teachers, were selected for the teaching staff survey. Liaisons collected teaching staff rosters from the PSL in an Excel spreadsheet at the end of each SSLP interview. The spreadsheet captured contact information (first and last name, email address) and additional details (position, classroom name, survey language preference [English or Spanish]) for all teaching staff. We used the teaching staff rosters to compile the list of eligible respondents for the teaching staff survey. If new teaching staff arrived at the center after the roster had been collected, they were not eligible for the teaching staff survey.

This page has been left blank for double-sided copying.

III. Data Collection Instruments and Procedures

In this chapter, we first describe the data collection instruments and then outline the data collection procedures and response rates. Lastly, we discuss data preparation steps, focusing on data entry, variable frequency review, and data editing.

A. Overview of data collection instruments

This section provides an overview of the four data collection instruments used in ExCELS. Exhibit III.1 presents a description of each instrument's administration characteristics, including the respondents, mode, time, and language(s) of administration. (See Appendix A for the annotated data collection instruments.)

1. Engagement interview

Liaisons conducted the engagement interview (Appendix A.1) with primary site leaders (PSLs) when a center agreed to participate. During a 20-minute phone conversation, liaisons collected information on a center's characteristics—including, the ages of enrolled children, center size, funding sources, whether the center was embedded in a larger organization or chain, and staff participation in leadership development—generally using close-ended questions. The engagement interview confirmed a center's eligibility to participate in the study based on the center characteristics collected. Liaisons collected responses to the interview questions in a Microsoft Word document, then transferred them to a tracking site on SharePoint, a secure online platform to store and access information. Liaisons conducted all engagement interviews in English.

2. SSLP interview

Liaisons conducted the staffing structure and leadership positions (SSLP) interview (Appendix A.2) with PSLs after confirming a center's eligibility. During a 30-minute phone conversation, liaisons collected information about the center's staffing structure and the formal leadership positions that supported activities for children from birth through age 5. Liaisons used a structured interview protocol and fillable PDF to gather information on the number, titles, and responsibilities of leadership staff; the number and titles of teaching staff; and the numbers of other teaching, special services, and support services staff. Liaisons also collected the names and email addresses of staff who were eligible to complete the center manager survey (as described in Section II.C). Liaisons completed all SSLP interviews in English.

3. Center manager survey

At each center, one to three center managers received a center manager survey (Appendix A.3), a 25-minute, self-administered, web-based survey with a paper option. There were two versions of the survey: (1) one for the PSL and (2) one for the other managers. The content of the two versions was largely the same, but the PSL received additional questions about the center's finances and demographics of children and families served. These questions asked only of PSLs were marked as such with a boldface header in the annotated center manager survey. The survey gathered information on the new leadership elements and outcomes that early childhood education leadership can potentially influence. This included information on what happens in the center, center operations, and how staff work with others. The center manager survey also collected information on the respondent's background, work experience, job satisfaction, and stress. The survey was offered in English.

4. Teaching staff survey

All teaching staff included on the center's roster received a teaching staff survey (Appendix A.4), a 60-minute, self-administered, web-based survey, with a paper option. The survey had two parts. The first part collected information on leadership elements and outcomes that early childhood education leadership can potentially influence, including what happens in the center, center operations, and how staff work with others. This first part also included information on the respondent's background, work experience, job satisfaction, and job stress. The second part of the survey used The Essential 0-5 survey (Ehrlich et al. 2018), which is a validated survey, as a measure of the center's culture, climate, and communication. The teaching staff survey was offered in English and Spanish.

Exhibit III.1. Administration characteristics of the data collection instruments

	Engagement interview	SSLP interview	Center manager survey	Teaching staff survey
Respondent	Primary site leader	Primary site leader	Primary site leader and one or two other center managers (for example, assistant directors, education managers, or finance managers)	All teaching staff at the center, including lead, head, or co-teachers and assistant teachers, in classrooms serving children from birth through age 5 (not yet in kindergarten)
Mode	Phone interview	Phone interview	Self-administered, web-based survey with paper option	Self-administered, web-based survey with paper option
Time	20 minutes	30 minutes	25 minutes	60 minutes
Language	English	English	English	English and Spanish

SSLP = staffing structure and leadership positions.

B. Content of the data collection instruments

Across the four ExCELS instruments, we collected information necessary to measure the four components of the theory of change, test the hypothesized associations with leadership, and provide empirical support for the relevance of a new measure of ECE leadership. We aimed to capture (1) what leadership looks like in center-based ECE settings; (2) the mechanisms that leadership may work through; (3) what can influence leadership—meaning, the context in which a center operates; and (4) how ECE leadership might influence outcomes. Exhibits III.2 through III.4 outline the constructs and topics covered by each instrument, according to the theory of change component. Our survey development was guided by the ExCELS theory of change (Exhibit I.1). Where possible, we drew on questions used in prior studies in ECE settings or related to early elementary leadership and, when needed, adapted the items for use in ExCELS. We also created new items.

1. Engagement interview

In addition to determining center eligibility for study participation (see Chapter II.B), the engagement interview also collected information on centers' characteristics and context. Exhibit III.2 outlines the constructs and survey topics captured by the engagement interview. Items on center characteristics drew primarily from the ICHQ project implementation interview (which was funded by the Office of Planning, Research, and Evaluation [OPRE]).

Exhibit III.2. Constructs and survey topics for the engagement interview, by theory of change component

Theory of change component	Construct	Survey topics
Contextual influences of ECE leadership constructs	Center characteristics	• Center agency type (profit status) • Embedded in larger program or organization • Center size (total current enrollment) • Ages of children enrolled at center • Number of classrooms serving children from birth through age 5 (not yet in kindergarten) • Public funding sources (for example, Head Start, CCDF, public pre-K) • Accreditation status • QRIS participation and rating category • Percentage of children who (1) speak a language other than English; (2) have special needs; (3) have an Individualized Education Program/Individualized Family Service Plan
	External professional development and workforce supports	• Management staff participation in leadership development
ECE leadership elements	n.a.	n.a.
Center culture, climate, and communication	n.a.	n.a.
Outcomes ECE leadership can influence	n.a.	n.a.

CCDF = Child Care and Development Fund; ECE = early care and education; n.a. = not applicable because the instrument did not assess the theory of change component; QRIS = Quality Rating and Improvement System.

2. SSLP interview

The SSLP interview captured information on two components of the theory of change—contextual influences of ECE leadership and outcomes ECE leadership can influence—as outlined in Exhibit III.3. Questions about staffing structure drew on items from the ICHQ project, while teaching staff turnover items drew on the center director survey from the Head Start Family and Child Experiences Survey 2019 (or FACES, which was funded by OPRE).

Exhibit III.3. Construct and survey topics for the SSLP, by theory of change component

Theory of change component	Construct	Survey topics
Contextual influences of ECE leadership constructs	Center characteristics	Staffing structure
ECE leadership elements	n.a.	n.a.
Center culture, climate, and communication	n.a.	n.a.
Outcomes ECE leadership can influence	Staff retention	Teaching staff turnover

ECE = early care and education; n.a. = not applicable because the instrument did not assess the theory of change component; SSLP = staffing structure and leadership positions.

3. Center manager and teaching staff surveys

The center manager and teaching staff surveys captured information relevant to all four theory of change components. Exhibit III.4 outlines the constructs and topics covered within each of those components across the two surveys.

We gathered the perspectives of both center managers and teaching staff for the ECE leadership elements (that is, who leaders are, what individuals bring to leadership, and what center staff do as leaders) to better understand the participation, background, and actions of individuals as leaders. On the center manager and teaching staff surveys, we collected three report types: (1) the center manager self-report, (2) the teaching staff report on what center management does, and (3) the teaching staff self-report. On the center manager survey, PSLs and other managers reported on themselves for the leadership elements of what individuals bring to leadership and what center staff do as leaders. For the leadership element of who leaders are, the center managers reflected on roles across managers (including their own role), teaching staff, and families. On the teaching staff survey, teaching staff reported on themselves for the leadership elements of what individuals bring to leadership and for a subset of items on what center staff do as leaders. For the leadership element of who leaders are, teaching staff reflected on roles across managers, teaching staff (including their own role), and families. For the different report types, item content was aligned. Appendix B provides a crosswalk of the item numbering across the center manager and teaching staff surveys, where the content aligned.

Exhibit III.4. Constructs and survey topics for the center manager and teaching staff surveys, by theory of change component

Theory of change component	Construct	Survey topics	Center manager survey Center manager self-report	Teaching staff survey Teaching staff report on center management	Teaching staff self-report
Contextual influences of ECE leadership constructs	Center characteristics	• Language and race and ethnicity of children and families served	X		
ECE leadership elements	**Who leaders are**				
	Leadership roles	• Self-reported job position	X		X
		• Perception of roles and responsibilities for decision-making	X		X
		• Perceptions about whether different positions contribute to decision making at different times	X		X
		• Perception of staff positions and other individuals involved in action plans for improvement	X		X
	Participation in decision making	• Interest or ability of teaching staff to participate in center decisions	X		X
		• Contributions of teaching staff in decision making (instruction and curriculum in classroom or across classrooms, operations)	X		X
		• Perception of teaching staff areas of influence (strategic goals and center initiatives, family involvement)	X		X
		• Perception of families' areas of influence (instruction and curriculum, operations, strategic goals and center initiatives, family involvement)	X		X

Exhibit III.4 (*continued*)

Theory of change component	Construct	Survey topics	Center manager survey	Teaching staff survey	
			Center manager self-report	Teaching staff report on center management	Teaching staff self-report
What individuals bring to leadership					
	Education, experience, and credentials	• Years of experience in ECE settings	X		X
		• Highest level of education	X		X
		• Field(s) of study	X		X
		• Credentials (teaching certification, administration credential)	X		X
		• Professional development related to leadership in past year	X		X
	Values and beliefs	• Values and beliefs about ECE (develop potential to learn, importance of collaboration and support among staff and with families, setting high expectations, reasons work in ECE)	X		X
		• View about oneself to support identity as a leader (how much individual collaborates, sees role and skills as important, whether eager to learn)	X		X
What center staff do as leaders					
	Instructional quality	• Promote ambitious instruction and learning (management work with teaching staff, teaching staff work with other teaching staff, expectations and accountability for children's learning, equity and culturally responsive environment)	X	X	X
		• Dedicate time for instructional planning	X	X	
		• Support professional development (supports to increase teaching staff education, mentoring)	X		X
		• Conduct observation and use feedback to help teaching staff improve	X	X	X

Exhibit III.4 (*continued*)

Theory of change component	Construct	Survey topics	Center manager survey	Teaching staff survey	
			Center manager self-report	Teaching staff report on center management	Teaching staff self-report
		• Use data to help teaching staff improve classroom practice	X	X	X
	Relational coordination within the center	• Build and sustain relationships with staff (meet with staff on teaching and learning)	X	X	
		• Foster a positive workplace (staff recognition of each other)	X	X	
		• Emphasize participation and collaboration across staff	X	X	
		• Promote communication and relational coordination among staff (express views, feel respected and supported)	X	X	X
		• Advocate for ECE and children in the community (provide input to government)	X		X
		• Engage in community and field (community boards, professional organization membership)	X		X
		• Management emphasizes topics and activities to support family partnerships	X	X	
		• Promote equity in working with families (materials in family language, center culture of respect)	X	X	
		• Work to build family partnerships (for example, encourage families to give feedback, managers attend family events, teaching staff work with families on setting goals)	X		X
		• Relational coordination with families (feel appreciated by families)	X		X

Exhibit III.4 (*continued*)

Theory of change component	Construct	Survey topics	Center manager survey	Teaching staff survey	
			Center manager self-report	Teaching staff report on center management	Teaching staff self-report
	Strategic vision, planning, and learning	• Approach to develop shared understanding on center mission	X	X	
		• Center planning to set goals for quality improvement; implement and evaluate strategic plans	X	X	
	Organizational and fiscal operations and performance management	• Carry out operational activities (professional development plans, managing performance problems)	X	X	
		• Financial health and management of center finances	X		
		• Compliance with regulations and program requirements	X	X	
Center culture, climate, and communication	Culture of respect, shared growth and learning, collaboration among staff, family relationships	• The Essential 0-5 Survey—teaching staff reports of Effective Instructional Leaders, Collaborative Teachers, and Involved Families (Ehrlich et al. 2018)			X
Outcomes ECE leadership can influence	Job satisfaction	• Job commitment (intention to continue to work at center) • Job satisfaction (enjoy job, make a difference, choose career again)	X		X
	Staff well-being and mental health	• Job stress (Survey of Organization Functioning stress scale; Institute of Behavior Research 2005)	X		X
	Teaching staff reports of family involvement	• Teaching staff reports of involved families			X[a]

[a] The Essential 0-5 Survey (Ehrlich et al. 2018) Parent Involvement subscale of the Involved Families Essential.

ECE = early care and education.

4.   Existing measures used in the ExCELS descriptive study

One primary purpose of the ExCELS study was to develop a measure of ECE leadership with strong psychometric properties. The item development process involved review of potential existing items from prior studies and creation of new items, reviews by experts in the research field and among ECE program staff, and pretesting. More information about the item development process can be found in the technical report (Kirby et al. forthcoming).

We drew upon several preexisting measures to assess two constructs represented in our theory of change: (1) centers' culture, climate, and community and (2) staff well-being and mental health.

We used The Essential 0–5 Survey in the descriptive study to assess centers' culture, climate, and communication (Ehrlich et al. 2018). This survey consists of a pair of teacher and family surveys that measure the organizational conditions that support ECE teachers as well as teacher, child, and family relationships. Because this is a copyrighted survey, specific items are redacted from the annotated instrument (Appendix A.4). The Essential 0-5 Survey consists of six essentials: (1) Effective Instructional Leaders, (2) Collaborative Teachers, (3) Involved Families, (4) Supportive Environment, (5) Ambitious Instruction, and (6) Family Voice. The first five are based on the teacher survey, and the sixth is based on the family survey. For the ExCELS descriptive study, we only used the teacher survey. Each essential consists of three to five subscales, referred to as measures, with a total of 21 subscales (some of which are supplemental) in the teacher survey. We collected information from teaching staff on the three center-oriented essentials: (1) Effective Instructional Leaders, (2) Collaborative Teachers (and the related supplemental measures on reflective dialogue and innovation), and (3) Involved Families. The Effective Instructional Leaders Essential provided a measure of constructs related to what center staff do as leaders, such as instructional leadership and teacher influence. The Collaborative Teachers Essential assessed teacher collaboration, collective responsibility, and school commitment. The Involved Families Essential covered topics such as teacher-parent trust, parent involvement, and parent influence. Exhibit III.5 presents the Essentials, the corresponding subscales, and the supplemental measures used in ExCELS.

Exhibit III.5. The Essential 0-5 Survey essentials and subscales used in ExCELS

Essential	Subscale
Effective Instructional Leaders	• Teacher-Principal Trust • Instructional Leadership • Teacher Influence • Program Coherence
Collaborative Teachers	• Socialization of New Teachers • Teacher Collaboration • Collective Responsibility • School Commitment • Teacher-Teacher Trust
Involved Families	• Teacher-Parent Trust • Parent Involvement • Teacher Outreach/Collaboration with Parents • Parent Influence
Supplemental measures	• Reflective Dialogue • Innovation

We used the stress scale from the Survey of Organization Functioning (Institute of Behavior Research 2005) to assess staff well-being and mental health. We incorporated this scale into both the center manager and teaching staff surveys. The stress scale included four items assessed on a 5-point Likert scale that ranged from strongly disagree to strongly agree.

C. Data collection procedures

This section first describes the timing of data collection and composition of data collection staff. We then discuss the data collection procedures, including our survey outreach and reminder processes. Lastly, we discuss quality control procedures for all data collection instruments.

1. Timing of data collection

We conducted interviews and collected survey data from March through August 2022. Engagement interviews were conducted from March through July 2022, and SSLP interviews were conducted from March through August 2022. We started collecting teaching staff survey data in March 2022 and center manager survey data in April 2022, concluding data collection for both surveys at the end of August 2022.

2. Data collection staff

To complete the recruitment and data collection tasks efficiently, we employed a team of ExCELS liaisons and site visit field staff. The team worked under the leadership of the survey director, deputy survey director, recruitment and instrument leads, and a Survey Operations Center (SOC) supervisor. The survey director and deputy survey director (as survey leadership) were directly involved with the data collection activities and were responsible for ensuring that all aspects of the data collection complied with contract requirements and Mathematica's professional standards, while the SOC supervisor oversaw and supported the field staff.

A team of 25 study liaisons, who were trained Mathematica staff, served as points of contact between the ExCELS team and the centers. Liaisons conducted the engagement and SSLP interviews and followed up with PSLs regarding incomplete surveys. They also addressed any questions from center staff and ensured that each center received its site honorarium at the end of the data collection period.

A team of seven field staff, who were on-call Mathematica staff, conducted in-person site visits at centers if needed. Liaisons offered site visits to centers with response rates on the teaching staff survey that were below 70 percent after five weeks. While on-site at the center, the field staff provided additional information and answered staff questions about the study, encouraged survey participation, and instructed staff on how to complete the survey on paper or on the web.

3. Data collection procedures

Once a center agreed to participate in the study, a liaison conducted the engagement interview right away or else scheduled a time within a week to conduct it with the PSL. If the center was eligible to participate, the liaison conducted the SSLP interview within one week of completing the engagement interview. The liaison also collected the teaching staff roster at that time.

We tailored our outreach and reminder procedures for center managers and teaching staff to achieve the target response rates on the center manager and teaching staff surveys. Selected center manager survey respondents received an email and letter about the purpose of the study and how to complete the web

survey. We sent weekly reminder emails with study information and a direct link to the web survey and also sent one follow-up letter by mail to center manager survey respondents. Liaisons followed up with PSLs by phone or email to discuss outstanding surveys until a center completed 80 percent of its center manager surveys, with an emphasis on completion of the PSL's survey. We provided respondents a $25 electronic Amazon gift card code once they completed the survey, in appreciation for their time.

We sent PSLs paper invitation packets to distribute to the teaching staff survey respondents. These packets included a $5 physical Amazon gift card (as a pre-paid token of appreciation) and instructions on how to complete the web survey. Respondents were then sent survey invitations directly by email. We sent weekly follow-up emails with similar instructions and a direct link to the web survey. We also mailed paper survey packets to centers three weeks after the survey was released for respondents who had not yet completed the survey. These packets included a paper version of the teaching staff survey and a pre-paid envelope for respondents to mail back their surveys. Liaisons followed up weekly with PSLs by phone or email to discuss outstanding surveys until the center completed 80 percent of its teaching staff surveys.[7] Upon completing the survey, we provided respondents with a $35 electronic Amazon gift card code in appreciation for their time. Liaisons or project team members addressed any questions from center managers and teaching staff on the individual tokens of appreciation for completing the survey.

4. Quality control

For quality assurance, the recruitment lead or deputy survey director thoroughly reviewed the data from each liaison's first two engagement interviews, confirming that the Microsoft Word document and SharePoint record matched. Subsequent reviews focused on engagement interview records in SharePoint. The recruitment lead followed up with liaisons for clarity and completeness as necessary.

After each SSLP interview, either the instrument lead or the deputy survey director reviewed the PDF that the liaison completed during the interview to ensure completeness and check for consistency between sections of the interview. Based on information collected in the PDF, liaisons then entered the center manager information (as described in Chapter II) into a sampling program in Confirmit, a secure, web-based data collection platform. Confirmit included checks to ensure that the algorithm selected a valid and eligible respondent to complete the center manager survey and to ensure that the same person was not selected more than once. The survey leadership team conducted quality assurance reviews of all Confirmit instruments to ensure that liaisons entered the data correctly and that the program selected the correct type and number of respondents for the center manager survey.

The survey leadership team reviewed the teaching staff roster that was completed as part of the SSLP for each center. This review ensured completeness of the roster and confirmed that the information collected on the roster was consistent with the teaching staff information collected in the SSLP interview.

The Confirmit platform included many built-in quality control checks of the center manager and teaching staff web surveys. These included built-in range checks; logic edits to check internal consistency between responses; skip logic to make the survey more relevant and ease navigation through the instrument; and tools to help respondents complete the survey (for example, definitions of key terms, additional instructions, and contact information for the survey help line). The instrument leads reviewed data

---

[7] We conducted six site visits, which were offered to centers with response rates below 70 percent on the teaching staff survey, to help improve the centers' survey response rates. All six site visits improved the response rates among teaching staff at the centers.

frequencies and descriptive statistics for the center manager and teaching staff surveys. During these steps, we checked for outliers and verified that the survey instrument followed the intended skip patterns. Data reviews took place during data collection monthly between April and June 2022.

For the center manager and teaching staff surveys completed on paper during site visits, we created a checklist for field staff to confirm survey quality. Checklist items included ensuring that respondents answered mandatory questions, entered correct number ranges, and followed skip logic. For paper surveys received via mail, please see Section III.E on data preparation.

D. Response rates

The ExCELS descriptive study sample included the 132 recruited, eligible centers that completed an SSLP interview. As shown in Exhibit III.6, not all 132 centers completed all survey data collection activities. Eight centers withdrew from further data collection after the SSLP interview and before staff could be invited to complete the surveys. Two additional centers withdrew from data collection after the center manager survey data collection. None of these 10 centers provided teaching staff rosters. Therefore, 122 centers participated in all data collection activities (that is, completed the SSLP interview and received invitations to the center manager and teaching staff surveys). However, to examine the technical properties of the leadership item set, we established an analytic complete target for a center of at least 50 percent for the response rate on the teaching staff surveys (with at least two completed teaching staff surveys) and at least the PSL completing a center manager survey. This goal was met by 110 centers. Out of the 132 centers on the data files, these 110 centers have a flag to indicate they were analytic completes.

Exhibit III.6. Final data collection status for recruited centers

Status	Number of centers
Total recruited, eligible, and participated in data collection	132
Recruited and completed initial data collection of SSLP interview only	8
Recruited and participated in center manager survey data collection only	2
Recruited and participated in all data collection activities but only provided partial data	12
Recruited, participated in all data collection activities, and were analytic completes[a]	110

Note: Data collection activities comprised completing the SSLP interview and receiving invitations to individual staff for the center manager and teaching staff surveys.

[a] Analytic complete was defined as a center with at least a 50 percent response rate for teaching staff surveys (with at least two completed teaching staff surveys) and at least the primary site leader completing a center manager survey.

SSLP = staffing structure and leadership positions.

Exhibit III.7 shows the response rates for the center manager survey (overall and for PSLs versus other managers) and teaching staff survey. The response rate was 92 percent for center managers and 88 percent for teaching staff. Ninety-nine percent of center managers completed their survey on the web. Ninety-seven percent of teaching staff completed their survey on the web, and 3 percent completed their survey on paper. Five percent of the web completes and 3 percent of the paper completes were in Spanish.

Exhibit III.7. Response rates for ExCELS surveys

	Number of surveys released	Number of surveys completed	Response rate
Center manager survey	220	202	92%
Primary site leaders	124	119	96%
Other managers	96	83	86%
Teaching staff survey	1,096	962	88%

Note: The number of respondents reflect different numbers of centers. Center manager surveys were made available to 124 centers, while teaching staff surveys were made available in 122 centers (those that provided teaching staff rosters for identifying respondents). Center manager surveys were completed in 121 centers; one center had two primary site leaders with completed surveys. At least one teaching staff survey was completed in 122 centers.

Considering the survey response rates *within* a center, we achieved high response rates on the center manager and teaching staff surveys (Exhibit III.8). For example:

- Center manager surveys were completed in 121 centers—107 centers had all center managers complete a survey, with 119 having at least the PSL complete the survey.

- Teaching staff surveys were completed in 122 centers—94 centers had 80 percent or more of their teaching staff complete a survey (with at least two completes). At least 50 percent of teaching staff completed a survey in 119 centers.

- Among the 110 centers defined as analytic completes, 100 centers had all center managers complete a survey, and 92 centers had 80 percent or more of their teaching staff complete a survey (with at least two completes).

Exhibit III.8. Number of centers by center manager and teaching staff survey status

Teaching staff survey status	Center manager survey status					Total teaching staff survey status
	Not released	Released with no completes	Only primary site leader complete	Only other center manager(s) complete	All center managers complete[a]	
Not released	8	0	0	1	1	10
Center only had 1 survey complete	0	1	0	0	3	4
Response rate below 50 percent with at least two completes	0	0	2	0	3	5
Response rate 50-79 percent with at least two completes	0	0	3[b]	1	15[b]	19
Response rate 80 percent or higher with at least two completes	0	2	7[b]	0	85[b]	94
Total center manager survey status	8	3	12	2	107	132

Note: Center manager surveys were completed by a primary site leader and one or two other center managers (for example, assistant directors, education managers, or finance managers).

[a] The number of center managers selected differed by center size. Forty-five centers under the "all center managers complete" column had only a primary site leader.

[b] These centers were analytic completes and comprise the analytic sample used to examine the technical properties of the leadership item set. Analytic complete was defined as a center with at least a 50 percent response rate for teaching staff surveys (with at least two completed teaching staff surveys) and at least the primary site leader completing a center manager survey.

E. Data preparation

This section describes our data entry and preparation activities. Specifically, we describe the review of survey data frequencies and the data editing procedures, including coding "other, specify" items and correcting errors.

1. Data entry and review of variable frequencies

For the center manager and teaching staff surveys received on paper (1 and 32, respectively), ExCELS project staff trained the data entry staff according to the specifications for each survey. For example, data entry staff were trained on what to do when respondents provided several answers to a question that only allowed one answer or when respondents answered questions that they should have skipped based on their response to an earlier question. Data entry staff completed a review tracker and worked with project staff to report and resolve any issues encountered with the surveys.

Different data entry procedures were used for the teaching staff and center manager surveys because there were more paper teaching staff surveys received. For the teaching staff surveys, data entry staff entered the completed surveys into a data entry program. This program allowed for double data entry of all surveys to validate data entry in real time.

For the paper center manager survey received, data entry staff entered each response from the paper survey into an Excel spreadsheet. To ensure accuracy, data entry staff scanned the paper survey to create a PDF, which allowed project staff to compare the data in the Excel spreadsheet to the paper survey responses.

Following data collection and entry, project staff reviewed frequencies for all variables to confirm the accuracy of the number of completed cases in each instrument data file and the skip logic. Project staff also verified that there were no missing data, additional data, or outliers and that variable names and labels were correct. The team set a minimum threshold that respondents must complete more than half of Section C (on center and staff practices) to be included in the data file. After all data were cleaned, project staff again ran frequencies for each instrument data file to review that all edits were correctly implemented.

2. Data editing

After reviewing frequencies and documenting necessary edits, the survey team developed data cleaning specifications for programmers to update the instrument data files related to coding "other, specify" data and correcting errors.

a.   Coding "other, specify" items and related text responses

The SSLP interview and center manager and teaching staff surveys included "other, specify" verbatim responses. For those questions, we examined responses and recoded them into existing categorical responses when appropriate. We also examined patterns in the verbatim responses and created new categories when numbers of similar responses reached a sufficient threshold (five or more responses). Project leaders reviewed all back-coding decisions before they were implemented. After back-coding responses into existing or new categories, we unselected the "other, specify" variable and dropped remaining "other, specify" verbatim responses from the files to protect the privacy of respondents. The

annotated survey instruments in Appendix A include the categories added based on back-coding decisions.

b. Correcting errors

Although our general approach was to assume responses were accurate, we identified a small number of variables on the center manager and teaching staff surveys with clearly inaccurate responses or implausible values. In these cases, we marked the data as missing, unless the correct value could be determined based on other variables. For example, verbatim responses for ethnicity that aligned with a category for race were removed from the ethnicity variable and placed in the appropriate selection for race. These types of corrections were rare (one or two variables) and, if made, were generally limited to one or two observations per variable.

IV. Data File Content and Structure

This chapter provides an overview of the restricted use data files, such as the sample included in the files, their structure and organization, naming conventions for variables, and processes for protecting respondents' privacy.

A. Sample included in the data files

The data files include data for 132 centers that the study team recruited and that participated in at least the staffing structure and leadership positions (SSLP) interview. As described in Chapter III, not all centers participated in the survey data collection, with 122 centers participating in all data collection activities.

Though 122 centers participated in all aspects of data collection—including, the engagement interview, SSLP interview, center manager survey, and teaching staff survey—their survey completeness varied. We classified centers that provided us with sufficient data to examine the technical properties of the ExCELS leadership item set as analytic completes. Centers considered analytic completes met the following criteria for data collection: (1) had at least the primary site leader (PSL) completing a center manager survey, (2) achieved at least a 50 percent response rate for the teaching staff survey, and (3) had at least two completed teaching staff surveys. Exhibit IV.1 shows the number of centers participating in the ExCELS data collection activities and how to identify them in the data file.

Exhibit IV.1. Data collection status of centers recruited for the ExCELS descriptive study and how to identify them in the data file

Level of participation in data collection	Number of centers	Variable name and value labels in sample file
Total centers that began data collection activities	132	No variable needed—all centers in the data file
Total centers with SSLP interviews	132	No variable needed—all centers in the data file
Total centers sent center manager surveys	124	CM_release_F = 1
Total centers sent teaching staff surveys	122	TS_release_F = 1
Total analytic completes[a]	110	CTRANL_F = 1

[a] Analytic complete was defined as a center with at least a 50 percent response rate for teaching staff surveys (with at least two completed teaching staff surveys) and at least the primary site leader completing a center manager survey.

SSLP = staffing structure and leadership positions.

B. Data files and data structure

There are three ExCELS restricted-use data files: (1) the center-level file, (2) the center manager survey file, and (3) the teaching staff survey file. Exhibit IV.2 lists descriptions of each file. Each file includes item-level data from the interviews or surveys and composite variables created from the instruments. Broad topics captured in each file are listed below. A full variable list and information about each variable—that is, name, label, valid number of cases, and relevant descriptive statistics—included in each file can be found in the respective codebooks.

- The **center-level file** contains identifiers to link the data to other data files. Item-level data and composite variables are from (1) the engagement interview on center characteristics and staff outcomes (that is, staff retention) and (2) the SSLP interview on staffing counts and leadership

positions, center-level ExCELS leadership scores, and center-level scores from The Essential 0-5 Survey (on center culture, climate, and communication).

- The **center manager survey file** contains identifiers to link the data to other data files. Item-level data are from the center manager survey on center characteristics, background characteristics, leadership elements, and staff outcomes.

- The **teaching staff survey file** contains identifiers to link the data to other data files. Item-level data are from the teaching staff survey, including background characteristics, leadership elements, and staff outcomes.

Exhibit IV.2. ExCELS data file descriptions

File and description	Data collection instruments	Data file name	Number of variables
Center-level file (including data on center-level ExCELS leadership scores, staff counts, leadership positions, center characteristics, and The Essential 0-5 Survey scores)	Engagement and SSLP interviews	ExCELS_center	204
Center manager survey file (including data on center characteristics, background characteristics, leadership elements, and staff outcomes)	Center manager survey	ExCELS_centermanager	221
Teaching staff survey file (including data on background characteristics, leadership elements, and staff outcomes)	Teaching staff survey	ExCELS_teachingstaff	252

SSLP = staffing structure and leadership positions.

1. Organization of data files

Both the center manager and teaching staff survey files are organized in the same manner. First, we include ID variables and data flags. Next, we present the item-level variables in the order they appeared in the instruments. Following the item-level variables, we list all composite variables. Because the center-level file combines data from multiple instruments, we include the ExCELS leadership scores first, followed by item-level and composite variables from the SSLP, and then item-level and composite variables from the engagement interview.

2. Conventions for variable names and labels

Exhibit IV.3 outlines the prefixes assigned to variables from each instrument and by the level of data. For the ExCELS leadership scores, we indicate the respondent for the center-level scores by using separate letters for each instrument: CM for center-level composite variables from the center manager survey, CT for center-level composite variables from the teaching staff survey, and CD for center-level composites that look at the difference in variables from the two surveys.

Exhibit IV.3. Prefixes for ExCELS variable names, by instrument and level of data

Instrument	Level of data	Variable prefix
Engagement interview	Center level	E_
SSLP interview	Center level	S_
Center manager survey	Center manager level	M_
Center manager survey	Center-level constructs	CM_
Teaching staff survey	Teaching staff level	T_
Teaching staff survey	Center-level constructs	CT_
Teaching survey and center manager survey	Center-level constructs	CD_
Sample variables (for example, IDs)	–	No prefix

SSLP = staffing structure and leadership positions.

Variable names are limited to 15 characters, including the instrument prefix that we had established:

- Item-level variables also follow a specific naming convention depending upon the question type, as shown in Exhibit IV.4. As stated above, we used a prefix based on the instrument type and level of data and followed a specific format based on the question type. Single questions with only one response allowed begin with the prefix indicating the variable source (see Exhibit IV.3), followed by the specific section letter and question number from the instrument. For single-digit items, a leading zero was added following the section letter. For questions with more than one response allowed (for example, "select all that apply" questions), variables are named with the variable source prefix, followed by the section letter and question number, followed by the number that corresponded with the response option. Questions with multiple grid responses begin with the variable source prefix, followed by the question number and the letter associated with each question stem.

- Composite variable names use the same prefixes to identify the variable source and include a word or phrase that describes the focus of that variable (Exhibit IV.4). Chapter V provides the specifications for key composite variables in the data files.

Exhibit IV.4. Item-level and composite variable naming conventions

Question type	Format	Examples
Single question with one response allowed	[prefix]_[question number]	T_A02, T_A03
Single question with more than one response allowed (select all that apply)	[prefix]_[question number]_[answer number]	T_A01_1, T_A01_2, T_A09_1, T_A09_2
Question with multiple grid responses	[prefix]_[question number][question letter]	T_A10a, T_A10b, T_A11a, T_A11b, T_A11c, T_A11d
Composite variable	[prefix]_[variable topic]	T_JOBSAT

Note: Examples are drawn from the teaching staff survey.

3.   Data missingness

All variables in the data files use standard codes for identifying and explaining missing data. The following codes (Exhibit IV.5) identify data missing because of logical skips embedded within the instrument, don't know or not applicable responses, item nonresponse (missing data on items within a given instrument), and unit nonresponse (an entire instrument is missing for the case).

Exhibit IV.5. Missing value assignments

Type of missing value	Description	Assigned value
Logical skip	Legitimate skips based on prior responses or on conditions related to gateway questions	-5 or .s
Don't know	Applies only if "don't know" was a programmed option in the survey	-8 or .d
Missing	Items that were skipped that should have been answered or composite variables that could not be determined due to missing source data	-9 or .m
Not applicable	Applies for items if "not applicable" was a programmed option in the survey or for composite variables that were not developed as conditions did not apply (for example, a center with no assistant teachers)	-7 or .n

Note: Missing values are specified using numerical values in SPSS and alphabetic values in STATA and SAS. Variables with valid negative values use "." to indicate system missingness, rather than the assigned alphabetic or numeric codes.

4. Data security and protecting privacy

To protect respondents' privacy, we removed personally identifying information, such as names and geographic details, from the data files. We also removed data elements associated solely with study administration, such as contact information (emails, phone numbers, or addresses). In addition, we removed all open-ended or verbatim responses from all files. We also replaced all ID variables with a randomized version. To minimize disclosure risk, (e.g., for variables with small cell counts), we relied on a number of methods to mask small cells (those that represented less than 3 percent of the sample), including top- or bottom-coding values of continuous variables and combining categorical variables into an "other" category. Appendix C provides a list of variables removed or edited to protect respondent privacy.

C. Codebooks

Codebooks are provided as a guide for each of the data files listed in Exhibit IV.2. The codebooks include item-level data from the interviews or surveys and composite variables created from the instruments. Information provided in the codebooks includes the following:

- Data set—name of data file

- Sample—number of observations in data file

- For each variable:

  – Name—name of the variable.

  – Label—label or short description of the variable

  – Universe—number of missing and non-missing observations

  – N—number of non-missing observations. Please note that if Universe and N are different this is an indicator of missing data. See Exhibit IV.5 for a description of missing value assignments.

  – Minimum, maximum, mean, and standard deviation for continuous variables

  – Frequency—distribution of responses for binary and categorical variables

V. Description of Composite Variables

ExCELS measured what can influence ECE leadership, what leadership looks like in center-based ECE settings, and what ECE leadership can influence. We constructed composite variables that combine responses from more than one survey item to facilitate the use of ExCELS data to answer research questions about ECE leadership. In this chapter, we provide a description of the ExCELS leadership scores and highlight other key composite variables included in the data files.

A. ExCELS leadership scores

The ExCELS leadership measure is designed as a center-level measure to understand ECE leadership and its associations with positive outcomes for staff, families, and children. We developed leadership scores at the individual-level to build the measure and then constructed center-level scores. For details on score construction and psychometric properties, please refer to the ExCELS technical report (Kirby et al. forthcoming).

The ExCELS leadership measure features nine scales to capture the three leadership elements (who leaders are, what individuals bring to leadership, what center staff do as leaders) using the three report types (center manager self-report, teaching staff self-report, teaching staff report on center management) (Exhibit V.1). We developed scores from these nine scales for the leadership measure (i.e., the package of scores).[8]

- Two scales measure **who participates in leadership** within the leadership element of who leaders are.
  - One scale is based on teaching staff self-reports on their own contributions and perceptions of teaching staff more broadly and of families' influence.
  - One scale is based on center manager self-reports on their perceptions of the influence of teaching staff and families.
- Two scales measure **what individuals bring to leadership** with regard to their values and beliefs about ECE and their views about their own identity as a leader.
  - One scale is based on teaching staff self-reports.
  - One scale is based on center manager self-reports.
- Five scales measure **what center staff do as leaders**.
  - One scale is based on teaching staff self-reports about their actions related to promoting instructional quality and building relational coordination beyond the center, primarily with families. (We use the notation "IQ+RCb" to refer to this scale in the data.)
  - Two scales are based on center manager self-reports about their actions as leaders: one scale focuses on actions that promote instructional quality and building relational coordination; the other scale focuses on actions that support strategic planning and operations and management. (We use the notation "IQ+RCbwb" and "Strat+Op" to refer to these scales in the data.)

---

[8] The ExCELS leadership score variable names and labels reflect shorthand versions of these scales as follows: who participates in leadership scale scores correspond to variables labeled "who leaders are," what individuals bring to leadership scale scores correspond to variables labeled "what leaders bring," and what center staff do as leaders scale scores correspond to variables labeled "what leaders do."

Exhibit V.1. ExCELS leadership scales

–　Two scales based on teaching staff reports provide staff perspectives on center management actions that mirror the center manager self-reports.

The data files include individual- and center-level scores for each of the nine scales. Next, we review which level of scores are available on the teaching staff survey, center manager survey, and center-level data files.

1.　Individual-level leadership scores

The data files for the teaching staff survey and center manager survey include variables for individual-level scores:

- Scores based on the teaching staff self-report and teaching staff report on center management can be found on the teaching staff survey data file. There are a total of five individual-level scores, as shown in Exhibit V.1.

- Scores based on the center managers' self-report can be found on the center manager survey data file. There are a total of four individual-level scores, as shown in Exhibit V.1.

We provide individual-level scores for potential analysis to understand an individual's leadership elements in association with the individual-level staff outcomes (such as, job satisfaction). The data files include two versions of each score:

- **Mean scores.** For the mean score approach, the scores are the mean of the individual items in each scale among those (either teaching staff or center managers) who responded to at least 75 percent of the items in each scale. For who participates in leadership, for example, the teaching staff self-report score reflects the mean of the items about influence of teaching staff and families.

- **Rasch scores.** For the Rasch score approach, the scores are estimated from Rasch models that account for item-level missing data to create scores for those (either teaching staff or center managers) who responded to at least one item for each of the scales. Rasch models estimate the measure scores in relation to the difficulty of the items. This is a latent trait model, also considered a one-parameter item response theory model. Rasch models assume that a single trait is measured and that item discrimination is equal. Correlations for the individual-level scores between the mean and Rasch score approaches were all greater than 0.90 for the nine scales, which supported the use of mean scores (Kirby et al. forthcoming).

In Exhibits V.2 and V.3 (for teaching staff and center manager, respectively), we provide information on the variable names and labels to identify the two types of scores available on the data file. In Exhibit V.4, we identify the center-level scores.

2.　Center-level leadership scores

The center-level data file includes center-level leadership mean scores for each of the nine scales. We developed 13 center-level scores by building off of the individual-level scores.

- Five center-level scores on teaching staff mirror the teaching staff individual-level scores on who participates in leadership, what individuals bring to leadership, and what center staff do as leaders (teaching self-report and teaching staff report on center management). These scores take the mean of the individual-level mean scores for teaching staff within a center. They are labeled with CT (C to reflect a center-level score and T because they are based on the teaching staff report).

- Five center-level scores for center manager reports vary by which center managers are included.

  – Three scores mirror the center manager individual-level scores on who participates in leadership, what individuals bring to leadership, and what center staff do as leaders for instructional quality and building relational coordination.[9] These scores take the mean across all center managers within a center. They are labeled CM (C to reflect a center-level score and M because they are based on the center manager report).

  – Two center-level scores that focus on the primary site leader (PSL) for the two scales on what center staff do as leaders. They are labeled CM and end with PSL.

- Three center-level scores present the difference between the center-level teaching staff and center manager scores for what center staff do as leaders, based on the available center-level scores described above. They are labeled CD (C to reflect a center-level score and D for difference). For instructional quality and building relational coordination, we have two scores with the difference between teaching staff and (1) all center managers in their centers and (2) their PSL. For strategic planning and operations and management, we have one score with the difference between teaching staff and their PSL.

For the ExCELS leadership measure, we focused on mean scores for ease of interpretation. Users interested in constructing center-level Rasch scores may use the individual-level variables available for the Rasch score and the Rasch error. Exhibits V.2 and V.3 describe how to construct center-level Rasch scores by using the individual Rasch score and error variables.

B. Other key composite variables

In addition to ECE leadership, we also provide composite variables for other constructs measured. Exhibits V.2 through V.4 provide a description of the following:

- Outcomes ECE leadership can influence (teaching staff survey, center manager survey, and center-level files)

- Contextual influences of ECE leadership (center-level file)

- Staff background, education, experience, and credentials (teaching staff and center manager survey files)

- The Essential 0-5 Survey as a measure of center culture, climate, and communication (teaching staff survey and center-level files)

- Staffing structure and leadership positions (center-level file)

---

[9] As described in the ExCELS technical report (Kirby et al. forthcoming), a center-level score was not constructed for what center staff do as leaders to support strategic planning and operations and management across all center managers due to low intraclass correlations.

Exhibit V.2. Key composite variables for ExCELS teaching staff file

Variable name	Label	Constructed variable description
Outcomes ECE leadership can influence		
T_SOFST	T: Survey of Organizational Functioning (SOF) Stress scale	For this variable, we first calculated the mean of T_E03a through T_E03d, and then multiplied the mean by 10 following developer method (Institute of Behavioral Research 2005). If more than 1 item missing, T_SOFST set as missing.
T_JOBSAT	T: Job satisfaction scale	We first reverse-coded items T_E04 and T_E05a to T_E05c (1=4, 2=3, 3=2, 4=1). The variable is the mean of the reverse-coded items. T_JOBSAT set as missing if any items missing.
ECE leadership constructs		
T_INQTRAIN	T: CMGMT provides training to teaching staff on equity	This variable is the sum of T_C14a, T_C14b, and T_C14c collapsed into categories for "none" if the sum was 0, "some" if the sum was 1 or 2, and "all" if the sum was 3. T_INQTRAIN set as missing if any of the items missing.
T_LTPLANTIME	T: Paid planning time, hours per week, lead tchr	Teaching staff report of lead/head/co-teachers' planning time as hours per week based on T_C09amt (amount of time) and T_C09unit (unit of time: 1=week, 2=month). If T_C09unit is equal to week, we copied values of T_C09amt. If T_C09unit is month, we calculated planning time by dividing T_C09amt by 4. T_LTPLANTIME is equal to 0 if T_C09amt equal 0. T_LTPLANTIME is equal to .d (don't know) if T_C09amt equal don't know,. Otherwise, if either T_C09amt or T_C09unit missing, T_LTPLANTIME set to missing.
T_ATPLANTIME	T: Paid planning time, hours per week, asst tchr	Teaching staff report of assistant teachers' planning time as hours per week based on T_C10amt (amount of time) and T_C10unit (unit of time: 1=week, 2=month). If T_C10unit is week, we copied values of T_C10amt. If T_C10unit is month, we calculated planning time by dividing T_C10amt by 4. T_ATPLANTIME is equal to 0 if T_C10amt equal 0. T_ATPLANTIME is equal to .d (don't know) if T_C10amt equal don't know. T_ATPLANTIME is equal to .n (not applicable) if T_C10amt equal no assistant teachers in this center. Otherwise, if either T_C10amt or T_C10unit missing, T_ATPLANTIME set to missing.

Exhibit V.2 (*continued*)

Variable name	Label	Constructed variable description
T_TOBSERV	T: Teaching staff report of own use of observation	Categorical variable based on T_C19_0 and T_C19_1, T_C19_2, T_C19_3, and T_C19_4 (among which respondents could select all reasons that applied). We organized responses into a hierarchy of how use observations. T_TOBSERV is equal to 1 if T_C19_0 equal 1 (don't conduct classroom observations). T_TOBSERV is equal to 2 if only T_C19_1 equal 1 (monitor compliance or ensure the center is meeting certain standards). T_TOBSERV is equal to 3 if T_C19_4 equal 1 (measure the quality of the environment or interactions between teaching staff and the child) and both T_C19_2 and T_C19_3 equal 0. T_TOBSERV is equal to 4 if either T_C19_2 or T_C19_3 equal 1 (give individualized coaching or learn about any needs for professional development, respectively) and T_C19_4 equal 0. T_TOBSERV is equal to 5 if T_C19_4 equal 1 and either T_C19_2 or T_C19_3 equal 1. Set to missing if only T_C19_99 equal 1.
T_MOBSERV	T: Teaching staff report on center management's use of observation	Categorical variable based on T_C20_D and T_C20_0 and T_C20_1, T_C20_2, T_C20_3, and T_C20_4 (among which respondents could select all reasons that applied). We organized responses into a hierarchy of how use observations. T_MOBSERV is equal to 1 if T_C20_0 (management doesn't conduct classroom observations). T_MOBSERV is equal to 2 if T_C20_1 equal 1 (monitor compliance or ensure the center is meeting certain standards) and T_C20_2 to T_C20_4 are all 0 or T_C20_D equal 1 (or don't know how use). T_MOBSERV is equal to 3 if T_C20_4 equal 1 (measure the quality of the environment or interactions between teaching staff and the child) and both T_C20_2 and T_C20_3 equal 0. T_MOBSERV is equal to 4 if either T_C20_2 or T_C20_3 equal 1 (give individualized coaching or learn about any needs for professional development, respectively) and T_C20_4 equal 0. T_MOBSERV is equal to 5 if T_C20_4 equal 1 and either T_C20_2 or T_C20_3 equal 1. Set to missing if only T_C20_99 equal 1.
T_CMISSION	T: Center strategy for establishing & following a mission	Categorical variable based on T_B02_0, T_B02_D, T_B02_NA and T_B02_1, T_B02_2, T_B02_3, and T_B02_4 (among which respondents could select all reasons that applied). We organized responses into a hierarchy of actions to ensure staff have a shared understanding of the center's mission and values. T_CMISSION is equal to 1 if T_B02_0, T_B02_D, or T_B02_NA equal 1 (center does not have a mission statement, do not know if center has a mission statement or "none of these" options are done with the mission statement). T_CMISSION is equal to 2 if T_B02_1 equal 1 (mission statement posted in the center) or T_B02_2 equal 1 (posted in the center or discusses the mission and values with teaching staff during hiring and/or orientation, respectively) and both T_B02_3 and T_B02_4 equal 0. T_CMISSION is equal to 3 if T_B02_3 equal 1 (talks with teaching staff about how center practices and policies support the mission) and T_B02_4 equal 0. T_CMISSION is equal to 4 if T_B02_4 equal 1 (includes teaching staff in reviewing and updating the mission statement).

Exhibit V.2 (*continued*)

Variable name	Label	Constructed variable description
Staff background, education, and experience		
T_GENDER	T: Teaching staff gender	T_GENDER is based on the T_E15 survey items. The survey allowed respondents to select all that apply. All respondents only selected one response that were combined then into a single variable. Where T_E15_1 is equal to 1, T_GENDER is equal to 1 (Male). Where T_E15_2 is equal to 1, T_GENDER is equal to 2 (Female). Where T_E15_3 or T_E15_4 is equal to 1, T_GENDER is equal to 3 (Another gender identity or prefer not to answer). The two categories were collapsed due to small cell counts.
T_RACE_ETH	T: Teaching staff race and ethnicity	T_RACE_ETH is based on the T_E16 and T_E18 survey items. Where T_E16 is equal to 1, T_RACE_ETH is equal to 1 (Hispanic). Where T_E18_2 is equal to 1 and T_E16 is not equal to 1, T_RACE_ETH is equal to 2 (Black or African American, non-Hispanic). Where T_E18_1 is equal to 1 and T_E16 is not equal to 1, T_RACE_ETH is equal to 3 (White, non-Hispanic). Where any of T_E18_4 through T_E18_10 are equal to 1 and T_E16 is not equal to 1, T_RACE_ETH is equal to 4 (Asian, non-Hispanic). Where any of T_E18_11 through T_E18_14 are equal to 1 and T_E16 is not equal to 1, T_RACE_ETH is equal to 5 (Native Hawaiian or Other Pacific Islander, non-Hispanic); there were no teaching staff in this category. Where T_E18_3 is equal to 1 and T_E16 is not equal to 1, T_RACE_ETH is equal to 6 (Multiple races or another race or American Indian or Alaska Native, non-Hispanic), collapsed due to small cell counts. If T_E18_15 is equal to 1 or respondents selected more than one of the T_E18 items, T_RACE_ETH is equal to 6 (Multiple races or another race or American Indian or Alaska Native, non-Hispanic).
T_MULTAGES	T: Teaching staff serve multiple age groups	T_MULTAGES is based on the T_A07 survey items. If two or three of T_A07_1, T_A07_2, and T_A07_3 are equal to 1, T_MULTAGES is equal to 1 (Multiple age group). If one of T_A07_1, T_A07_2, and T_A07_3 are equal to 1, T_MULTAGES is equal to 0 (Single age group).
T_CLASSAGE	T: Classroom age group	T_CLASSAGE is based on the T_A07 and T_A08 survey items and T_MULTAGES. If T_A08 is equal to 1, or T_MULTAGES is equal to 0 and T_A07_1 or T_A07_2 are equal to 1, T_CLASSAGE is equal to 1 (Infant/toddler classroom). If T_A08 is equal to 2, or T_MULTAGES is equal to 0 and T_A07_3 is equal to 1, T_CLASSAGE is equal to 0 (Preschool classroom).

Exhibit V.2 (*continued*)

Variable name	Label	Constructed variable description
T_YRSECE	T: Years of experience working in a classroom in any ECE center	T_YRSECE is based on T_E08unit and T_E08amt. If T_E08unit is equal to 2 (Years), we copied values of T_E08amt. If T_E08unit is equal to 1 (Months), we calculated years of experience by dividing T_E08amt by 12. Set to missing if T_E08unit or T_E08amt missing. Bottom-coded values less than 0.5 to equal 0.5 and top-coded values above 30 to equal 30, due to concerns regarding identifiable information.
T_YRSCTR	T: Years of experience working in this center in any position	T_YRSECE is based on T_E09unit and T_E09amt. If T_E09unit is equal to 2 (Years), we copied values of T_E09amt. If T_E09unit is equal to 1 (Months), we calculated years of experience by dividing T_E09amt by 12. Set to missing if T_E08unit or T_E08amt missing. Bottom-coded values less than 0.25 to equal 0.25 and top-coded values above 20 to equal 20, due to concerns regarding identifiable information.
T_BEXPFIELD	T: Teaching staff experience-field of degree	T_BEXPFIELD is based on T_E06 and T_E07 survey items. T_BEXPFIELD is equal to 1 if T_E06 equals 1, 2, or 3. T_BEXPFIELD is equal to 2 if T_E07_1 and T_E07_2 equal 0 and any other T_E07_* variable equals 1. T_BEXPFIELD is equal to 3 if either T_E07_1 or T_E07_2 equal 1.
T_B10brec	T: E10: Licenses certs creds_other teaching or director-admin_recoded	T_E10brec is recode T_E10b to indicate if the other credential is related to administration based on project staff review of T_E10b_other verbatim text. T_E10brec is equal to 2 if T_E10b_other indicated an administration credential. Otherwise T_E10brec copied T_E10b.
T_BEXPCERT	T: Teaching staff experience-ECE certifications	T_BEXPCERT is based on T_E10a and T_E10brec. TBEXPCERT is equal to 1 if (1) both T_E10a and T_E10brec equal 0 or (2) if one equal 0 and the other was missing. TBEXPCERT is equal to 2 if T_E10brec equal 1 or 2 and T_E10a equal 0 or missing. T_BEXPCERT is equal to 3 if T_E10a equal 1 and T_E10brec 0, 1, or missing. T_BEXPCERT is equal to 4 if T_E10a equal 1 and T_E10brec equal 2. T_BEXPCERT set to missing if both T_E10a and T_E10brec missing.
T_SUPERVISE	T: Teaching staff supervise other teaching staff	T_SUPERVISE is based on T_A02, T_A03, and T_A04. If T_A02 is equal to 1 and T_A03 and T_A04 are both equal to 0, or if T_A02 is equal to 2 and T_A05 and T_A06 are both equal to 0, T_SUPERVISE is equal to 0 (Does not supervise other teaching staff). If T_A02 is equal to 1 and T_A03 or T_A04 are equal to 1, or if T_A02 is equal to 2 and T_A05 or T_A06 are equal to 1, then T_SUPERVISE is equal to 1 (Supervises other teaching staff).
TCHGRP_F	T: Flag for teaching staff position	To create TCHGRP_F we copied values of T_A01_5 as teaching staff were either a lead/head/co-teacher or assistant teacher. See T_A01 survey items for additional job positions teaching staff could also hold.

Exhibit V.2 (*continued*)

Variable name	Label	Constructed variable description
ExCELS leadership scoresa		
T_AREM	T: Who leaders are, mean score	Mean score constructed for cases in centers defined as analytic complete (CTRANL_F = 1). The ExCELS technical report (Kirby et al. forthcoming) presents information on items comprising the scale and score construction. Scores set to missing (.m) if more than 25 percent of items were missing. Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
T_BRINGM	T: What leaders bring, mean score	See T_AREM (*T: Who leaders are, mean score*)
T_DOIQRCM	T: What leaders do, teaching staff on self IQ+RCb,mean score	See T_AREM (*T: Who leaders are, mean score*)
T_DOMIQRCM	T: What leaders do, teaching staff on management IQ+RCwb, mean score	See T_AREM (*T: Who leaders are, mean score*)
T_DOMSOM	T: What leaders do, teacher staff report on management Strat+Op, mean score	See T_AREM (*T: Who leaders are, mean score*)
T_ARERA	T: Who leaders are, Rasch score	Rasch score constructed for cases in centers defined as analytic complete (CTRANL_F = 1). The ExCELS technical report (Kirby et al. forthcoming) presents information on items and score construction. Rasch models account for item-level missing data and create scores for everyone who responded to at least one item for each of the subscales. Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
T_BRINGRA	T: What leaders bring, Rasch score	See T_ARERA (*T: Who leaders are, Rasch score*)
T_DOIQRCRA	T: What leaders do, teaching staff on self IQ+RCb, Rasch score	See T_ARERA (*T: Who leaders are, Rasch score*)
T_DOMIQRCRA	T: What leaders do, teaching staff on management IQ+RCwb, Rasch score	See T_ARERA (*T: Who leaders are, Rasch score*)
T_DOMSORA	T: What leaders do, teaching staff on management Strat+Op, Rasch score	See T_ARERA (*T: Who leaders are, Rasch score*)

Exhibit V.2 (*continued*)

Variable name	Label	Constructed variable description
T_ARERA_ERR	T: Who leaders are, Rasch error	This variable is the standard error of the Rasch score T_ARERA from Rasch model.
		Rasch error variables should be used with the corresponding individual-level Rasch score to create center-level Rasch scores. Users should create weighted means within centers using the inverse of errors for the Rasch scores as the weight variable. The adjusted scores allow respondents who responded more consistently with the construct to be weighed more highly and as such the center-level Rasch scores are more precise. Rasch error constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Variable set to missing (.m) if all items in the scale were missing. Variable set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
T_BRINGRA_ERR	T: What leaders bring, Rasch error	See T_ARERA_ERR (*T: Who leaders are, Rasch error*)
T_DOIQRCRA_ERR	T: What leaders do, teaching staff on self IQ+RCb, Rasch error	See T_ARERA_ERR (*T: Who leaders are, Rasch error*)
T_DOMIQRCRA_ERR	T: What leaders do, teaching staff on management IQ+RCwb, Rasch error	See T_ARERA_ERR (*T: Who leaders are, Rasch error*)
T_DOMSORA_ERR	T: What leaders do, teaching staff on management Strat+Op, Rasch error	See T_ARERA_ERR (*T: Who leaders are, Rasch error*)
The Essential 0-5 Survey scores		
T_ESSTDTRA	T: Essen0-5 Teacher-Principal/Director Trust, Rasch score	The Essential 0-5 Survey is designed as a center-level measure. See Chapter III for a description of the measure and how the subscale corresponds to an Essential score. Individual-level Rasch scores are provided for users interested in constructing center-level Rasch scores. See Exhibit V.4 for available center-level scores. Rasch score constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Rasch models account for item-level missing data and create scores for everyone who responded to at least one item for each of the subscales. Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
T_ESSINLRA	T: Essen0-5 Instructional Leadership, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSTCHIRA	T: Essen0-5 Teacher Influence, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSPRGCRA	T: Essen0-5 Program Coherence, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSSNTRA	T: Essen0-5 Socialization of New Teachers, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSTCHCRA	T: Essen0-5 Teacher Collaboration, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSCRRA	T: Essen0-5 Collective Responsibility, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)

Exhibit V.2 (*continued*)

Variable name	Label	Constructed variable description
T_ESSSCRA	T: Essen0-5 School Commitment, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSTTTRA	T: Essen0-5 Teacher-Teacher Trust, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSTPTRA	T: Essen0-5 Teacher-Parent Trust, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSPINVRA	T: Essen0-5 Parent Involvement, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSTOCPRA	T: Essen0-5 Teacher Outreach/ Collaboration with Parents, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSPINFRA	T: Essen0-5 Parent Influence, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSREFDRA	T: Essen0-5 Reflective Dialogue, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSINNRA	T: Essen0-5 Innovation, Rasch score	See T_ESSTDTRA (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch score*)
T_ESSTDTRA_ERR	T: Essen0-5 Teacher-Principal/Director Trust, Rasch error	This variable is the standard error of the Rasch score T_ESSTDTRA from Rasch model. The Essential 0-5 Survey individual-level Rasch error variables should be used with the corresponding individual-level Rasch score (see rows above) to create center-level Rasch scores. Users should create weighted means within centers using the inverse of errors for the Rasch scores as the weight variable. The adjusted scores allow respondents who responded more consistently with the construct to be weighed more highly and as such the center-level Rasch scores are more precise. Rasch error variable constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Variable set to missing (.m) if all items in the scale were missing. Variable set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
T_ESSINLRA_ERR	T: Essen0-5 Instructional Leadership, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSTCHIRA_ERR	T: Essen0-5 Teacher Influence, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSPRGCRA_ERR	T: Essen0-5 Program Coherence, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSSNTRA_ERR	T: Essen0-5 Socialization of New Teachers, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSTCHCRA_ERR	T: Essen0-5 Teacher Collaboration, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSCRRA_ERR	T: Essen0-5 Collective Responsibility, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)

Exhibit V.2 (*continued*)

Variable name	Label	Constructed variable description
T_ESSSCRA_ERR	T: Essen0-5 School Commitment, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSTTTRA_ERR	T: Essen0-5 Teacher-Teacher Trust, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSTPTRA_ERR	T: Essen0-5 Teacher-Parent Trust, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSPINVRA_ERR	T: Essen0-5 Parent Involvement, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSTOCPRA_ERR	T: Essen0-5 Teacher Outreach/ Collaboration with Parents, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSPINFRA_ERR	T: Essen0-5 Parent Influence, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSREFDRA_ERR	T: Essen0-5 Reflective Dialogue, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)
T_ESSINNRA_ERR	T: Essen0-5 Innovation, Rasch error	See T_ESSTDTRA_ERR (*T: Essen0-5 Teacher-Principal/Director Trust, Rasch error*)

[a] The ExCELS leadership score variable names and labels reflect shorthand versions of these scales as follows: who participates in leadership scale scores correspond to variables labeled "who leaders are," what individuals bring to leadership scale scores correspond to variables labeled "what leaders bring," and what center staff do as leaders scale scores correspond to variables labeled "what leaders do."

IQ+RCb=Instructional quality + relational coordination beyond with families served; IQ+RCwb=Instructional quality + relational coordination with staff + relational coordination beyond with families served; Strat+Op=Strategic + operational.

Exhibit V.3. Key composite variables for ExCELS center manager file

Variable name	Label	Constructed variable description
Outcomes ECE leadership can influence		
M_SOFST	M: Survey of Organizational Functioning (SOF) Stress scale	For this variable, we first calculated the mean of M_E03a through M_E03d, and then multiplied the mean by 10 following developer method (Institute of Behavioral Research 2005). If more than 1 item missing, M_SOFST set as missing.
M_JOBSAT	M: Job satisfaction scale	We first reverse-coded items M_E04 and M_E05a to M_E05c (1=4, 2=3, 3=2, 4=1). The variable is the mean of the reverse-coded items. M_JOBSAT set as missing if any items missing.
ECE leadership constructs		
M_INQTRAIN	M: CM provides training to teaching staff on equity	This variable is the sum of M_C12a, M_C12b, and M_C12c and then collapsed into categories for "none" if the sum was 0, "some" if the sum was 1 or 2, and "all" if the sum was 3.M_INQTRAIN set as missing if any of the items missing.
M_LTPLANTIME	M: Paid planning time, hours per week, lead tchr	Center managers' report of lead/head/co-teachers' planning time as hours per week based on M_C08amt (amount of time) and M_C08unit (unit of time: 1=week, 2=month). If M_C08unit is week, we copied values of M_C08amt. If M_C08unit is month, we calculated planning time by dividing M_C08amt by 4. M_LTPLANTIME is equal to 0 if M_C08amt equal 0. M_LTPLANTIME is equal to .d (don't know) if M_C08amt equal don't know. Otherwise, if either M_C08amt or M_C08unit missing, M_LTPLANTIME set to missing.
M_ATPLANTIME	M: Paid planning time, hours per week, asst tchr	Center managers' report of assistant teachers' planning time as hours per week based on M_C09amt (amount of time) and M_C09unit (unit of time: 1=week, 2=month). If M_C09unit is week, we copied values of M_C09amt. If M_C09unit is month, we calculated planning time by dividing M_C09amt by 4. M_ATPLANTIME is equal to 0 if M_C09amt equal 0. M_ATPLANTIME is equal to .d (don't know) if M_C09amt = don't know. M_ATPLANTIME is equal to .n (not applicable) if M_C09amt equal no assistant teachers in this center. Otherwise, if either M_C09amt or M_C09unit missing, T_ATPLANTIME set to missing.

Exhibit V.3 (*continued*)

Variable name	Label	Constructed variable description
M_OBSERV	M: Center management report of own use of observation	Categorical variable based on M_C15_0 and M_C15_1, M_C15_2, M_C15_3, and M_C15_4 (among which respondents could select all reasons that applied). We organized responses into a hierarchy of how use observations. M_OBSERV is equal to 1 if M_C15_0 equal 1 (don't conduct classroom observations). M_OBSERV is equal to 2 if only M_C15_1 equal 1 (monitor compliance or ensure the center is meeting certain standards). M_OBSERV is equal to 3 if M_C15_4 equal 1 (measure the quality of the environment or interactions between teaching staff and the child) and both M_C15_2 and M_C15_3 equal 0. M_OBSERV is equal to 4 if either M_C15_2 or M_C15_3 equal 1 (give individualized coaching or learn about any needs for professional development, respectively) and M_C15_4 equal 0. M_OBSERV is equal to 5 if M_C15_4 equal 1 and either M_C15_2 or M_C15_3 equal 1. Set to missing if only M_C15_99 equal 1.
M_CMISSION	M: Center strategy for establishing & following a mission	Categorical variable based on M_B02_0, M_B02_NA and M_B02_1, M_B02_2, M_B02_3, and M_B02_4 (among which respondents could select all reasons that applied). We organized responses into a hierarchy of actions to ensure staff have a shared understanding of the center's mission and values. M_CMISSION is equal to 1 if either M_B02_0 or M_B02_NA equal 1 (center does not have a mission statement or "none of these" options are done with the mission statement). M_CMISSION is equal to 2 if either M_B02_1 equal 1 (mission statement posted in the center) or M_B02_2 equal 1 (posted in the center or discusses the mission and values with teaching staff during hiring and/or orientation, respectively) and both T_B02_3 and T_B02_4 equal 0. M_CMISSION is equal to 3 if M_B02_3 equal 1 (talks with teaching staff about how center practices and policies support the mission) and T_B02_4 equal 0. M_CMISSION is equal to 4 if M_B02_4 equal 1 (includes teaching staff in reviewing and updating the mission statement).

Exhibit V.3 (*continued*)

Variable name	Label	Constructed variable description
Staff background, education, and experience		
M_A01_*_r	A1: Center position_*_reconcileSSLP	M_A01 "r" series is based on the M_A01 survey items and information gathered as part of the staffing structure and leadership positions (SSLP) interview. The M_A01 "r" variables were reconciled against the SSLP Section B for each role the respondent is listed for in S_B01 through S_B06 and corresponding job category. M_A01_1_r is equal to 1 if S_B01 through S_B06 job category equal director or the respondent was listed as the primary site leader at S_B01. M_A01_2_r is equal to 1 if S_B01 through S_B06 job category equal assistant director. M_A01_3_r is equal to 1 if S_B01 through S_B06 job category equal education program lead or a respondent was listed at S_B05. M_A01_1_r through M_A01_3_r set to 0 if the SSLP Section B job category did not match (even if M_A01_1 through M_A01_3 equal 0). M_A01_4_r is equal to 1 if M_A01_4, or if respondent was listed in S_B06. M_A01_5_r is equal to M_A01_5. M_A01_99_r is equal to 1 if M_A01_99 equal to 1, or if M_A01_06 equal 1 due to small cell counts.
M_RACE_ETH	M: Center manager race and ethnicity	T_RACE_ETH is based on the M_E18 and M_E20 survey items. Where M_E18 is equal to 1, M_RACE_ETH is equal to 1 (Hispanic). Where M_E20_2 is equal to 1 and M_E18 is not equal to 1, M_RACE_ETH is equal to 2 (Black or African American, non-Hispanic). Where M_E20_1 is equal to 1 and M_E18 is not equal to 1, M_RACE_ETH is equal to 3 (White, non-Hispanic). Where any of M_E20_4 through M_E20_10 are equal to 1 and M_E18 is not equal to 1, M_RACE_ETH is equal to 4 (Asian, non-Hispanic). Where any of M_E20_11 through M_E20_14 are equal to 1 and M_E18 is not equal to 1, M_RACE_ETH is equal to 5 (Native Hawaiian or Other Pacific Islander, non-Hispanic). Where M_E20_3 is equal to 1 and M_E18 is not equal to 1, M_RACE_ETH is equal to 6 (American Indian or Alaska Native, non-Hispanic). There were no managers in categories 5 or 6. If M_E20_15 is equal to 1 or respondents selected more than one of the M_E20 items, M_RACE_ETH is equal to 7 (Multiple races or another race, non-Hispanic).
M_YRSTECE	M: Years of experience teaching in any ECE center	M_YRSTECE is based on M_E08unit and M_E08amt. If M_E08unit is equal to 2 (Years), we copied values of M_E08amt. If M_E08unit is equal to 1 (Months), we calculated years of experience by dividing M_E08amt by 12. Set to missing if M_E08unit or M_E08amt missing. Bottom-coded values less than 2 to equal 2 and top-coded values above 30 to equal 30, due to concerns regarding identifiable information.

Exhibit V.3 (*continued*)

Variable name	Label	Constructed variable description
M_YRSDANYCTR	M: Years of experience working as director or manager in any center	M_YRSDANYCTR is based on M_E09unit and M_E09amt. If M_E09unit is equal to 2 (Years), we copied values of M_E09amt. If M_E09unit is equal to 1 (Months), we calculated years of experience by dividing M_E09amt by 12. Set to missing if M_E09unit or M_E09amt missing. Bottom-coded values less than 0.25 to equal 0.25 and top-coded values above 30 to equal 30, due to concerns regarding identifiable information.
M_YRSPCTR	M: Years of experience working in this center in any position	M_YRSPCTR is based on M_E10unit and M_E10amt. If M_E10unit is equal to 2 (Years), we copied values of M_E10amt. If M_E10unit is equal to 1 (Months), we calculated years of experience by dividing M_E10amt by 12. Set to missing if M_E10unit or M_E10amt missing. Bottom-coded values less than 0.5 to equal 0.5 and top-coded values above 31 to equal 31, due to concerns regarding identifiable information.
M_YRSDCTR	M: Years of experience working as director or manager in this center	M_YRSDCTR is based on M_E11unit and M_E11amt. If M_E11unit is equal to 2 (Years), we copied values of M_E11amt. If M_E11unit is equal to 1 (Months), we calculated years of experience by dividing M_E11amt by 12. Set to missing if M_E11unit or M_E11amt missing. Bottom-coded values less than 0.25 to equal 0.25 and top-coded values above 27 to equal 27, due to concerns regarding identifiable information.
M_D05MAIN	M: Largest percentage racial/ethnic group center serves	M_D05MAIN is based on the M_D05 survey items. If M_D05_a is the larger than the other M_D05 items, M_D05MAIN is equal to 1 (American Indian or Alaska Native, non-Hispanic). If M_D05_b is larger than the other M_D05 items, M_D05MAIN is equal to 2 (Asian or Pacific Islander, non-Hispanic). If M_D05_c is larger than the other M_D05 items, M_D05MAIN is equal to 3 (Black, non-Hispanic). If M_D05_d is larger than the other M_D05 items, M_D05MAIN is equal to 4 (Hispanic). If M_D05_e is larger than the other M_D05 items, M_D05MAIN is equal to 5 (White, non-Hispanic). If there is a tie for the highest group, M_D05MAIN is equal to 6 (More than one group equally). If the M_D05 items sum to less than 90 percent, or if two or more M_D05 items are missing and the non-missing items do not sum to 100 percent, M_D05MAIN is set to missing. The M_D05 survey items were only asked of primary site leaders. Other center managers skipped the items and in those cases M_D05MAIN is set to .s (logical skip).

Exhibit V.3 (*continued*)

Variable name	Label	Constructed variable description
M_GENDER	M: Manager gender	M_GENDER is based on the M_E17 survey items. The survey allowed respondents to select all that apply. All respondents only selected one response that were combined then into a composite variable. Where M_E17_1 is equal to 1, M_GENDER is equal to 1 (Male). Where M_E17_2 is equal to 1, M_GENDER is equal to 2 (Female). Where M_E17_3 or M_E17_4 is equal to 1, M_GENDER is equal to 3 (Another gender identity or prefer not to answer). The two categories were collapsed due to small cell counts.
M_LANMATCH	M: Non-English language match between teaching staff and families	M_LANMATCH is based on the M_D03 and M_D04 items. If any of the M_D03_2 to M_D03_12 items are equal to the corresponding M_D04_2 to M_D04_12 items, M_LANMATCH is equal to 1 (Teaching staff speak families' language other than English in the center). If all of the M_D03_2 to M_D03_12 items do not equal the corresponding M_D04_2 to M_D04_12 variables, M_LANMATCH is equal to 0 (Teaching staff do not speak families' language other than English in the center). For centers where only M_D03_1 equal 1 (English) and M_D03_2 through M_D03_12 (non-English languages) equal 0, M_LANMATCH is equal to 0. The M_D05 survey items were only asked of primary site leaders. Other center managers skipped the items and in those cases M_D05MAIN is set to .s (logical skip).
M_BEXPFIELD	M: Manager staff experience-field of degree	M_BEXPFIELD is based on M_E06 and M_E07 survey items. M_BEXPFIELD is equal to 1 if M_E06 equals 1, 2, or 3. M_BEXPFIELD is equal to 2 if (1) any of M_E07_3, M_E07_4, M_E07_6, M_E07_7 or M_E07_99 equal 1 (2) M_E07_5, M_E07_1, M_E07_2 all equal 0, and (3) M_E06 does not equal 1, 2, or 3. M_BEXPFIELD is equal to 3 if (1) M_E07_5 equal 1, (2) both M_E07_1 and M_E07_2 equal 0, and (3) M_E06 does not equal 1, 2, or 3. M_BEXPFIELD is equal to 4 if (1) either M_E07_1 or M_E07_2 equal 1, (2) M_E07_5 equal 0, and (3) M_E06 does not equal 1, 2, or 3. M_BEXPFIELD is equal to 5 if (1) either M_E07_1 or M_E07_2 equal, (2) M_E07_5 equal 1, and (3) M_E06 does not equal 1, 2, or 3.
M_BEXPCERT	M: Manager experience-ECE certifications	M_BEXPCERT is based on M_E12a, M_E12b, M_E12c, and M_E12d. M_BEXPCERT is equal to 1 if M_E12a, M_E12b, M_E12c, and M_E12d all equal 0. M_BEXPCERT is equal to 2 if (1) either M_E12c or M_E12d equal 1 and both M_E12a and E_12b equal 0 or (2) M_E12b equal 1 and M_E12a equal 0 or missing. M_BEXPCERT is equal to 3 if M_E12a equal 1 and M_E12b equal 0 or missing. M_BEXPCERT is equal to 4 if both M_E12a and M_E12b equal 1. If M_E12a, M_E12b, M_E12b, and M_E12d all = missing, then M_bexpcert = missing.

Exhibit V.3 (*continued*)

Variable name	Label	Constructed variable description
ExCELS leadership scores[a]		
M_AREM	M: Who leaders are, mean score	Mean score constructed for cases in centers defined as analytic complete (CTRANL_F = 1). The ExCELS technical report (Kirby et al. forthcoming) presents information on items comprising the scale and score construction. Scores set to missing (.m) if more than 25 percent of items were missing. Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
M_BRINGM	M: What leaders bring, mean score	See M_AREM (*M: Who leaders are, mean score*)
M_DOSOM	M: What leaders do, manager report on self Strat+Op, mean score	See M_AREM (*M: Who leaders are, mean score*)
M_DOIQRCM	M: What leaders do, IQ+RCwb, mean score	See M_AREM (*M: Who leaders are, mean score*)
M_ARERA	M: Who leaders are, Rasch score	Rasch score constructed for cases in centers defined as analytic complete (CTRANL_F = 1). The ExCELS technical report (Kirby et al. forthcoming) presents information on items and score construction. Rasch models account for item-level missing data and create scores for everyone who responded to at least one item for each of the subscales. Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
M_BRINGRA	M: What leaders bring, Rasch score	See M_ARERA (*M: Who leaders are, Rasch score*)
M_DOIQRCRA	M: What leaders do, IQ+RCwb, Rasch score	See M_ARERA (*M: Who leaders are, Rasch score*)
M_DOSORA	M: What leaders do, Strat+Op, Rasch score	See M_ARERA (*M: Who leaders are, Rasch score*)
M_ARERA_ERR	M: Who leaders are, Rasch error	This variable is the standard error of the Rasch score M_ARERA from Rasch model. Rasch error variables should be used with the corresponding Rasch score to create center-level Rasch scores. Users should create weighted means within centers using the inverse of errors for the Rasch scores as the weight variable. The adjusted scores allow respondents who responded more consistently with the construct to be weighed more highly and as such the center-level Rasch scores are more precise. Rasch error constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Variable set to missing (.m) if all items in the scale were missing. Variable set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
M_BRINGRA_ERR	M: What leaders bring, Rasch error	See M_ARERA_ERR (*M: Who leaders are, Rasch error*)

Exhibit V.3 (*continued*)

Variable name	Label	Constructed variable description
M_DOIQRCRA_ERR	M: What leaders do, IQ+RCwb, Rasch error	See M_ARERA_ERR (*M: Who leaders are, Rasch error*)
M_DOSORA_ERR	M: What leaders do, Strat+Op, Rasch error	See M_ARERA_ERR (*M: Who leaders are, Rasch error*)

[a] The ExCELS leadership score variable names and labels reflect shorthand versions of these scales as follows: who participates in leadership scale scores correspond to variables labeled "who leaders are," what individuals bring to leadership scale scores correspond to variables labeled "what leaders bring," and what center staff do as leaders scale scores correspond to variables labeled "what leaders do."

IQ+RCb=Instructional quality + relational coordination beyond with families served; IQ+RCwb=Instructional quality + relational coordination with staff + relational coordination beyond with families served; Strat+Op=Strategic + operational.

Exhibit V.4. Key composite variables for ExCELS center-level file

Variable name	Label	Constructed variable description
Contextual influences of ECE leadership constructs		
URBANICITY_F	Flag for urbanicity	Flag for center location based on the National Center for Education Statistics (NCES) locale classification as of 2020. The NCES locale classification relies on standard urban and rural designations defined by the U.S. Census Bureau and categorizes U.S. territory into four types of areas: city, suburban, town, and rural. Each type of area contains three subtypes: large, midsize, and small. Urban was defined as small, midsize, or large city, and suburban was defined as midsize or large suburban area.
E_FUNDING_c	Funding mix category	E_FUNDING_c is based on E_C02, E_C03, and E_C04 survey items. E_FUNDING_c is equal to 1 (CCDF) if E_C02 or E_C03 survey items demonstrate the center had at least 20 percent of children receiving CCDF subsidies or received at least 20 percent of its revenue from Child Care Development Fund (CCDF) and E_C04 survey items are 0 (center received no Head Start funding). E_FUNDING_c is equal to 2 (Head Start) if E_C04 survey items demonstrate the center received at least 20 percent of its revenue from Head Start and E_C02 and E_C03 survey items are 0 (center received no CCDF funding). E_FUNDING_c is equal to 3 (Mixed) if E_C02 or E_c03 survey items and E_C04 survey items are greater than 0, with at least one type of funding reaching at least 20 percent of revenue (or at least 20 percent of children for CCDF).
E_CTRSIZE	E: Center size, recoded	E_CTRSIZE is based on E_D01 for the number of children enrolled (birth through school-age). E_CTRSIZE is equal to 1 if E_D01 is equal to 35 or less. E_CTRSIZE is equal to 2 if E_D01 is more than 35 but less than 75. E_CTRSIZE is equal to 3 if E_D01 is equal to 75 or higher.

Exhibit V.4 (*continued*)

Variable name	Label	Constructed variable description
E_QRIS_high	E: QRIS rating category, high	E_QRIS_high is based on E_A04 survey items. We categorized centers into level of QRIS ratings based on the requirements for the different levels in each state. E_QRIS_high is equal to 1 (high) if the center was in the top one or two rating levels, depending upon the total number of rating levels and the definitions of high quality set by each state. The high QRIS category included California centers with ratings of 4 or 5, Indiana centers with ratings of 3 or 4, North Carolina centers with a rating of 5, and Pennsylvania centers with a rating of 4. E_QRIS_high is equal to 2 for other QRIS ratings in each state, with low and medium collapsed due to small cell counts. E_QRIS_high is equal to 3 if E_A04 equal 0 (not participating) or don't know if participating, or if E_A04a equal rating pending or don't know rating level, collapsed due to small cell counts and potentially identifiable information.
E_ACCRED	E: Center accredited	E_ACCRED is based on E_A05 survey items. E_ACCRED is equal to 1 (accredited) if any of E_A05_1 through E_A05_99 equal 1. E_ACCRED is equal to 0 (not accredited) if E_A05_0 = 1.
E_HIGHQUAL	E: Center is accredited or has high QRIS rating	E_HIGHQUAL is based on E_QRIS_high and E_ACCRED. E_HIGHQUAL is equal to 1 if either E_QRIS_high or E_ACCRED equal 1. E_HIGHQUAL is equal to 0 if E_QRIS_high is not equal to 1 and E_ACCRED is equal to 0.
Staffing structure and leadership positions		
S_JoBTITL_*	S: [JOB CATEGORY NAME]	S_JOBTITL_* is based on the specific job titles in the center (S_A01_x); the * in the variable name column is a suffix corresponding to a job category name for this series of variables. The job titles were recoded into nine categories— director (DIR), assistant director (AD), education program lead (ED), financial manager (FNM), human resources manager (HRM), other manager (such as a health, family service [OM]), supervisor (SUP), support staff (SPST), or teacher (TCHR). Lead.
S_NumStaff_*	S: Number of staff in formal leadership position, [JOB CATEGORY NAME]	S_NumStaff_* is based on S_A02_x categorized from center-specific job titles to the corresponding S_JOBTITL_*.
S_A03#_*	A03#: [JOB ROLE], [JOB CATEGORY NAME]	S_A03a_* through S_A03g_* categorized the roles each job category holds corresponding to S_JOBTITL_*. The # in the variable name column represents the survey item for role (a through g) for this series of variables. If S_JOBTITL_* equal 0 (no one in that job category), S_A03#_* is equal to 0.
S_TNLDR	S: Total number of staff in formal leadership positions	S_TNLDR is the sum of the number of staff in each of the formal leadership categories in the center (S_NumStaff_* series).

Exhibit V.4 (*continued*)

Variable name	Label	Constructed variable description
S_TNTCH	S: Total number of 0-5 teaching staff at the center	S_TNTCH is the sum of S_C01a and S_C02a.
S_LTSUPTCH	S: Number of 0-5 lead teacher with direct supervision of other TS within/across	S_LTSUPTCH is the number of lead teachers with direct supervision of other teaching staff, with the sum of the number of lead teachers with a supervisory role within classroom (S_C01b) and across classrooms and (S_C01c) minus the number of lead teachers who were supervising both within and across classrooms (S_C01d).
S_ATSUPTCH	S: Number of 0-5 asst teacher with direct supervision of other TS within/across	S_ATSUPTCH is the number of lead teachers with direct supervision of other teaching staff, with the sum of the number of lead teachers with a supervisory role within classroom (S_C02b) and across classrooms and (S_C02c) minus the number of lead teachers who were supervising both within and across classrooms (S_C02d). If there were no assistant teachers in the center (S_C02a equal 0), then S_C01b, S_C01c, and S_C01d were recoded as 0.
S_NTSUPTCH	S: Number of 0-5 teaching staff w/ direct supervision of other TS within/across	S_NTSUPTCH is the sum of 0-5 lead teachers and assistant teachers with direct supervision of other teaching staff within or across classrooms (S_LTSUPTCH and S_ATSUPTCH, respectively).
S_PCTSUPT	S: Percent of 0-5 TS with direct supervision of other TS within/across	S_PCTSUPT is S_NTSUPTCH (number of 0-5 teaching staff with direct supervision within or across classrooms) divided by S_TNTCH (total number of 0-5 teaching staff) and multiplied by 100.
S_TNOTH	S: Total number of 0-5 other staff at the center	S_TNOTH is the sum of S_D01 through S_D06 and S_D07c.
S_TNLDSUP	S: Ttl # of 0-5 staff in leadership roles, include TS supervision within/across	S_TNLDSUP is the sum of S_TNLDR (number of staff in formal leadership positions) and S_NTSUPTCH (number of 0-5 teaching staff with direct supervision). If S_A03g_TCHR is equal to 1 (centers that reported teachers in supervisory role in Table 1 of the SSLP), then S_TNLDSUP is the sum of S_TNLDR and S_NTSUPTCH <u>minus</u> S_NumStaff_TCHR (which were double counted and should be excluded).
S_TNSALL	S: Total number of all 0-5 staff at the center	S_TNSALL is the sum of S_TNLDR (number of staff in formal leadership positions), S_TNTCH (number of 0-5 teaching staff), and S_TNOTH (number of 0-5 other staff), minus the S_NumStaff_TCHR (number of teaching staff reported in Table 1 of the SSLP).
S_NTSUPACRS	S: Number of 0-5 TS with direct supervision of other TS across classrooms	S_NTSUPACRS is the number of lead teachers with a supervisory role across classroom (S_C01c) and the number of assistant teachers with a supervisory role across classrooms (S_C02c). If there were no assistant teachers in the center (S_C02a equal 0), then S_C01c was recoded as 0.

Exhibit V.4 (*continued*)

Variable name	Label	Constructed variable description
S_TCHRSUPT	S: Center has teaching staff supervising other teaching staff across classrooms	This variable was recoded based on S_NTSUPACRS: if S_NTSUPACRS was greater than 0, then S_TchrsupT was set to 1; else S_TchrsupT was set to 0.
Outcomes ECE leadership can influence		
S_TCHRTR	S: 0-5 teaching staff turnover rate, proportion	S_TCHRTR is the sum of 0-5 lead teachers and assistant teachers who left the center since September 2022 (S_C01f and S_C02f) divided by the total number of 0-5 teaching staff at the center (S_TNTCH). If S_C02f equal .s (logical skip if no assistant teachers when S_C02a equal 0), S_TCHRTR is based on S_C01f only.
S_LTTR	S: 0-5 lead teacher turnover rate, proportion	S_LTTR is the number of 0-5 lead teachers who left (S_C01f) divided by number of 0-5 lead teachers at the center (S_C01a).
S_ATTR	S: 0-5 assistant teacher turnover rate, proportion	S_ATTR is the number of 0-5 assistant teachers who left (S_C02f) divided by number of 0-5 assistant teachers at the center (S_C02a). If S_C02a equal 0, S_ATTR set to .n (not applicable).
ExCELS leadership scores[a]		
CM_DOSOM_PSL	CM: What leaders do, Strat+Op, at center level, mean score for PSL only	Mean score for primary site leader (PSL) report (M_DOSOM [see Table V.3] when M_PSL equal 1). One center had two primary site leaders. For this center, CM_DOSOM_PSL uses the center director score. Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CM_DOIQRCM_PSL	CM: What leaders do, IQ+RCwb, at center level, mean score for PSL only	Mean score for primary site leader (PSL) report (M_DOIQCMM [see Table V.3] when M_PSL equal 1). One center had two primary site leaders. For this center, CM_DOSOM_PSL uses the center director score. Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CM_AREM	CM: Who leaders are, at center level, mean score	Center-level mean score reflects the mean of individual center manager scores within a center (M_AREM, see Table V.3). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).

Exhibit V.4 (*continued*)

Variable name	Label	Constructed variable description
CM_BRINGM	CM: What leaders bring, at center level, mean score	Center-level mean score reflects the mean of individual center manager scores within a center (M_BRINGM, see Table V.3). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CM_DOIQRCM	CM: What leaders do, IC+RCwb, at center level, mean score	Center-level mean score reflects the mean of individual center manager scores within a center (M_DOIQRCM, see Table V.3). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_AREM	CT: Who leaders are, center level, mean score	Center-level mean score reflects the mean of individual teaching staff scores within a center (T_AREM, see Table V.2). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_BRINGM	CT: What leaders bring, center level, mean score	Center-level mean score reflects the mean of individual teaching staff scores within a center (T_BRINGM, see Table V.2). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_DOMSOM	CT: What leaders do, teacher staff on CMGMT Strat+Op, center level, mean score	Center-level mean score reflects the mean of individual teaching staff scores within a center (T_DOMSOM, see Table V.2). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_DOIQRCM	CT: What leaders do, teaching staff on self IQ+RCb, center level, mean score	Center-level mean score reflects the mean of individual teaching staff scores within a center (T_DOIQRCM, see Table V.2). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_DOMIQRCM	CT: What leaders do, teacher staff on CMGMT IQ+RCwb, center level, mean score	Center-level mean score reflects the mean of individual teaching staff scores within a center (T_DOMIQRCM, see Table V.2). Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).

Exhibit V.4 (*continued*)

Variable name	Label	Constructed variable description
CD_DOSOM_PSL	CD: What leaders do, Strat+Op, at center level, diff in mean score	Difference in scores for what center managers do as leaders for Strategic + Operational actions calculated by center-level teaching staff mean score (CT_DOMSOM) minus primary site leader score (CM_DOSOM_PSL, except for one center with two primary site leaders. For this center, we averaged their individual-level scores [M_DOSOM when M_PSL equal 1]). Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
CD_DOIQRCM_PSL	CD: What leaders do, IC+RCwb, at center level, diff in mn score PSL only	Difference in scores for what center managers do as leaders for Instructional Quality + Relational Coordination actions calculated by center-level teaching staff mean score (CT_DOMIQRCM) minus primary site leader score (CM_DOIQRCM_PSL, except for one center with two primary site leaders. For this center, we averaged their individual-level scores [M_DOIQRCM when M_PSL equal 1]). Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
CD_DOIQRCM_CM	CD: What leaders do, IC+RCwb, at center level, diff in mean score	Difference in scores for what center managers do as leaders for Instructional Quality + Relational Coordination actions calculated by center-level teaching staff mean score (CT_DOMIQRCM) minus center-level center manager mean score (CM_DOIQRCM). Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
The Essential 0-5 Survey scores		
CT_ESSTDTM	CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach	Center-level subscale score reflects the mean of individual teaching staff subscale scores within a center; the individual scores are the mean of the items in the subscale. Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to missing (.m) if more than 25 percent of items were missing. Scores set to not applicable (.n) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_ESSINLM	CT: Essen0-5 Instructional Leadership at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSTCHIM	CT: Essen0-5 Teacher Influence at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSPRGCM	CT: Essen0-5 Program Coherence at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)

Exhibit V.4 (*continued*)

Variable name	Label	Constructed variable description
CT_ESSSNTM	CT: Essen0-5 Socialization of New Teachers at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSTCHCM	CT: Essen0-5 Teacher Collaboration at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSCRM	CT: Essen0-5 Collective Responsibility at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSSCM	CT: Essen0-5 School Commitment at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSTTTM	CT: Essen0-5 Teacher-Teacher Trust at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSTPTM	CT: Essen0-5 Teacher-Parent Trust at cntr lvl, mean score approach-zscore	Center-level subscale score reflects the mean of individual teaching staff subscale scores within a center; the individual scores are the mean of z-scored items in the subscale, which varied on the possible response range. Constructed for cases in centers defined as analytic complete (CTRANL_F = 1). Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_ESSPINVM	CT: Essen0-5 Parent Involvement at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSTOCPM	CT: Essen0-5 Tchr Outreach/Coll with Parents at cntr lvl, mean score approach-zscore	See CT_ESSTPTM (*CT: Essen0-5 Teacher-Parent Trust at cntr lvl, mean score approach-zscore*)
CT_ESSPINFM	CT: Essen0-5 Parent Influence at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSREFDM	CT: Essen0-5 Reflective Dialogue at cntr lvl, mean score approach	See CT_ESSTDTM (*CT: Essen0-5 Teacher-Principal/Director Trust at cntr lvl, mean score approach*)
CT_ESSINNOVM	CT: Essen0-5 Innovation at cntr lvl, mean score approach-zscore	See CT_ESSTPTM (*CT: Essen0-5 Teacher-Parent Trust at cntr lvl, mean score approach-zscore*)
CT_ESSCOLSUPM	CT: Essen0-5 Composite Collab Tchr+Supplm at ctr lvl, mean score approach-zscore	Composite mean score that reflects the mean of a subset of center-level subscales for Collaborative Teachers and supplemental measures identified based on factor analysis— CT_ESSTCHCM, CT_ESSCRM, CT_ESSSCM, CT_ESSTTTM, CT_ESSREFDM, and CT_ESSINNOVM. Z-scored because some subscales had to be z-scored and thus not all have the same possible response range. Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).

Exhibit V.4 (*continued*)

Variable name	Label	Constructed variable description
CT_ESSEFLEM	CT: Essen0-5 Effective Instructional Leaders at cntr lvl, mean score approach	Essential mean score that reflects the mean of the center-level subscales that comprise it— CT_ESSTDTM, CT_ESSINLM, CT_ESSTCHIM, and CT_ESSPRGCM.
CT_ESSCTEM	CT: Essen0-5 Collaborative Teachers at center level, mean score approach-zscore	Essential mean score that reflects the mean of the center-level subscales that comprise it— CT_ESSSNTM, CT_ESSTCHCM, CT_ESSCRM, CT_ESSSCM, and CT_ESSTTTM. Z-scored because subscales vary on the possible response range. Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).
CT_ESSINVFEM	CT: Essen0-5 Involved Families at center level, mean score approach-zscore	Essential mean score that reflects the mean of the center-level subscales that comprise it— CT_ESSTPTM, CT_ESSPINVM, CT_ESSTOCPM, and CT_ESSPINFM. Z-scored because some subscales had to be z-scored and thus not all have the same possible response range. Scores set to system missing (.) if (1) all items in this scale were missing or (2) for cases in center not defined as analytic complete (CTRANL_F = 0).

[a] The ExCELS leadership score variable names and labels reflect shorthand versions of these scales as follows: who participates in leadership scale scores correspond to variables labeled "who leaders are," what individuals bring to leadership scale scores correspond to variables labeled "what leaders bring," and what center staff do as leaders scale scores correspond to variables labeled "what leaders do."

IQ+RCb=Instructional quality + relational coordination beyond with families served; IQ+RCwb=Instructional quality + relational coordination with staff + relational coordination beyond with families served; Strat+Op=Strategic + operational.

This page has been left blank for double-sided copying

References

Abel, M.B., T.N. Talan, and M. Magid. "Closing the Leadership Gap: 2018 Status Report on Early Childhood Program Leadership in the United States." McCormick Center for Early Childhood Leadership at National Louis University, December 2018.

Child Care Aware of America. "We Can Do Better: Child Care Aware of America's Ranking of State Child Care Center Regulations and Oversight; 2013 Update." Child Care Aware of America, 2013.

Douglass, A., G. Kirby, and L. Malone. "Theory of Change of Early Care and Education Leadership for Quality Improvement." OPRE Brief #2023-097. Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services, 2023.

Douglass, A., and G. Kirby. "Evaluating Leadership Development in Early Care and Education." OPRE Brief #2022-141. Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services, 2022.

Ehrlich, S.B., D.M. Pacchiano, A.G. Stein, M.R. Wagner, S. Luppescu, S. Park, E. Frank, H. Lewandowski, and C. Young. "Organizing Early Education for Improvement: Testing a New Survey Tool." University of Chicago Consortium on School Research and the Ounce of Prevention Fund, 2018.

Greenberg, E., J.B. Isaacs, T. Derrick-Mills, M. Michie, and K. Stevens. "Are Higher Subsidy Payment Rates and Provider-Friendly Payment Policies Associated with Child Care Quality?" Urban Institute, 2018.

Institute of Behavioral Research. *TCU Survey of Organizational Functioning (TCU SOF)*. Fort Worth, TX: Texas Christian University, Institute of Behavioral Research, 2005. Available at http://ibr.tcu.edu/forms/organizational-staff-assessments/.

Kirby, G., L. Malone, Y. Xue, A. Douglass, K. Gonzalez, S. Albanese, and T. Nguyen. "Measuring Leadership in Early Care and Education: The ExCELS Measure." OPRE Report. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, forthcoming.

Kirby, G., A. Douglass, J. Lyskawa, C. Jones, and L. Malone. "Understanding Leadership in Early Care and Education: A Literature Review." OPRE Report 2021-02. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2021.

Malone, L., S. Albanese, C. Jones, Y. Xue, G. Kirby, and A. Douglass. "Compendium of Existing Measures for Understanding Leadership in Early Care and Education." OPRE Report 2021-220. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2021.

Tran, V., K. Dwyer, and S. Minton. "Key Cross-State Variations in CCDF Policies as of October 1, 2018: The CCDF Policies Database Book of Tables." OPRE Report No. 2019-117. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2019.

This page has been left blank for double-sided copying

Appendix A

Annotated Instruments

This page has been left blank for double-sided copying

Appendix A.1

Engagement Interview Guide

This page has been left blank for double-sided copying.

Early Care and Education Leadership Study (ExCELS)
Engagement Interview Guide

Introduction

[INTERVIEWER NOTES APPEAR IN ALL CAPS. DO NOT READ THIS TEXT OUT LOUD TO THE RESPONDENT.]

[REVISE THE FIRST SENTENCE IF YOU SPOKE DIRECTLY WITH THE PRIMARY SITE LEADER WHEN RECRUITING THE CENTER TO PARTICIPATE IN THE STUDY.]

Hello [PRIMARY SITE LEADER'S LAST NAME], my name is [LIAISON] and I am calling from Mathematica about your center's participation in the Early Care and Education Leadership Study (also known as ExCELS). Thank you again for agreeing to participate in ExCELS and speaking with me today.

During today's interview I will collect basic information about your center to confirm your center's eligibility to participate in the study. We expect this interview to take about 20 minutes to complete.

[SKIP THIS SECTION IF YOU SPOKE DIRECTLY WITH THE PRIMARY SITE LEADER WHEN RECRUITING THE CENTER TO PARTICIPATE IN THE STUDY.]

Before we begin the interview, I want to make sure you are the primary site leader at [NAME OF CENTER]. That is, are you the person in the building who is responsible for oversight of all that happens in the center on a daily basis?

- [IF YES] **Great. Could you please confirm your contact information?** [CONFIRM TITLE, EMAIL ADDRESS, AND PHONE NUMBER COLLECTED DURING RECRUITMENT INTERVIEW.]

- [IF NO] **This interview is intended for your center's primary site leader. Again, we consider the center's primary site leader the staff person in the building who is responsible for oversight of all that happens in the center on a daily basis. Could you provide me with the name, title, and contact information for that person?** [COLLECT NAME, TITLE, EMAIL ADDRESS, AND PHONE NUMBER OF PRIMARY SITE LEADER AND END CALL.]

[ONLY MOVE FORWARD TO THE REST OF THE INTERVIEW IF YOU ARE SPEAKING WITH THE PRIMARY SITE LEADER.]

Taking part in ExCELS is voluntary. The purpose of this study is to learn about leadership in early care and education centers. There are no risks or direct benefits from taking part in the study. We will use the information the study collects only for research purposes and in ways that will not reveal who you are or identify your center or its staff. We have a certificate of confidentiality from the National Institutes of Health. It helps us protect your privacy. This means no one can force the study team to give out information that identifies you, even in court. However, in some cases federal or state laws might require us to show information to government officials or sponsors who monitor the safety of this study. Publications about the study will not identify anyone from the center. Nor will they identify the center itself. We will share some of the data the study collects with qualified individuals for research purposes. Nothing we share will identify people or specific centers. If you have questions about ExCELS, please contact [SURVEY DIRECTOR NAME], the survey director, at [STUDY PHONE] or by email at [STUDY EMAIL].

Before we get started, let me read you the following statement for your information: "Your participation is voluntary. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

The OMB number for this information collection is 0970-0582 and the expiration date is 12/31/2023."

Do you have any questions before we begin?

A. Center characteristics

To begin, I would like to confirm some information about your center.

A1. **[CENTER IS PART OF A PUBLIC SCHOOL SYSTEM]**

[E_A01] **Does your center operate within a public school system?**

SELECT ONE ONLY

₁◯ Yes   **→ CONTINUE TO A1a**

₀◯ No   **→ SKIP TO A2**

[E_A01a] [ASK IF A1=1] **A1a. Is there someone who oversees the center operations that is distinct from the principal or school administrator?**

SELECT ONE ONLY

₁◯ Yes   **→ CONTINUE TO A1b**

₀◯ No   **→ SKIP TO ELIGIBILITY CHECK BELOW**

[E_A01b] [ASK IF A1a=1] **A1b. Does this person report to the principal or school administrator?**

SELECT ONE ONLY

₁◯ Yes   **→ CONTINUE TO ELIGIBILITY CHECK BELOW**

₀◯ No   **→ SKIP TO A2**

⚠️ ELIGIBILITY CHECK

[IF THE CENTER OPERATES WITHIN A PUBLIC SCHOOL SYSTEM, IT IS **NOT** ELIGIBLE TO PARTICIPATE IN ExCELS **UNLESS** IT HAS SOMEONE WHO OVERSEES THE CENTER OPERATIONS THAT IS DISTINCT FROM THE PRINCIPAL/SCHOOL ADMINISTRATOR **AND** THAT PERSON DOES NOT REPORT TO THE PRINCIPAL/SCHOOL ADMINISTRATOR.]: **Unfortunately, at this time your center is not eligible to participate in ExCELS. We are unable to include centers that operate within a public school system and are overseen by the principal/school administrator or is overseen by a person that reports to the principal/school administrator. Thank you very much for your time and interest in participating. We will reach out in the future if our eligibility criteria change.** [END CALL.]

A2.   *[E_A02]* **[CENTER AGENCY TYPE**]

Is your center…?

SELECT ONE ONLY

₁ ◯   A for-profit organization

₂ ◯   A not-for-profit organization

₉₉ ◯   *[E_A02other]* Other (specify) _____

A3.   *[E_A03]* **[CENTER IS PART OF A LARGER PROGRAM OR ORGANIZATION]**

Is your center independently owned and operated or part of a larger organization?

Centers that are part of a larger organization include those that are corporate sponsored, part of a chain or franchise, part of a Head Start grantee program, or affiliated with a social service or human development agency, such as a YMCA or church. The larger organization may provide a combination of funding and administrative oversight or have reporting requirements. If the larger organization is solely a funding source, the center should be considered independently owned and operated.

SELECT ONE ONLY

₁ ◯   Independently owned and operated

₂ ◯   Part of a larger organization

d ◯   Don't know

A4.   **[QRIS LEVEL]**

[E_A04] **Does your center currently participate in [NAME OF QUALITY RATING AND IMPROVEMENT SYSTEM]?**

SELECT ONE ONLY

₁ ◯   Yes   **→ CONTINUE TO A4a AND A4b**

₀ ◯   No   **→ SKIP TO A5**

d ◯   Don't know **→ SKIP TO A5**

[E_A04a] [ASK IF A4=1] **A4a. What is your center's current rating?** |___|___| RATING

d ◯   Don't know

p ◯   Not rated yet (pending)

[E_A04b] [ASK IF A4=1] **A4b. What month and year did your center receive this rating?**

|___|___| MONTH |___|___|___|___| YEAR

d ◯   Don't know

p ◯   Not rated yet (pending)

A5. **[ACCREDITATION]**

Is your center accredited by any of the following organizations?

SELECT ALL THAT APPLY (1,2,3,99) OR SELECT 0 ONLY

1 ☐ *[E_A05_1]* National Association for the Education of Young Children (NAEYC)

2 ☐ *[E_A05_2]* Council on Accreditation

3 ☐ *[E_A05_3]* National Early Childhood Program Accreditation

99 ☐ *[E_A05_99 and E_A05_99other]* Another accrediting organization (specify)
_____

0 ◯ *[E_A05_0]* Center is not accredited by any accrediting body → **SKIP TO A6**

[E_A05a] [ASK IF A5 NE 0] **A5a. What month and year did your center get accredited [IF MORE THAN ONE ACCREDITATION AT A5: most recently]?**

|___|___| MONTH |___|___|___|___| YEAR

d ◯ Don't know

A6. *[E_A06]* **[EXTERNAL PROFESSIONAL DEVELOPMENT AND WORKFORCE SUPPORTS]**

Since September 2021, have you or other management staff participated in a leadership institute, course, coaching, or another leadership development program?

SELECT ONE ONLY

1 ◯ Yes

0 ◯ No

B. Center operations

Let's move on to your center's operations.

B1.   What days of the week does your center provide early care and education services to children?

SELECT ALL THAT APPLY

1 ☐   *[E_B01mon]* Monday

2 ☐   *[E_B01tue]* Tuesday

3 ☐   *[E_B01wed]* Wednesday

4 ☐   *[E_B01thu]* Thursday

5 ☐   *[E_B01fri]* Friday

6 ☐   *[E_B01sat]* Saturday

7 ☐   *[E_B01sun]* Sunday

B2.   *[E_B02s and E_B02e]* What are your center's hours of operation? Are the hours the same every day or do they vary? [RECORD HOURS OF OPERATION BELOW]

B3.   *[E_B03]* Does your center operate just a part-day program?

SELECT ONE ONLY

1 ○   Yes   **→ CONTINUE TO ELIGIBILITY CHECK BELOW**

0 ○   No   **→ SKIP TO C1**

⚠️ ELIGIBILITY CHECK

[IF THE CENTER OPERATES A PART DATE PROGRAM]: **Unfortunately, at this time your center is not eligible to participate in ExCELS. We are unable to include centers that are only open part-day in this study. Thank you very much for your time and interest in participating. We will reach out in the future if our eligibility criteria change.** [END CALL.]

C. Funding

Next, I'd like to ask about your center's funding. Please be as accurate as possible when answering the questions, but your best estimate is fine.

C1. **[TYPE OF PUBLIC FUNDING]**

Which of the following public programs provided funding to your center during the most recently completed fiscal year?

SELECT ALL THAT APPLY (1,2,3,99) OR SELECT 0 ONLY

1 ☐ *[E_C01_1]* Child care subsidy programs from [STATE SUBSIDY PROGRAM] or Child Care Development Fund (CCDF) *(can include parent use of vouchers, contracted slots in the center, or tiered reimbursement)*

2 ☐ *[E_C01_2]* Early Head Start or Head Start

3 ☐ *[E_C01_3]* State preschool or prekindergarten programs

4 ☐ *[E_C01_4]* Child & Adult Care Food Program

99 ☐ *[E_C01_99 and E_C01_99other]* Other (specify) _____

0 ○ *[E_C01_0]* No public funding

[ASK IF C1 = 1]

C2. **[CCDF FUNDING (AS A PERCENT OF CHILDREN)]**

For this next question, please think about children at your center from birth to age 5 <u>and who are not yet in kindergarten</u>. Do not include school-age children when answering this question.

C2a. *[E_C02a]* About what percentage <u>of children</u> from birth to age 5 and not yet in kindergarten at your center receive child care subsidies from [STATE SUBSIDY PROGRAM] or Child Care Development Fund (CCDF)?

[IF RESPONDENT IS ABLE TO RESPOND, RECORD THE PERCENTAGE BELOW.]

|___|___| % OF CHILDREN

d ○ Don't know

[IF RESPONDENT IS UNABLE TO RESPOND OR SAYS THEY DO NOT KNOW, PROBE WITH THE FOLLOWING QUESTION.]

C2b. *[E_C02b]* Would you say it is…

SELECT ONE ONLY

0 ○ None **→ SKIP TO C4**

1 ○ At least 1% but less than 25%

2 ○ Between 25% and 50%

3 ○ More than 50% but less than 75%

4 ○ 75% but less than 100%

5 ○ Close to 100%

[IF RESPONDENT IS UNABLE TO ANSWER C2A or C2B PROBE: If you don't know the answer, maybe there is someone at the center there with you that you can quickly consult with? I don't mind holding." IF NO: "I can call you back a little later today or tomorrow to gather this information. Would that be ok? Before I let you go, I want to preview a few more funding questions in case you might also need to gather this information before we speak again tomorrow. READ QUESTIONS C3, C4, AND C5. SCHEDULE A CALL WITH THE PRIMARY SITE LEADER AND END CALL.]

[ASK IF C2a OR C2b > 0]

C3.   [CCDF FUNDING (OF TOTAL REVENUE)]

C3a. *[E_C03a]* About what percentage of your total revenue was child care subsidy programs from [STATE SUBSIDY PROGRAM] or Child Care Development Fund (CCDF) funding?

[IF RESPONDENT IS ABLE TO RESPOND, RECORD THE PERCENTAGE BELOW.]

|___|___| % OF TOTAL REVENUE

ₔ 🔾   Don't know

[IF RESPONDENT IS UNABLE TO RESPOND OR SAYS THEY DO NOT KNOW, PROBE WITH THE FOLLOWING QUESTION.]

C3b. *[E_C03b]* Would you say it is 50% or more?

SELECT ONE ONLY

₁ 🔾   No, less than 50%

₂ 🔾   Yes, 50% or more

[IF RESPONDENT IS UNABLE TO ANSWER C3A or C3B PROBE: If you don't know the answer, maybe there is someone at the center there with you that you can quickly consult with? I don't mind holding." IF NO: "I can call you back a little later today or tomorrow to gather this information. Would that be ok? Before I let you go, I want to preview a couple more funding questions in case you might also need to gather this information before we speak again tomorrow. READ QUESTIONS C4, AND C5. SCHEDULE A CALL WITH THE PRIMARY SITE LEADER AND END CALL.]

[ASK IF C1 = 2]

C4.   [EARLY HEAD START / HEAD START FUNDING]

C4a. *[E_C04a]* About what percentage of your total revenue was Early Head Start or Head Start funding?

[IF RESPONDENT IS ABLE TO RESPOND, RECORD THE PERCENTAGE BELOW.]

|___|___| % OF TOTAL REVENUE

ₔ 🔾   Don't know

[IF RESPONDENT IS UNABLE TO RESPOND OR SAYS THEY DO NOT KNOW, PROBE WITH THE FOLLOWING QUESTION.]

C4b. *[E_C04b]* **Would you say it is 50% or more?**

SELECT ONE ONLY

₁ ◯ No, less than 50%

₂ ◯ Yes, 50% or more

[IF RESPONDENT IS UNABLE TO ANSWER C4A or C4B PROBE: If you don't know the answer, maybe there is someone at the center there with you that you can quickly consult with? I don't mind holding." IF NO: "I can call you back a little later today or tomorrow to gather this information. Would that be ok? Before I let you go, I want to preview another funding question in case you might also need to gather this information before we speak again tomorrow. READ QUESTION C5. SCHEDULE A CALL WITH THE PRIMARY SITE LEADER AND END CALL.]

[ASK IF C3(a OR b) <u>AND</u> C4(a OR b) < 50%]

C5. *[E_C05]* **Would you say the combined funding your center gets from child care subsidy programs and Early Head Start or Head Start makes up 50% or more of total revenue?**

SELECT ONE ONLY

₁ ◯ No, less than 50% combined

₂ ◯ Yes, 50% or more combined

[IF RESPONDENT IS UNABLE TO ANSWER C5 PROBE: If you don't know the answer, maybe there is someone at the center there with you that you can quickly consult with? I don't mind holding." IF NO: "I can call you back a little later today or tomorrow to gather this information. Would that be ok? SCHEDULE A CALL WITH THE PRIMARY SITE LEADER AND END CALL.]

⚠️ ELIGIBILITY CHECK

If center has at least 20% CCDF funding (children OR revenue) → ELIGIBLE

OR

If center has at least 20% EHS/HS funding (revenue) → ELIGIBLE

[IF THE CENTER IS **NOT** ELIGIBLE TO PARTICIPATE IN ExCELS.]: **Unfortunately, at this time your center is not eligible to participate in ExCELS. We are looking for centers that receive at least 20% of it's funding from Early Head Start or Head Start or CCDF child care subsidy programs. Thank you very much for your time and interest in participating. We will reach out in the future if our eligibility criteria change.** [END CALL.]

D. Center size and the families and children served

Now I'd like to learn more about your center's size and the families and children it serves.

D1. *[E_D01]* [CENTER'S CURRENT ENROLLMENT]

What is the center's current enrollment?

|___|___|___| NUMBER OF CHILDREN ENROLLED

D2. *[E_D02]* **[AGES SERVED]**

What are the ages of children enrolled at the center?

SELECT ONE ONLY

₁ ◯   Infants and toddlers only (birth to age 3)

₂ ◯   Infants, toddlers, and preschool (birth to age 5, but not yet in kindergarten)

₃ ◯   Preschool only (age 3 to age 5, but not yet in kindergarten)

SELECT IF IT APPLIES

₄ ☐   *[E_D02_4]* School-age child care (kindergarten and older)

D3. [NUMBER OF CLASSROOMS SERVING 0-5]

[E_D03] **Let's focus on those children younger than school age. How many classrooms serve children from birth to age 5 <u>and who are not yet in kindergarten</u>?**

|___|___|___| NUMBER OF CLASSROOMS SERVING 0-5

⚠️ ELIGIBILITY CHECK

[IF CENTER HAS FEWER THAN TWO CLASSROOMS SERVING CHILDREN 0-5, IT IS **NOT** ELIGIBLE TO PARTICIPATE IN ExCELS.]: **Unfortunately, at this time your center is not eligible to participate in ExCELS. We are unable to include centers that have fewer than two classrooms serving children from birth to age 5, not yet in kindergarten. Thank you very much for your time and interest in participating. We will reach out in the future if our eligibility criteria change.** [END CALL.]

For the last few questions, please think about children at your center from birth to age 5 <u>and who are not yet in kindergarten</u>. Do not include school-age children when answering these questions.

D4. *[E_D04]* **[PERCENT OF CHILDREN SPEAK LANGUAGE OTHER THAN ENGLISH]**

About what percentage of children enrolled in your center from birth to age 5 speak a language other than English ?

These children may be learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first or home language. These children are also often referred to as limited English proficient or LEP, dual language learners or DLLs, bilingual, English language learners or ELLs, English learners, and children who speak a language other than English or LOTE.

|___|___| % OF CHILDREN FROM BIRTH TO AGE 5 AND NOT YET IN KINDERGARTEN

D5. *[E_D05]* **[PERCENT OF CHILDREN WITH IEP/IFSP]**

About what percentage of children enrolled in your center from birth to age 5 have an IEP or IFSP for special education needs under the Individuals with Disabilities Education Act?

An IEP is an Individualized Education Program for children with disabilities who receive special education or related services provided by the school system. An IFSP is an Individualized Family Services Plan for children and their families who receive early intervention services, usually used for children from birth to 3 years old, but sometimes extended to 4- and 5-year-olds.)

|___|___| % OF CHILDREN FROM BIRTH TO AGE 5 AND NOT YET IN KINDERGARTEN

D6. *[E_D06]* **[PERCENT OF CHILDREN SPECIAL NEEDS]**

About what percentage of children from birth to age 5 enrolled in your center have physical, social-emotional, behavioral, or cognitive special needs that require additional support for learning and development, but <u>do not</u> have an IEP or IFSP for special education needs under the Individuals with Disabilities Education Act? Do not include children who need additional support because they speak a language other than English.

These children may or may not have a professional diagnosis but may have been referred for additional support and potential evaluation.

|___|___| % OF CHILDREN FROM BIRTH TO AGE 5 AND NOT YET IN KINDERGARTEN

E. Center eligibility

A CENTER **IS** ELIGIBLE IF IT MEETS EACH OF THE FOLLOWING CRITERIA AND THE CENTER'S SELECTION CELL IS NOT FULL. PROJECT LEADERSHIP WILL MAKE THE FINAL DECISION ON WHETHER TO INCLUDE THE CENTER IN THE STUDY.

- THE CENTER IS NOT PART OF A PUBLIC SCHOOL SYSTEM OR IF IT IS, IT HAS SOMEONE WHO OVERSEES THE CENTER OPERATIONS THAT IS DISTINCT FROM AND DOES NOT REPORT TO THE PRINCIPAL/SCHOOL ADMINISTRATOR

- THE CENTER DOES NOT OPERATE AS A PART-DAY PROGRAM

- FUNDING: AT LEAST 50% OF ITS REVENUE COMES FROM CCDF SUBSIDIES (AND SUBSIDIES SUPPORT CHILDREN FROM BIRTH TO AGE 5), OR AT LEAST 50% OF ITS REVENUE COMES FROM EHS/HS FUNDING, OR AT LEAST 50% OF ITS REVENUE COMES FROM A COMBINATION OF CCDF SUBSIDIES (AND SUBSIDIES SUPPORT CHILDREN FROM BIRTH TO AGE 5) OR EHS/HS FUNDING [SEE RESPONSES TO QUESTIONS C2,C3,C4,C5]

- THE CENTER HAS AT LEAST TWO CLASSROOMS SERVING CHILDREN FROM BIRTH TO AGE 5

[IF THE CENTER MEETS ALL THE ELIGIBILITY CRITERIA:] **Based on the information you provided, it does appear that your center is eligible to participate in ExCELS. I've now collected your center's information and will provide it to the study team for final confirmation of your center's eligibility to participate in the study.**

F. Next steps

As the next step, I'd like to go ahead and schedule another 30-minute interview with you to discuss your center's staffing structure and leadership positions. [SCHEDULE THE SSLP INTERVIEW WITH THE PRIMARY SITE LEADER.]

That's all we have to discuss today. Do you have any final questions?

Thank you again for your time.

This page has been left blank for double-sided copying

Appendix A.2

**Staffing Structure and Leadership Positions
(SSLP) Interview Guide**

This page has been left blank for double-sided copying.

Early Care and Education Leadership Study (ExCELS)
Staffing Structure and Leadership Positions (SSLP)
Interview Guide

Introduction

Thank you for agreeing to participate in the Early Care and Education Leadership Study (also known as ExCELS) and speaking with me today. This interview will collect information on the staff at your center who have some management, oversight, or supervisory roles, and on your center's teaching staff. We expect this interview to take about 30 minutes to complete.

Before we begin the interview, I want to provide you with some guidance for answering the questions:

- **For today's conversation, we are interested in understanding the number and roles of various staff who work in your center's physical location, even if they spend some time working at other centers or locations.**

- **For the purpose of this study, we are only interested in staff who have paid positions, not volunteers. This could include contracted staff or service members from organizations like Teach for America or AmeriCorps who are paid to fulfill any of the roles we talk about.**

- **We are only interested in the staff who work with or support activities for children whose ages range from birth to age 5 and not yet in kindergarten. Do not include staff who focus only on kindergarten, school-aged child care, or summer camps for older children.**

- **Please only mention each staff person once. Even if a staff member does two different jobs, we'll list them in their primary role.**

Taking part in this study is voluntary. The purpose of this study is to learn about leadership in early care and education centers. There are no risks or direct benefits from taking part in the study. We will use the information the study collects only for research purposes and in ways that will not reveal who you are or identify your center or its staff. We have a certificate of confidentiality from the National Institutes of Health. It helps us protect your privacy. This means no one can force the study team to give out information that identifies you, even in court. However, in some cases federal or state laws might require us to show information to government officials or sponsors who monitor the safety of the study. Publications about the study will not identify anyone from the center. Nor will they identify the center itself. We will share some of the data the study collects with qualified individuals for research purposes. Nothing we share will identify people or specific centers. If you have questions about ExCELS, please contact [SURVEY DIRECTOR NAME], the survey director, at [STUDY PHONE] or by email at [STUDY EMAIL].

Before we get started, let me read you the following statement for your information: "Your participation is voluntary. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0582 and the expiration date is 12/31/2023."

Do you have any questions before we begin?

[INTERVIEWER NOTES APPEAR IN ALL CAPS AND IN BRACKETS. DO NOT READ THIS TEXT OUT LOUD TO THE RESPONDENT. WRITE RESPONSES IN RED TEXT.]

A. Center management, oversight, or supervision

To begin, we would like to collect information on the staff who have some management, oversight, or supervisory roles at your center.

As we go through this first set of questions, do not include teaching staff who may supervise other teaching staff if their primary responsibilities are teaching in the classroom and they do not have oversight over other center activities. We will discuss teaching staff in the next section.

A1. **Can you please list each staff position currently working at your center that is involved with management, oversight, or supervision, by job title?**

[WRITE EACH POSITION TITLE IN TABLE I, COLUMN A. THEN, GO THROUGH EACH POSITION MENTIONED AND ASK QUESTION A2 BELOW.]

A2. **How many staff have this position?**

[WRITE THIS NUMBER IN TABLE I, COLUMN B FOR THE CORRESPONDING POSITION.]

TABLE I. STAFF POSITIONS WITH OVERSIGHT OR SUPERVISION

A1. JOB TITLE *S_A01_x*	A2. # OF STAFF IN POSITION *S_A02_x*
A	B
[EXAMPLE 1: Center director]	[01]
[EXAMPLE 2: Assistant center director]	[02]
	|__|__|
	|__|__|
	|__|__|
	|__|__|
	|__|__|
	|__|__|
	|__|__|
	|__|__|
	|__|__|
[ENTER TOTAL NUMBER OF STAFF IN POSITIONS WITH OVERSIGHT OR SUPERVISION ON THE RIGHT.]	*S_A02_T*

[YOU WILL NEED TO BREAK DOWN THE JOB TITLES PROVIDED IN A1 INTO THE NUMBER OF STAFF MEMBERS FROM A2 TO OBTAIN THE SPECIFIC RESPONSIBILITIES FOR DISTINCT STAFF. TO DO THIS YOU MAY NEED TO ASK ABOUT EACH INDIVIDUAL JOB TITLE MULTIPLE TIMES, DEPENDING UPON HOW MANY STAFF HOLD THAT TITLE.]

Next, I'd like to ask about the responsibilities of the individual staff who work in the positions you just listed.

We want to understand the types of responsibilities around the management or oversight of center operations, educational programs, center finances, human resources, family or special services, and other areas such as marketing and enrollment or information technology. We are also interested in responsibilities related to direct supervision of teaching staff.

A3.   **You mentioned that your center has [NUMBER OF STAFF IN POSITION] [JOB TITLE]. What are the responsibilities of [THE/THE FIRST/THE SECOND/ETC.] [JOB TITLE]?**

[COPY STAFF COLLECTED AT A1 IN TABLE II, COLUMN A. IF A JOB TITLE IS HELD BY MORE THAN ONE PERSON, LIST EACH STAFF PERSON INDIVIDUALLY AND IDENTIFY THEM BY A NUMBER AT THE END. SEE EXAMPLE BELOW.

[AS RESPONDENT DESCRIBES THE RESPONSIBILITIES FOR EACH STAFF MEMBER, ENTER THE RESPONSIBILITIES/POSITION DESCRIPTION IN COLUMN B.

TABLE II. RESPONSIBILITIES OF STAFF LEADERSHIP POSITIONS IN THE CENTER-VERBATIMS

A1. JOB TITLE *S_A03title_x*	A3. DESCRIPTION OF POSITION *S_A03desc_x*
A	B
[EXAMPLE1: Center director]	
[EXAMPLE 2: Assistant center director_1]	
[EXAMPLE 3: Assistant center director_2]	

[FILL OUT TABLE III. USE THE VERBATIMS COLLECTED IN TABLE II TO SELECT ALL RESPONSIBILITIES THAT APPLY PER STAFF MEMBER IN COLUMNS B TO H. USE THE DEFINITIONS BELOW TO HELP YOU IDENTIFY THE CORRECT COLUMN TO SELECT FOR EACH STAFF MEMBER.]

COLUMN DEFINITIONS:

- **COLUMN B: Management or oversight of <u>center operations</u> includes overall oversight and management of the day-to-day operations of the program as well as planning and managing staff and resources to provide early care and education.**

- **COLUMN C: Management or oversight of the <u>educational program</u> includes managing the aspects of the center that specifically focus on child development, curriculum development, and instructional planning.**

- **COLUMN D: Management or oversight of <u>center finances</u> includes financial management, budgeting center resources, tracking expenses, managing grants and tuition payments, and managing payroll.**

- **COLUMN E: Management or oversight of <u>human resources</u> includes management or oversight of the professional development including mentoring/coaching, recruitment, selection, hiring, training, and evaluation of staff as well as the provision of benefits and supports to staff.**

- **COLUMN F: Management or oversight of family engagement, and <u>family or special services</u> includes the management, oversight, or supervisory responsibilities of nonacademic or noninstructional services for children, such as health screenings, therapeutic services, or mental health services, or the oversight of supports provided to families such as social services, adult education programs, or home visiting.**

- **COLUMN G: Other management or oversight roles include management, oversight, or supervisory responsibilities that are specific to aspects of the center's operations in other areas, such as marketing and enrollment, community partnerships, nutrition programs and kitchen staff, or information technology.**

- **COLUMN H: Direct supervision of teaching staff includes supervisory responsibilities over any number of lead, head, or co-teachers and assistant teachers.**

TABLE III. RESPONSIBILITIES OF STAFF LEADERSHIP POSITIONS IN THE CENTER

A1. JOB TITLE *S_A03title_x*	MANAGE OR OVERSEE CENTER OPERATIONS *S_A03a_x*	MANAGE OR OVERSEE EDUCATION PROGRAM *S_A03b_x*	MANAGE OR OVERSEE CENTER FINANCES *S_A03c_x*	MANAGE OR OVERSEE HUMAN RESOURCES *S_A03d_x*	MANAGE OR OVERSEE FAMILY OR SPECIAL SERVICES *S_A03e_x*	OTHER MANAGEMENT OR OVERSIGHT (SPECIFY AREA) *S_A03f_x* *S_A03f_xarea*	DIRECT SUPERVISION OF TEACHING STAFF *S_A03g_x*
	A	B	C	D	E	F	G
[EXAMPLE1: Center director]	☑	☐	☐	☐	☐	☐	☐
[EXAMPLE 2: Assistant center director_1]	☑	☑	☐	☐	☐	☐	☐
[EXAMPLE 3: Assistant center director_2]	☑	☐	☐	☐	☐	☑ Marketing	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐

A3. SELECT ALL THAT APPLY PER ROW (column span header)

B.   Identifying specific center management, oversight, or supervision roles

Next, let's discuss specific roles and staff who have some management, oversight, or supervisory responsibilities at your center. Some of these staff might be selected to complete the center manager survey, so I'd also like to collect their names and email addresses as we go along.

As we go through this next set of questions, do not include teaching staff who may supervise other teaching staff if their primary responsibilities are teaching in the classroom and they do not have oversight over other center activities. We will discuss teaching staff in the next section.

[THIS SECTION CAN GET REPETITIVE. WE WANT TO COLLECT THE NAME, TITLE, AND EMAIL ADDRESS FOR EACH DISTINCT STAFF MEMBER MENTIONED IN SECTION B. THE SAME PERSON MIGHT BE MENTIONED MULTIPLE TIMES IN SECTION B. IF THAT IS THE CASE, ONLY ASK FOR THE PERSON'S TITLE AND EMAIL ONCE. ENTER ALL INFORMATION IN TABLE IV.]

B1.   *[S_B01a]* **Does your center have <u>one person in the building</u> who is responsible for oversight of all that happens in the center <u>on a daily basis</u>?**

[IF YES, ASK FOR THE PERSON'S NAME, TITLE, AND EMAIL ADDRESS.]

> **B2.**   [ASK IF B1 = YES.] **When this person who is responsible for oversight of all that happens in the center on a daily basis is not there for the day, who <u>in the building</u> serves in that role?**
>
> [ASK FOR THE PERSON'S NAME, TITLE, AND EMAIL ADDRESS.]

> **B3.**   *[S_B03a]* [ASK IF B1 = NO.] **Does your center have <u>more than one person in the building</u> who is responsible for oversight of all that happens in the center on a daily basis?**
>
> [IF YES, ASK FOR THEIR NAMES, TITLES, AND EMAIL ADDRESSES.]

B4.   *[S_B04a]* **Does your center have someone <u>in another location</u> who is responsible for oversight of all that happens in the center on a daily basis?**

[IF YES, ASK FOR THE PERSON'S NAME, TITLE, EMAIL ADDRESS, LOCATION, AND HOURS PER WEEK SPENT AT THE CENTER.]

[BEFORE ASKING B5, REVIEW SECTION A TABLE I. IF IT IS CLEAR IN SECTION A THAT THERE IS ONE PERSON RESPONSIBLE FOR MANAGEMENT OR OVERSIGHT OF THE EDUCATION PROGRAM, THEN FRAME THE QUESTION BELOW AS CONFIRMING THE TITLE ALREADY COLLECTED AND COLLECTING THE ADDITIONAL INFORMATION.]

B5.   *[S_B05a]* **Does your center have a dedicated position or positions in charge of the educational programs or curriculum?**

[IF YES, ASK FOR NAME, TITLE, EMAIL ADDRESS, LOCATION (IN BUILDING OR ANOTHER LOCATION), AND HOURS PER WEEK SPENT AT CENTER.]

[BEFORE ASKING B6, REVIEW SECTION A TABLE III. FOR EACH POSITION WITH A CHECKMARK IN COLUMN D, E, OR F IN TABLE III AND NOT ALREADY MENTIONED, ASK THE FOLLOWING QUESTION FOR THE APPLICABLE POSITION(S).]

B6.   *[S_B06a]* **You mentioned your center has [a position/positions] that manages or oversees [center finances/human resources/family or special services]. Can I also have some additional information about them?**

[ASK FOR NAME, TITLE, EMAIL ADDRESS, LOCATION (IN BUILDING OR ANOTHER LOCATION), AND HOURS PER WEEK SPENT AT THE CENTER.]

TABLE IV. CENTER MANAGEMENT, OVERSIGHT, AND SUPERVISION ROLES

WHAT IS THE NAME, TITLE, AND EMAIL ADDRESS OF THIS STAFF MEMBER?			WHAT IS THE LOCATION THAT THIS STAFF MEMBER WORKS FROM?	APPROXIMATELY HOW MANY HOURS PER WEEK DO THEY SPEND AT YOUR CENTER? AN ESTIMATE IS FINE.
NAME	TITLE	EMAIL ADDRESS		
A	B	C	D	E
B1. Does your center have <u>one person</u> <u>in the building</u> who is responsible for oversight of all that happens in the center <u>on a daily basis?</u>				
	S_B01b_title			
B2. When this person who is responsible for oversight of all that happens in the center on a daily basis is not present for the day, who serves in that role?				
	S_B02b_title_1			
	S_B02b_title_2			
B3. Does your center have <u>more than one person</u> <u>in the building</u> who is responsible for oversight of all that happens in the center on a daily basis?				
	S_B03b_title_1			
	S_B03b_title_2			
	S_B03b_title_3			
B4. Does your center have someone in another location who is responsible for oversight of all that happens in the center on a daily basis?				
	S_B04b_title		*S_B04b_loc*	*S_B04b_hrs*
B5. Does your center have a dedicated position or positions in charge of the educational programs or curriculum?				
	S_B05b_title_1		*S_B05b_loc_1*	*S_B05b_hrs_1*
	S_B05b_title_2		*S_B05b_loc_2*	*S_B05b_hrs_2*
	S_B05b_title_3		*S_B05b_loc_3*	*S_B05b_hrs_3*
B6. Information for center staff who manage or oversee center finances/human resources/family or special services (if applicable)				
	S_B06b_title_1		*S_B06b_loc_1*	*S_B06b_hrs_1*
	S_B06b_title_2		*S_B06b_loc_2*	*S_B06b_hrs_2*
	S_B06b_title_3		*S_B06b_loc_3*	*S_B06b_hrs_3*

	S_B06b_title_4		*S_B06b_loc_4*	*S_B06b_hrs_4*
	S_B06b_title_5		*S_B06b_loc_5*	*S_B06b_hrs_5*
	S_B06b_title_6		*S_B06b_loc_6*	*S_B06b_hrs_6*
	S_B06b_title_7		*S_B06b_loc_7*	*S_B06b_hrs_7*

C. Teaching staff

Now, we are going to ask some questions about your teaching staff, including lead, head, or co-teachers and assistant teachers. If you have other classroom staff positions such as teaching aides or floaters, we will discuss them separately in the next section.

As a reminder, we are only interested in teaching staff who have paid positions and who work with or support activities for children whose ages range from birth to age 5 and not yet in kindergarten. Do not include staff who focus only on kindergarten, school-aged child care, or summer camps for older children.

First, I'll ask you a few questions about lead, head, or co-teachers, and then we'll discuss your center's assistant teachers.

C1a. *[S_C01a]* **How many staff are lead, head, or co-teachers? Include teachers who are regularly in charge of a group or classroom of children.**

[ENTER NUMBER INTO TABLE V, COLUMN C1a.]

C1b. *[S_C01b]* **How many lead, head, or co-teachers are responsible for the direct supervision of other teaching staff within their own classroom? Some of them may also have supervision across two or more classrooms.**

[ENTER NUMBER INTO TABLE V, COLUMN C1b.]

C1c. *[S_C01c]* **How many lead, head, or co-teachers are responsible for the direct supervision of other teaching staff across two or more classrooms? Some of them may also have supervision within their own classrooms.**

[ENTER NUMBER INTO TABLE V, COLUMN C1c.]

C1d. *[S_C01d]* **How many lead, head, or co-teachers are responsible for the direct supervision of other teaching staff both within their own classrooms and across two or more classrooms?**

[ENTER NUMBER INTO TABLE V, COLUMN C1d.]

[INTERVIEWER: TEACHERS CAN BE RESPONSIBLE FOR THE DIRECT SUPERVISION OF OTHER TEACHING STAFF WITHIN A CLASSROOM (COLUMN C) AND/OR ACROSS CLASSROOMS (COLUMN D). THESE ARE NOT MUTUALLY EXCLUSIVE.]

TABLE V. LEAD, HEAD, OR CO-TEACHERS AND THEIR SUPERVISORY ROLES

	C1a. # OF STAFF IN POSITION	C1b. DIRECT SUPERVISION OF OTHER TEACHING STAFF WITHIN THEIR OWN CLASSROOM	C1c. DIRECT SUPERVISION OF OTHER TEACHING STAFF ACROSS TWO OR MORE CLASSROOMS	C1d. DIRECT SUPERVISION OF OTHER TEACHING STAFF WITHIN THEIR OWN CLASSROOMS AND ACROSS TWO OR MORE CLASSROOMS
Lead, head, or co-teacher	|__|__|	|__|__|	|__|__|	|__|__|

C1e. *[S_C01e_x]* **What are the job titles for the positions of lead, head, or co-teachers in your center? For example, head teacher, teacher, preschool lead teacher.** [ENTER THE JOB TITLES BELOW.]

1. _____

2. _____

3. _____

4. _____

C1f. *[S_C01f]* **Since September 2021, how many lead, head, or co-teachers left?** |___|___|

Now, we are going to ask some questions about the assistant teachers within your center.

C2a. *[S_C02a]* **How many staff are assistant teachers? Include assistant teachers who are regularly assigned to a particular room but who work under the supervision of a lead, head, or co-teacher. They may or may not lead certain activities (such as art projects or story time) but do not have sole responsibility for the classroom.**
[ENTER NUMBER INTO TABLE VI, COLUMN B. IF 0, SKIP TO SECTION C2a.]

C2b. *[S_C02b]* **How many assistant teachers are responsible for the direct supervision of other teaching staff <u>within</u> their own classroom? Some of them may also have supervision across two or more classrooms.**
[ENTER NUMBER INTO TABLE VI, COLUMN C2b.]

C2c. *[S_C02c]* **How many assistant teachers are responsible for the direct supervision of other teaching staff <u>across</u> two or more classrooms? Some of them may also have supervision within their own classrooms.**
[ENTER NUMBER INTO TABLE VI, COLUMN C2c.]

C2d. *[S_C02d]* **How many assistant teachers are responsible for the direct supervision of other teaching staff <u>both within their own classrooms and across</u> two or more classrooms?**
[ENTER NUMBER INTO TABLE VI, COLUMN C2d.]

TABLE VI. ASSISTANT TEACHERS AND THEIR SUPERVISORY ROLES

	C2a. {# OF STAFF IN POSITION}	C2b. DIRECT SUPERVISION OF OTHER TEACHING STAFF WITHIN THEIR OWN CLASSROOM	C2c. DIRECT SUPERVISION OF OTHER TEACHING STAFF ACROSS TWO OR MORE CLASSROOMS	C2d. DIRECT SUPERVISION OF OTHER TEACHING STAFF WITHIN THEIR OWN CLASSROOMS AND ACROSS TWO OR MORE CLASSROOMS
Assistant teachers	|__|__|	|__|__|	|__|__|	|__|__|

C2e. *[S_C02e_x]* **What are the job titles for the positions of assistant teachers in your center?**
[ENTER THE JOB TITLES BELOW.]

1. _____

2. _____

3. _____

4. _____

C2f. *[S_C02f]* **Since September 2021, how many assistant teachers left?** |___|___|

D.   Other teaching, special services, and support services staff

In previous sections, we talked about staff that have management, oversight, or supervisory roles and teaching staff. In this section, we would like to know about other staff that have not been mentioned yet, including staff in other teaching, special services, and support services positions.

These staff may include aides or floaters, staff who provide support to teaching staff, staff who provide specialized services to children, staff who provide support services to families, and staff who support the center's operations.

Again, we are only interested in staff who have paid positions and who work with or support activities for children whose ages range from birth to age 5 and not yet in kindergarten. Count each staff member only once in the position or role that best reflects their primary role.

[FOR THE FOLLOWING QUESTIONS (D1 TO D8), WRITE THE NUMBER OF STAFF IN EACH ROLE IN TABLE VII, COLUMN B.]

D1.   *[S_D01]* **How many staff are aides? Include staff who are regularly assigned to a particular room but who work under the supervision of a lead teacher or assistant teacher. They help prepare activities and assist with activities but do not have sole responsibility for activities or the classroom.**

D2.   *[S_D02]* **How many staff are floaters? Include staff who are not regularly assigned to a particular room and who fill in as necessary to help meet adult-to-child ratios.**

D3.   *[S_D03]* **How many staff provide instructional support to teaching staff? Include staff who provide support to teachers to improve instructional practice such as coaches or mentors.**

D4.   *[S_D04]* **How many staff provide specialized services to children? Include staff who provide health screenings, therapeutic services, mental health services, or any nonacademic or noninstructional services to children.**

D5.   *[S_D05]* **How many staff provide support services to families? Include staff who provide supports that occur outside of instruction and caregiving, such as social services, adult education programs, or home visiting.**

D6.   *[S_D06]* **How many staff support the center's operations? Include staff who work in the building and hold responsibilities related to front office support, food service, transportation, maintenance, and laundry as well as others who support the center's infrastructure.**

D7a. *[S_D07a]* **Are there any other staff at your center who work with or support activities for children whose ages range from birth to age 5 and who have not been included thus far?**

D7b. *[S_D07b]* **Can you provide a brief description of this role(s)?**
      [WRITE A BRIEF DESCRIPTION OF THE ROLE(S) IN TABLE VII.]

D7c. *[S_D07c]* **How many staff have this role(s)?**

D8. *[S_D08]* **Switching gears, how many staff focus only on the instruction and care for children in kindergarten or school-aged child care? Please do not include staff who work only to provide summer camps or programs.**

TABLE VII. OTHER TEACHING, SPECIAL SERVICES, AND SUPPORT SERVICES STAFF

ROLE A	# OF STAFF IN POSITION B
D1. Aides	|__|__|
D2. Floaters	|__|__|
D3. Staff who provide instructional support to teaching staff	|__|__|
D4. Staff who provide specialized services to children	|__|__|
D5. Staff who provide support services to families	|__|__|
D6. Operations support staff	|__|__|
D7. Other staff who work with or support activities for children whose ages range from birth to age 5 (Specify) [WRITE A BRIEF DESCRIPTION OF THE ROLE(S) BELOW.] _____ _____	|__|__|
D8. Other staff who focus only on instruction and care for children in kindergarten or school-aged child care	|__|__|

Conclusion

That concludes our discussion for today. Do you have any questions?

Next, we will invite you [FOR MEDIUM OR LARGE CENTERS: and two or three of your staff with management, oversight, or supervisory roles] to complete the center manger survey. You will receive the email invitation within the next week. Please let me know if you have any trouble accessing the survey on the web.

We will send the invitation email through our study email address [STUDY EMAIL]. Sometimes our emails get blocked or are sent to junk folders. Please let me know if you don't receive your invitation in the next week.

We would also like to start preparing to invite your teaching staff to complete their survey. I'd like to collect a list of your teaching staff, that is, lead, head, or co-teachers and assistant teachers.

Similar to the information we collected today about your staff with management, oversight, and supervisory roles, we would like the names, titles, classroom names, and email addresses for your teaching staff. Please do <u>not</u> email me this information. The best way to collect this information to protect your staff's privacy is by phone or by uploading the list to our secure Box site. I will follow up on today's call via email with next steps.

That's all we have to discuss today. Do you have any final questions?

Thank you again for your time!

Appendix A.3

Center Manager Survey

This page has been left blank for double-sided copying

EARLY CARE AND EDUCATION LEADERSHIP STUDY (ExCELS)

Center Manager Survey

INTRODUCTION

Mathematica is conducting the Early Care and Education Leadership Study (ExCELS) with the Institute for Early Education Leadership and Innovation at the University of Massachusetts Boston for the Office of Planning, Research, and Evaluation within the Administration for Children and Families in the U.S. Department of Health and Human Services.

Thank you in advance for your participation in ExCELS!

The survey asks about the people in your center who make decisions about what happens in the center, center operations, how staff work together in the center, and how your center works with families and the community. We will also ask about your background, work experience, and your job satisfaction and stress.

Taking part in this study is voluntary. You may refuse to answer any questions you are not comfortable answering. The purpose of this study is to learn about leadership in early care and education centers. There are no risks or direct benefits from taking part in the study. We will use the information the study collects only for research purposes and in ways that will not reveal who you are or identify your center or its staff. We have a certificate of confidentiality from the National Institutes of Health. It helps us protect your privacy. This means no one can force the study team to give out information that identifies you, even in court. However, in some cases federal or state laws might require us to show information to government officials (or sponsors) who monitor the safety of the study. Publications about the study will not identify anyone from the center. Nor will they identify the center itself. We will share some of the data the study collects with qualified individuals for research purposes. Nothing we share will identify people or specific centers. If you have questions about ExCELS, please contact [SURVEY DIRECTOR NAME], the survey director, at [STUDY PHONE] or by email at [STUDY EMAIL].

The survey will take about 25 minutes to complete. As a thank you, we will offer you a $25 electronic gift card for completing the survey!

We hope that you will take part in ExCELS. Please place an "X" in the box below if you agree to take the survey.

☐ **By placing an "X" in the box to the left, I agree that I understand the purposes of this study, including any privacy assurances, and that my participation is voluntary.**

The next page provides you with general instructions on how to complete the survey.

HOW TO COMPLETE THE SURVEY

There are no right or wrong answers to the questions. Please answer questions in the order they appear, regardless of the question number. You may be asked to skip some questions that don't apply to you.

For most questions in the survey, you will answer by simply placing a check mark or "X" to select your response, or by entering a number in the appropriate box.

If you oversee more than one center, please complete this survey thinking about the center listed on the front of this survey.

Some of the questions in the survey ask about meetings, collaborations, trainings, or other types of interactions that may be occurring at your center. Please think about <u>in-person and virtual</u> activities when answering these questions.

KEY TERMS

Here are a few words and phrases used throughout the survey. Please read these before beginning the survey. Please come back to this page as you complete the survey if you need a reminder of what these words and phrases mean.

- **Center management** refers to center staff who have oversight and supervisory roles and responsibilities for what happens at the center. Such staff may include directors, education program leads, coordinators, or other managers who oversee center operations, educational programs, center finances, human resources, family or special services, or other areas (such as marketing and enrollment or information technology).

- **Children whose ages are from birth to age five** refers to children within that age range and not yet in kindergarten.

- **Classroom** refers to a group of children who are instructed or cared for together.

- **Decision-making** refers to weighing options and making a choice related to policies and practices about the early care and education of children.

- **Staff** includes anyone in the building who is paid to work with or support the care and education of children from birth to age five. This could include contracted staff or service members from organizations like Teach for America or AmeriCorps if they are paid to work with or support the care and education of children from birth to age five.

- **Standards** refers to benchmarks or guidelines around classroom practices and children's development providers are expected to meet.

- **Teachers** include lead, head, or co-teachers who are regularly in charge of a group or classroom of children.

- **Teaching staff** refers to all staff who provide care and education to children in the classroom including lead, head, or co-teachers and assistant teachers. This may include short-term positions or service members from organizations like Teach for America or AmeriCorps if they are paid to provide care and education to children in the classroom.

A. LEADERSHIP ROLES AND PARTICIPATION IN DECISION-MAKING

First, please answer a few questions about leadership roles and decision-making in your center.

Decision-making refers to weighing options and making a choice related to policies and practices about the early care and education of children.

A1.	**Which of the following comes closest to describing your position in the center?**

　　　Please think about your current position when answering this question.

　　　MARK ALL THAT APPLY

　　1 ☐ *[M_A01_1]* Director (center director, executive director, program director, etc.)

　　2 ☐ *[M_A01_2]* Assistant director

　　3 ☐ *[M_A01_3]* Education program lead (education or program coordinator, curriculum coordinator, etc.)

　　4 ☐ *[M_A01_4]* Other supervisor or manager

　　5 ☐ *[M_A01_5]* Lead, head, or co-teacher

　　6 ☐ *[M_A01_6]* Assistant teacher

　　99 ☐ *[M_A01_99 and M_A01_99_other]* Other *(specify)* _____

A2.	**Who is involved in <u>developing specific actions to improve</u> the way the center provides care and education to children?**

　　　MARK ALL THAT APPLY

　　1 ☐ *[M_A02_1]* Director (center director, executive director, program director, etc.)

　　2 ☐ *[M_A02_2]* Other managers

　　3 ☐ *[M_A02_3]* Lead, head, or co-teachers

　　4 ☐ *[M_A02_4]* Assistant teachers

　　5 ☐ *[M_A02_5]* Families

　　6 ☐ *[M_A02_6]* Staff from a larger organization that the center is a part of

　　7 ☐ *[M_A02_7]* Board members

　　8 ☐ *[M_A02_8]* Others related to the center, but not director or other managers *(from back- coding)*

　　99 ☐ *[M_A02_99] and M_A02_99_other]* Other *(specify)* _____

A3. **How true are the following statements?**

In my center, the staff who help make decisions that affect the care and education of children are…

Staff includes anyone in the building who is paid to work with or support the care and education of children from birth to age five. This could include contracted staff or service members from organizations like Teach for America or AmeriCorps if they are paid to work with or support the care and education of children from birth to age five.

MARK ONE RESPONSE PER ROW

	True	Somewhat true	Somewhat untrue	Not true
a. *[M_A03a]* Limited to the same people..........................	1 ◯	2 ◯	3 ◯	4 ◯
b. *[M_A03b]* Different people over time as staff develop skills or get experience	1 ◯	2 ◯	3 ◯	4 ◯
c. *[M_A03c]* People with a variety of races and ethnicities	1 ◯	2 ◯	3 ◯	4 ◯

These next few questions reference center management and teaching staff.

Center management refers to center staff who have oversight and supervisory roles and responsibilities for what happens at the center. Such staff may include directors, education program leads, coordinators, or other managers who oversee center operations, educational programs, center finances, human resources, family or special services, or other areas (such as marketing and enrollment or information technology).

Teaching staff refers to all staff who provide care and education to children in the classroom including lead, head, or co-teachers and assistant teachers. This may include short-term positions or service members from organizations like Teach for America or AmeriCorps if they are paid to provide care and education to children in the classroom.

A4. **How much do you agree with each of the following statements about** <u>roles and responsibilities</u> **in your center?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[M_A04a]* Including teaching staff in the center's decision- making creates tension among teaching staff.	1 ◯	2 ◯	3 ◯	4 ◯
b. *[M_A04b]* Our center operates best when center management makes most of the decisions for the center without broad input...	1 ◯	2 ◯	3 ◯	4 ◯
c. *[M_A04c]* Center management and teaching staff who participate in center decisions about the care and education of children reflect the diversity of children and families we serve.....................................	1 ◯	2 ◯	3 ◯	4 ◯
d. *[M_A04d]* I see myself as a leader in my center.........	1 ◯	2 ◯	3 ◯	4 ◯

A5. **How much do you agree with each of the following statements about <u>teaching staff</u> at your center?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[M_A05a]* Teaching staff take initiative to play an active role in center decisions that affect the care and education of children..	1 ○	2 ○	3 ○	4 ○
b. *[M_A05b]* Teaching staff have told me they have too much work to do to seek an active role in center decisions that affect the care and education of children...	1 ○	2 ○	3 ○	4 ○
c. *[M_A05c]* Teaching staff do not have the knowledge or skills to contribute to decisions that affect the care and education of children...	1 ○	2 ○	3 ○	4 ○

A6. **How much do teaching staff contribute to the following?**

MARK ONE RESPONSE PER ROW

	Contribute a lot	Contribute some	Contribute a little	Do not contribute
a. *[M_A06a]* Determining care and instructional practices <u>across</u> classrooms in the center (for example, by doing joint planning with other teaching staff, or developing training and guidance materials) ..	1 ○	2 ○	3 ○	4 ○
b. *[M_A06b]* Selecting curriculum or instructional materials that are common <u>across</u> classrooms serving children of similar ages	1 ○	2 ○	3 ○	4 ○
c. *[M_A06c]* Hiring other teaching staff............................	1 ○	2 ○	3 ○	4 ○
d. *[M_A06d]* Providing input on other teaching staff performance reviews..	1 ○	2 ○	3 ○	4 ○
e. *[M_A06e]* Providing input on center management staff performance reviews..	1 ○	2 ○	3 ○	4 ○

A7. **How much influence do teaching staff have on the following?**

MARK ONE RESPONSE PER ROW

	A lot of influence	Some influence	A little influence	No influence
a. *[M_A07a]* Developing strategic goals for the center ...	₁ ○	₂ ○	₃ ○	₄ ○
b. *[M_A07b]* Developing center-wide initiatives (for example, promoting healthy habits for children, supporting the transition to kindergarten, or supporting children with special needs).....................	₁ ○	₂ ○	₃ ○	₄ ○
c. *[M_A07c]* Developing plans for involving families in center activities	₁ ○	₂ ○	₃ ○	₄ ○
d. *[M_A07d]* Developing solutions to problems the center faces so that the center can provide the best services it can	₁ ○	₂ ○	₃ ○	₄ ○

A8. **How much influence do you think <u>families</u> have on the following?**

MARK ONE RESPONSE PER ROW

	A lot of influence	Some influence	A little influence	No influence
a. *[M_A08a]* Developing strategic goals for the center ...	₁ ○	₂ ○	₃ ○	₄ ○
b. *[M_A08b]* Curriculum planning or development..........	₁ ○	₂ ○	₃ ○	₄ ○
c. *[M_A08c]* Evaluating center staff	₁ ○	₂ ○	₃ ○	₄ ○
d. *[M_A08d]* Developing center-wide initiatives (for example, promoting healthy habits, supporting the transition to kindergarten, or planning for how to include children with special needs)	₁ ○	₂ ○	₃ ○	₄ ○
e. *[M_A08e]* Developing plans for involving families in center activities	₁ ○	₂ ○	₃ ○	₄ ○
f. *[M_A08f]* Developing solutions to problems the center faces so that the center can provide the best services it can	₁ ○	₂ ○	₃ ○	₄ ○

B. CENTER OPERATIONS, VISION, AND PLANNING

Next, we have a few questions about your center's operations, vision, and planning.

B1. **How much do you agree with each of the following statements about how you manage operations and performance?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[M_B01a]* I work to respond to the resource needs that teaching staff tell me about (such as supplies, teaching materials).................................	1 ◯	2 ◯	3 ◯	4 ◯
b. *[M_B01b]* I encourage teaching staff to tell me about any concerns they have about meeting licensing requirements or program standards (such as maintaining correct ratios). .... *Standards refers to benchmarks or guidelines around classroom practices and children's development providers are expected to meet.*	1 ◯	2 ◯	3 ◯	4 ◯

B2. **Do you do any of the following to make sure everyone working in the center has the same understanding of what the center's mission and values are?**

MARK ALL THAT APPLY

- 1 ☐ *[M_B02_1]* Our mission statement is posted in the center.
- 2 ☐ *[M_B02_2]* I discuss the mission and values with teaching staff during hiring and/or orientation.
- 3 ☐ *[M_B02_3]* I often talk with teaching staff about how center practices and policies support the mission.
- 4 ☐ *[M_B02_4]* I include teaching staff in reviewing and updating the mission statement.
- 0 ◯ *[M_B02_0]* None of these
- NA ◯ *[M_B02_NA]* This center does not have a mission statement.

Please think about your work since <u>September 2021</u> in answering the next few questions.

B3. **How often do you…?**

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[M_B03a]* Work with teaching staff to develop their own professional development plan	1 ◯	2 ◯	3 ◯	4 ◯
b. *[M_B03b]* Address performance problems when teaching staff do not meet expectations (for example, not meeting standards for teaching and classroom management practices, not showing up for work or being late, having poor communication with families)	1 ◯	2 ◯	3 ◯	4 ◯

B4. **How much do you emphasize the following with teaching staff?**

Quality improvement refers to actions or steps taken to change classroom practices to support the care and education of young children.

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[M_B04a]* Set goals for quality improvements for the center as a whole..	1 ◯	2 ◯	3 ◯	4 ◯
b. *[M_B04b]* Implement classroom activities and teaching practices to meet the goals for quality improvement	1 ◯	2 ◯	3 ◯	4 ◯
c. *[M_B04c]* Make changes in the activities and practices based on data that show how much progress is being made toward goals	1 ◯	2 ◯	3 ◯	4 ◯

ONLY ASKED OF PRIMARY SITE LEADERS

B5.   *[M_B05]* **Which statement best describes the financial health of the center since <u>September 2021</u>?**

MARK ONE ONLY

- 0 ○ No concerns, we have cash reserves (for example, a capital improvements fund, an endowment, or bonus pool) that we can draw on when we need it for operations.

- 1 ○ We are able to balance the budget every month, and sometimes we have a surplus that we can use for emergencies or major expenses that may come up later.

- 2 ○ We are able to balance our budget every month, but there is no money left over to set aside for emergencies or major expenses that may come up later.

- 3 ○ We have not had enough money coming in to pay for everything, so we had to reduce the center's level of staffing or services to lower expenses or find ways to bring in more money (for example, increasing fees to parents).

- 4 ○ We have not had enough money coming in to pay for everything, and we don't have a way to fix it right now.

- D ○ Don't know

C. CENTER AND STAFF PRACTICES

The next set of questions are about your views on center and staff practices.

C1. The following are statements that some staff may express about early care and education centers. Remember all your responses are private. Please indicate whether each statement agrees or disagrees with your personal beliefs about staff roles and how centers may work best.

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[M_C01a]* Teaching staff have the potential to be leaders in early care and education centers.	1 ○	2 ○	3 ○	4 ○
b. *[M_C01b]* Teaching staff improve the quality of their practices in the classroom by collaborating with other teaching staff.	1 ○	2 ○	3 ○	4 ○
c. *[M_C01c]* Teaching staff need support from center directors and managers to improve the quality of their practices in the classroom.	1 ○	2 ○	3 ○	4 ○
d. *[M_C01d]* To support children's learning, it is important for teaching staff to incorporate feedback from families into classroom practice......................	1 ○	2 ○	3 ○	4 ○
e. *[M_C01e]* Center management should set high expectations for the performance of all staff in the center.	1 ○	2 ○	3 ○	4 ○
f. *[M_C01f]* Being eager to learn new knowledge and skills is important for meeting the needs of children and families.	1 ○	2 ○	3 ○	4 ○
g. *[M_C01g]* It is important for teaching staff to support children's learning by incorporating different cultural views.	1 ○	2 ○	3 ○	4 ○

For the next questions please think about yourself and your work within this center.

C2.   **How much do you agree with each of the following statements?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[M_C02a]* I contribute to my center by collaborating with my colleagues and supporting them to improve what they do.	1 ○	2 ○	3 ○	4 ○
b. *[M_C02b]* I play an important role in how the center helps children make progress in their learning and development.	1 ○	2 ○	3 ○	4 ○
c. *[M_C02c]* I seek out ways to increase my knowledge or skills beyond required training.	1 ○	2 ○	3 ○	4 ○

C3.   **How much do you agree with each of the following statements?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply, I am the only center manager
a. *[M_C03a]* I help create a safe environment for staff to question each other's views in a respectful way.*............	1 ○	2 ○	3 ○	4 ○	■
b. *[M_C03b]* I believe other center management respect me.	1 ○	2 ○	3 ○	4 ○	NA ○
c. *[M_C03c]* I believe the teaching staff respect me.	1 ○	2 ○	3 ○	4 ○	■
d. *[M_C03d]* I believe other center management value my opinions...............	1 ○	2 ○	3 ○	4 ○	NA ○
e. *[M_C03e]* I believe the teaching staff value my opinions.	1 ○	2 ○	3 ○	4 ○	■
f. *[M_C03f]* Families of children appreciate me.	1 ○	2 ○	3 ○	4 ○	■

Modified Q10, School Leader Questionnaire 2003-2004, Study of Instructional Improvement.

C4. How much do you agree with each of the following statements about how you approach children's care and education?

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[M_C04a]* I use state or program learning standards (for example, the Head Start Early Learning Outcomes Framework) to set expectations for children's learning and development.	1 ○	2 ○	3 ○	4 ○
b. *[M_C04b]* I hold teaching staff accountable for meeting the center's expectations for children's learning and development.	1 ○	2 ○	3 ○	4 ○
c. *[M_C04c]* I support teaching staff in figuring out how to help children meet the center's expectations for learning and development.	1 ○	2 ○	3 ○	4 ○
d. *[M_C04d]* I promote innovation among teaching staff to try new activities or methods to help children meet the center's expectations for learning and development.	1 ○	2 ○	3 ○	4 ○
e. *[M_C04e]* I set expectations about including materials from different cultures in classroom activities.	1 ○	2 ○	3 ○	4 ○
f. *[M_C04f]* I provide training to teaching staff in how to help children from all backgrounds meet expectations for children's positive behavior............	1 ○	2 ○	3 ○	4 ○

Next are questions about your own practices. Please think about your work since <u>September 2021</u> in answering the next few questions.

C5. *[M_C05]* **How often do you encourage teaching staff to publicly recognize other teaching staff showing positive practices or support of others?**

MARK ONE ONLY

1 ○ Encourage a lot

2 ○ Encourage some

3 ○ Encourage a little

4 ○ Do not encourage

C6.   *[M_C06]* **How often do you encourage teaching staff to share information with each other about practices that support children's learning and development?**

MARK ONE ONLY

1 ○ Encourage a lot

2 ○ Encourage some

3 ○ Encourage a little

4 ○ Do not encourage

C7.   *[M_C07]* **How often do you meet with teaching staff to discuss learning activities and teaching strategies (for example, lesson planning, curriculum development, teaching methods, ways to support children's development)?**

MARK ONE ONLY

1 ○ Once a week or more

2 ○ Once or twice a month

3 ○ Three or more times a year, but less than once a month

4 ○ Once or twice a year

5 ○ Never

C8.   *[M_C08amt and M_C08unit]* **How many hours of paid planning time do you give** <u>teachers</u> **to plan curriculum, activities, and lessons, including time to review assessment data?**

Paid planning time refers to hours in teachers' normal workdays dedicated to creating lesson plans, developing activities, and goal setting.

Teachers include lead, head, or co-teachers who are regularly in charge of a group or classroom of children.

Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.

|___|___|___| ○ Per week   ○   Per month

D ○ Don't know

C9.   *[M_C09amt and M_C09unit]* **How many hours of paid planning time do you give** <u>assistant teachers</u> **to plan curriculum, activities, and lessons, including time to review assessment data?**

Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.

|___|___|___| ○ Per week   ○   Per month

D ○ Don't know

NA ○ Not applicable, no assistant teachers in this center

STOP

IF YOU GIVE TEACHERS OR ASSISTANT TEACHERS PAID PLANNING TIME ANSWER QUESTION C10, OTHERWISE SKIP TO QUESTION C11.

C10.   *[M_C10]* **How much of that planning time is for staff from different classrooms to collaborate and plan together?**

MARK ONE ONLY

1 ○   More than half

2 ○   About half

3 ○   Less than half

4 ○   None

C11.   **How often do you engage in any of the following activities with teaching staff?**

MARK ONE RESPONSE PER ROW

	Once a week or more	Once or twice a month	Three or more times a year, but not monthly	Once or twice a year	Never
a. *[M_C11a]* Model practices for supporting children's learning and development (that is, teaching staff watch you do things you expect of them)	1 ○	2 ○	3 ○	4 ○	5 ○
b. *[M_C11b]* Observe teaching staff to see how they support children's learning and development	1 ○	2 ○	3 ○	4 ○	5 ○
c. *[M_C11c]* Share information with teaching staff about practices to support children's learning and development......................	1 ○	2 ○	3 ○	4 ○	5 ○

Modified Q8, School Leader Questionnaire 2000-2001, Study of Instructional Improvement.

C12. **Have you given your teaching staff trainings or guidance (for example, manuals, tools like video libraries, or lessons) in the following areas?**

MARK ONE RESPONSE PER ROW

	Yes	No
a. *[M_C12a]* Connecting children's real-world experiences to classroom activities...	1 ◯	0 ◯
b. *[M_C12b]* Including materials and activities from different cultures in classroom materials and activities (for example, books or toys that show children from different cultures, tasting food from different cultures)	1 ◯	0 ◯
c. *[M_C12c]* Understanding biases and identifying them in their own behavior with children and families...	1 ◯	0 ◯

These next few questions are about coaching or mentoring at your center.

C13. **[M_C13] Do teaching staff receive coaching or mentoring, that is, someone who gives regular feedback, guidance, and training?**

This may be formal or informal coaching or mentoring.

MARK ONE ONLY

1 ◯ Yes, coaching or mentoring provided to all teaching staff. → **CONTINUE TO QUESTION C14**

2 ◯ Yes, coaching or mentoring provided only to some teaching staff. → **CONTINUE TO QUESTION C14**

0 ◯ No coaching or mentoring provided. → **SKIP TO TEXT ON THE TOP OF PAGE 17**

STOP

IF TEACHING STAFF AT YOUR CENTER RECEIVE MENTORING OR COACHING ANSWER QUESTION C14, OTHERWISE SKIP TO TEXT ON THE TOP OF PAGE 17.

C14. **[M_C14] Are you <u>currently</u> acting as a mentor or coach to teaching staff in this center?**

This may be formal or informal coaching or mentoring, where you give teaching staff regular feedback, guidance, or training.

1 ◯ Yes

0 ◯ No

Next, please answer a few questions about classroom observations, center policies, and how your center uses data. Please think about your center's practices or your own work since <u>September 2021</u> in answering the next few questions.

C15. **Do you conduct classroom observations of teaching staff? If so, how do you use the classroom observations?**

By **observations** *we mean watching teaching staff during classroom activities, either on a regular basis or to see a particular feature of their teaching and caregiving. These observations can be formal or informal.*

MARK ALL THAT APPLY

0 ○ *[M_C15_0]* No, I don't conduct observations

1 ☐ *[M_C15_1]* To monitor compliance or ensure the center is meeting certain standards

2 ☐ *[M_C15_2]* To give individualized coaching on specific skills or practices

3 ☐ *[M_C15_3]* To learn about any needs for professional development

4 ☐ *[M_C15_4]* To measure the quality of the environment or interactions between teaching staff and the child

99 ☐ *[M_C15_99 and M_C15_99_other]* Other *(specify)* _____

C16. *[M_C16]* **How many policies or other forms of support have you been able to establish to help teaching staff increase their education and training? I have established…**

Policies *may involve written procedures about providing help with tuition or course books/training materials, staff release time, or onsite trainings or courses.*

MARK ONE ONLY

1 ○ Many policies and other forms of support

2 ○ Some policies and other forms of support

3 ○ A few policies or forms of support

4 ○ No policies or forms of support

C17. **How often do you share or use data with teaching staff in the following ways to support children's learning and development?**

Data *may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.*

	MARK ONE RESPONSE PER ROW			
	Often	Sometimes	Rarely	Never
a. *[M_C17a]* I review individual children's data with teaching staff to make decisions together about changing curriculum or classroom practices.........	1 ○	2 ○	3 ○	4 ○
b. *[M_C17b]* I tell teaching staff what changes to make in curriculum or classroom practices based on individual children's data......................................	1 ○	2 ○	3 ○	4 ○

D. FAMILY PARTNERSHIPS

This next section is about family partnerships. Please think about your work since <u>September 2021</u> in answering the next few questions.

D1.   How much do you emphasize the following topics about family/center partnerships with teaching staff?

MARK ONE RESPONSE PER ROW

	Emphasize a lot	Emphasize some	Emphasize a little	Do not emphasize
a. *[M_D01a]* Encouraging families to give feedback on caregiving and teaching practices..	1 ◯	2 ◯	3 ◯	4 ◯
b. *[M_D01b]* Ensuring the center has a culture of inclusion, respect, and belonging for staff, children, and families	1 ◯	2 ◯	3 ◯	4 ◯
c. *[M_D01c]* Giving all families a voice in how we support their children's development	1 ◯	2 ◯	3 ◯	4 ◯

D2.   How often do you do the following related to family/center partnerships?

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[M_D02a]* Set specific time aside for center staff to plan and carry out activities that provide ways to involve families in the center...........................	1 ◯	2 ◯	3 ◯	4 ◯
b. *[M_D02b]* Provide information and materials to families in languages spoken by families (written or through a translator)	1 ◯	2 ◯	3 ◯	4 ◯
c. *[M_D02c]* Greet families at drop-off and/or pick-up	1 ◯	2 ◯	3 ◯	4 ◯
d. *[M_D02d]* Attend family board meetings, council meetings, or other family events/meetings	1 ◯	2 ◯	3 ◯	4 ◯

D3-D5 ONLY ASKED OF PRIMARY SITE LEADERS

Please answer a few questions about the children and families your center serves.

D3. **Which of the following languages are spoken at home by the children and families who are part of your center?**

MARK ALL THAT APPLY

  1 ☐ *[M_D03_1]* English

  2 ☐ *[M_D03_2]* Spanish

  3 ☐ *[M_D03_3]* Arabic

  4 ☐ *[M_D03_4]* Cambodian (Khmer)

  5 ☐ *[M_D03_5]* Chinese

  6 ☐ *[M_D03_6]* French

  7 ☐ *[M_D03_7]* Haitian Creole

  8 ☐ *[M_D03_8]* Hmong

  9 ☐ *[M_D03_9]* Japanese

  10 ☐ *[M_D03_10]* Korean

  11 ☐ *[M_D03_11]* Vietnamese

  12 ☐ *[M_D03_12]* Farsi *(from back-coding)*

  99 ☐ *[M_D03_99 and M_D03_99_other]* Other *(specify)* _____

D4. **Which of the languages that are spoken at home by the children and families in your center are also spoken by teaching staff at your center?**

MARK ALL THAT APPLY

  1 ☐ *[M_D04_1]* English

  2 ☐ *[M_D04_2]* Spanish

  3 ☐ *[M_D04_3]* Arabic

  4 ☐ *[M_D04_4]* Cambodian (Khmer)

  5 ☐ *[M_D04_5]* Chinese

  6 ☐ *[M_D04_6]* French

  7 ☐ *[M_D04_7]* Haitian Creole

  8 ☐ *[M_D04_8]* Hmong

  9 ☐ *[M_D04_9]* Japanese

  10 ☐ *[M_D04_10]* Korean

  11 ☐ *[M_D04_11]* Vietnamese

  12 ☐ *[M_D04_12]* Farsi *(from back-coding)*

  99 ☐ *[M_D04_99 and M_D04_99_other]* Other *(specify)* _____

D5. **What percentage of children and families at your center are…?**

	ENTER PERCENTAGE OF CHILDREN/FAMILIES FOR EACH:
a. *[M_D05a]* American Indian or Alaska Native, non-Hispanic .	|___|___|___| %
b. *[M_D05b]* Asian or Pacific Islander, non-Hispanic	|___|___|___| %
c. *[M_D05c]* Black, non-Hispanic	|___|___|___| %
d. *[M_D05d]* Hispanic	|___|___|___| %
e. *[M_D05e]* White, non-Hispanic...	|___|___|___| %

D6. **Which of the following sources of information did you use to determine the percentage of children and families in each racial or ethnic group?**

MARK ALL THAT APPLY

1 ☐ *[M_D06_1]* Administrative records

2 ☐ *[M_D06_2]* Parent enrollment or intake forms

3 ☐ *[M_D06_3]* Other parent-reported information

4 ☐ *[M_D06_4]* Visual observation

99 ☐ *[M_D06_99 and M_D06_99_other]* Other *(specify)* _____

E. ABOUT YOURSELF

There are many reasons why people do the work they do. The next two questions are about your work in early care and education.

E1.   **What are the <u>top three reasons</u> why you work in early care and education?**

MARK THREE ONLY

1 ☐ *[M_E01_1]* It is my career or profession.

2 ☐ *[M_E01_2]* It is a step toward a related career.

3 ☐ *[M_E01_3]* It is my personal calling.

4 ☐ *[M_E01_4]* It is a way to help children learn and grow.

5 ☐ *[M_E01_5]* It is a way to earn money through a job or a business.

6 ☐ *[M_E01_6]* It is work I can do while my own children are young.

7 ☐ *[M_E01_7]* It is a way to help families support their young children.

8 ☐ *[M_E01_8]* Other - I love children. *(From back-coding)*

9 ☐ *[M_E01_9]* Other - It is my job. *(From back-coding)*

10 ☐ *[M_E01_10]* Other - It is my profession. *(From back-coding)*

11 ☐ *[M_E01_11]* Other - Early childhood education is my passion. *(From back-coding)*

12 ☐ *[M_E01_12]* Other - It is a way for me to contribute to my community or broader societal goals. *(From back-coding)*

99 ☐ *[M_E01_99 and M_E01_99_other]* Other *(specify)* _____

E2.   *[M_E02]* **Of the three reasons you selected above, which one best describes the <u>main</u> reason why you work in early care and education?**

MARK ONE ONLY

1 ○ It is my career or profession.

2 ○ It is a step toward a related career.

3 ○ It is my personal calling.

4 ○ It is a way to help children learn and grow.

5 ○ It is a way to earn money through a job or a business.

6 ○ It is work I can do while my own children are young.

7 ○ It is a way to help families support their young children.

8 ○ Other - I love children. *(From back-coding)*

9 ○ Other - It is my job. *(From back-coding)*

10 ○ Other - It is my profession. *(From back-coding)*

11 ○ Other - Early childhood education is my passion. *(From back-coding)*

12 ○ Other - It is a way for me to contribute to my community or broader societal goals. *(From back-coding)*

99 ○ Other *(specify)* _____

Next, please answer a few questions about your job and work environment.

E3. How strongly do you <u>agree</u> or <u>disagree</u> with each of the following statements?

MARK ONE RESPONSE PER ROW

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
a. *[M_E03a]* You are under too many pressures to do your job effectively.	1 ○	2 ○	3 ○	4 ○	5 ○
b. *[M_E03b]* Staff members often show signs of stress and strain.	1 ○	2 ○	3 ○	4 ○	5 ○
c. *[M_E03c]* The heavy workload at this center reduces effectiveness.	1 ○	2 ○	3 ○	4 ○	5 ○
d. *[M_E03d]* Staff frustration is common at this center.	1 ○	2 ○	3 ○	4 ○	5 ○

Institute of Behavioral Research. (2005). TCU Survey of Organizational Functioning (TCU SOF). Fort Worth: Texas Christian University, Institute of Behavioral Research. Available at ibr.tcu.edu.

E4. *[M_E04]* **How likely are you to continue working at this center the next program year (through 2022-2023)?**

MARK ONE ONLY

1 ○ Very likely

2 ○ Somewhat likely

3 ○ A little likely

4 ○ Not likely

E5. How much do you agree with each of the following statements about your work?

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[M_E05a]* I really enjoy my present job..........................	1 ○	2 ○	3 ○	4 ○
b. *[M_E05b]* I am certain I am making a difference in the lives of the children at my center..................................	1 ○	2 ○	3 ○	4 ○
c. *[M_E05c]* If I could start over, I would choose early care and education work again.	1 ○	2 ○	3 ○	4 ○

Next, please tell us about your education and background.

E6.   *[M_E06]* **What is the highest level of education you have completed?**

MARK ONE ONLY

1 ○ Did not graduate high school → **SKIP TO QUESTION E8 ON PAGE 24**

2 ○ High school diploma or equivalent (for example, a GED) → **SKIP TO QUESTION E8 ON PAGE 24**

3 ○ Some college courses, but no degree → **SKIP TO QUESTION E8 ON PAGE 24**

4 ○ Associate's degree

5 ○ Bachelor's degree

6 ○ Some graduate school or some professional school, but no degree

7 ○ Master's degree (M.A., M.S., M.Ed.)

8 ○ Doctoral degree in research (Ph.D., Ed.D.) or professional practice (Medicine: M.D.; Dentistry: D.D.S.; Law: J.D., L.L.B., etc.)

STOP

IF YOU HAVE AN ASSOCIATE'S DEGREE OR HIGHER ANSWER QUESTION E7, OTHERWISE SKIP TO QUESTION E8 ON PAGE 24.

E7.   **What was your major or field of study for the degree or degrees you have earned?**

Please include Associate's, Bachelor's, and graduate degrees.

MARK ALL THAT APPLY

1 ☐ *[M_E07_1]* Child development or developmental psychology

2 ☐ *[M_E07_2]* Early childhood education

3 ☐ *[M_E07_3]* Elementary education

4 ☐ *[M_E07_4]* Special education

5 ☐ *[M_E07_5]* Education administration/management and supervision (including early childhood education administration)

6 ☐ *[M_E07_6]* Business administration/management and supervision

7 ☐ *[M_E07_7]* Other education-related field (bilingual education, reading/literacy, secondary education, educational counseling or social work, sociology, science education, music education, etc.)

99 ☐ *[M_E07_99 and M_E07_99_other]* Other *(specify)* _____

E8.   *[M_E08amt and M_E08unit]* **In total, how many years have you worked in a classroom providing early care and education for children from birth to age 5 in <u>any</u> center?**

Include time as a lead, head, or co-teacher, assistant teacher, or aide. <u>Do not</u> include time spent volunteering in classrooms.

IF LESS THAN ONE YEAR, WRITE IN NUMBER OF MONTHS

|___|___| ◯ Month(s)   ◯ Year(s)

E9.   *[M_E09amt and M_E09unit]* **In total, how many years have you been a director or manager in <u>any</u> early care and education center?**

Include your time as the director/manager at this center.

IF LESS THAN ONE YEAR, WRITE IN NUMBER OF MONTHS

|___|___| ◯ Month(s)   ◯ Year(s)

E10.   *[M_E10amt and M_E10unit]* **In total, how long have you been working in <u>this</u> center in any position?**

IF LESS THAN ONE YEAR, WRITE IN NUMBER OF MONTHS

|___|___| ◯ Month(s)   ◯ Year(s)

E11.   *[M_E11amt and M_E11unit]* **In total, how long have you been (the director/a manager) at <u>this</u> center?**

IF LESS THAN ONE YEAR, WRITE IN NUMBER OF MONTHS

|___|___| ◯ Month(s)   ◯ Year(s)

E12.   **Do you currently hold any of the following licenses, certificates, or credentials?**

MARK ONE RESPONSE PER ROW

	Yes	No
a. *[M_E12a]* **Teaching** certificate, credential, or license that includes teaching any children from birth to age 5 including infant/toddler, preschool, or in family/home-based child care (this includes a Child Development Associate (CDA) credential)..........	1 ◯	0 ◯
b. *[M_E12b]* **Education director or administrator** certificate or credential specifically for early childhood (birth to age 5)..............	1 ◯	0 ◯
c. *[M_E12c and M_E12c_other]* Other **teaching** certificate, credential, or license (for example, credentials for teaching grades kindergarten or higher)	1 ◯	0 ◯
d. *[M_E12d and M_E12d_other]* Other **director/administrator** certificate or credential (for example, credentials for administration for grades kindergarten or higher)........................	1 ◯	0 ◯

E13. *[M_E13]* **Are you a member of an early care and education professional organization?**

Examples include: the National Association for the Education of Young Children (NAEYC) or local affiliates/chapters, National Head Start Association (NHSA), Academic Credentials Evaluation Institute (ACEI), ZERO TO THREE, or other state or local professional organizations.

  1 ○ Yes

  0 ○ No

E14. *[M_E14]* **How often do you give input to local or state government officials, agencies, or departments on early care and education policies and resources?**

Input may be given through calls, written letters, meetings, or emails.

MARK ONE ONLY

  1 ○ Monthly or more often

  2 ○ Three or four times a year

  3 ○ Once or twice a year

  4 ○ Never

E15. **Do you have a role on any of the following types of community boards or councils?**

MARK ALL THAT APPLY

  1 ☐ *[M_E15_1]* Member of a board sponsored by a local or state entity (such as government or school district) that is focused on early care and education

  2 ☐ *[M_E15_2]* Member of a board for an early care and education program

  3 ☐ *[M_E15_3]* Member of a board for a community agency that provides services for children and families

  4 ☐ *[M_E15_4]* Regularly attend community meetings that are sponsored by government entities or community service agencies and focus on early care and education issues

  99 ☐ *[M_E15_99 and M_E15_99_other]* Other *(specify)* _____

  0 ○ *[M_E15_0]* No, I am not currently involved on community boards or councils

E16. **Since September 2021, have you participated in the following kinds of professional development?**

MARK ONE RESPONSE PER ROW

	Yes	No
a. *[M_E16a]* A network or community of early care and education center directors or managers, sometimes called a peer learning group (PLG) or professional learning community (PLC)..........	1 ○	0 ○
b. *[M_E16b]* A leadership institute, course, coaching, or other leadership development program	1 ○	0 ○

Please answer a few final questions about yourself.

E17. **How do you describe yourself?**

MARK ALL THAT APPLY

1 ☐ *[M_E17_1]* Male

2 ☐ *[M_E17_2]* Female

3 ☐ *[M_E17_3 and M_E17_3_other]* Another gender identity *(specify)* _____

4 ◯ *[M_E17_4]* Prefer not to answer

E18. *[M_E18]* **Are you of Spanish, Hispanic, or Latino/a/x, or Chicano/a/x origin?**

1 ◯ Yes **→ CONTINUE TO QUESTION E19**

2 ◯ No **→ SKIP TO QUESTION E20**

E19. **Which one of these best describes you?**

MARK ONE OR MORE

1 ☐ *[M_E19_1]* Mexican, Mexican American, Chicano/a/x

2 ☐ *[M_E19_2]* Puerto Rican

3 ☐ *[M_E19_3]* Cuban

4 ☐ *[M_E19_4 and M_E19_4_other]* Another Spanish/Hispanic/Latino/a/x group *(specify)* __

E20. **What is your race? Select one or more.**

MARK ONE OR MORE

1 ☐ *[M_E20_1]* White

2 ☐ *[M_E20_2]* Black or African American

3 ☐ *[M_E20_3]* American Indian or Alaska Native

4 ☐ *[M_E20_4]* Asian Indian

5 ☐ *[M_E20_5]* Chinese

6 ☐ *[M_E20_6]* Filipino

7 ☐ *[M_E20_7]* Japanese

8 ☐ *[M_E20_8]* Korean

9 ☐ *[M_E20_9]* Vietnamese

10 ☐ *[M_E20_10]* Other Asian

11 ☐ *[M_E20_11]* Native Hawaiian

12 ☐ *[M_E20_12]* Guamanian or Chamorro

13 ☐ *[M_E20_13]* Samoan

14 ☐ *[M_E20_14 and M_E20_14_otherPI]* Other Pacific Islander *(specify)*_____

15 ☐ *[M_E20_15 and M_E20_15_other]* Another race *(specify)* _____

Thank you for your participation in ExCELS!

This page has been left blank for double-sided copying.

Appendix A.4

Teaching Staff Survey

This page has been left blank for double-sided copying.

OMB No.: 0970-0582
Expiration Date: 12/31/2023

EARLY CARE AND EDUCATION LEADERSHIP STUDY (ExCELS)

Teaching Staff Survey

INTRODUCTION

Mathematica is conducting the Early Care and Education Leadership Study (ExCELS) with the Institute for Early Education Leadership and Innovation at the University of Massachusetts Boston for the Office of Planning, Research, and Evaluation within the Administration for Children and Families in the U.S. Department of Health and Human Services.

Thank you in advance for your participation in ExCELS!

The survey asks about the people in your center who make decisions about what happens in the center, center operations, how staff work together in the center, how your center works with families and the community, and your center's culture and work environment. We will also ask about your background, work experience, and your job satisfaction and stress.

Taking part in this study is voluntary. You may refuse to answer any questions you are not comfortable answering. The purpose of this study is to learn about leadership in early care and education centers. There are no risks or direct benefits from taking part in the study. We will use the information the study collects only for research purposes and in ways that will not reveal who you are or identify your center or its staff. We have a certificate of confidentiality from the National Institutes of Health. It helps us protect your privacy. This means no one can force the study team to give out information that identifies you, even in court. However, in some cases federal or state laws might require us to show information to government officials (or sponsors) who monitor the safety of this study. Publications about the study will not identify anyone from the center. Nor will they identify the center itself. We will share some of information the study collects with qualified individuals for research purposes. Nothing we share will identify people or specific centers. If you have questions about ExCELS, please contact [SURVEY DIRECTOR NAME], the survey director, at [STUDY PHONE] or by email at [STUDY EMAIL].

The survey will take about 60 minutes to complete. The survey invitation packet we sent you had a $5 gift card as a thank you for helping us. We will offer you a $35 electronic gift card after you complete the survey!

We hope that you will take part in ExCELS. Please place an "X" in the box below if you agree to take the survey.

☐ **By placing an "X" in the box to the left, I agree that I understand the purposes of this study, including any privacy assurances, and that my participation is voluntary.**

The next page provides you with general instructions on how to complete the survey.

HOW TO COMPLETE THE SURVEY

There are no right or wrong answers to the questions. Please answer questions in the order they appear, regardless of the question number. You may be asked to skip some questions that don't apply to you.

For most questions in the survey, you will answer by simply placing a check mark or "X" to select your response, or by entering a number in the appropriate box.

Some of the questions in the survey ask about meetings, collaborations, trainings, or other types of interactions that may be occurring at your center. Please think about <u>in-person and virtual</u> activities when answering these questions.

KEY TERMS

Here are a few words and phrases used throughout the survey. Please read these before beginning the survey. Please come back to this page as you complete the survey if you need a reminder of what these words and phrases mean.

o **Center management** refers to center staff who have oversight and supervisory roles and responsibilities for what happens at the center. Such staff may include directors, education program leads, coordinators, or other managers who oversee center operations, educational programs, center finances, human resources, family or special services, or other areas (such as marketing and enrollment or information technology).

o **Children whose ages are from birth to age five** refers to children within that age range and not yet in kindergarten.

o **Classroom** refers to a group of children who are instructed or cared for together.

o **Decision-making** refers to weighing options and making a choice related to policies and practices about the early care and education of children.

o **Staff** includes anyone in the building who is paid to work with or support the care and education of children from birth to age five. This could include contracted staff or service members from organizations like Teach for America or AmeriCorps if they are paid to work with or support the care and education of children from birth to age five.

o **Standards** refers to benchmarks or guidelines around classroom practices and children's development providers are expected to meet.

o **Teachers** include lead, head, or co-teachers who are regularly in charge of a group or classroom of children.

o **Teaching staff** refers to all staff who provide care and education to children in the classroom including lead, head, or co-teachers and assistant teachers. This may include short-term positions or service members from organizations like Teach for America or AmeriCorps if they are paid to provide care and education to children in the classroom.

A. LEADERSHIP ROLES AND PARTICIPATION IN DECISION-MAKING

First, please answer a few questions about your position and responsibilities at your center. Please think about your _current_ position when answering these first few questions.

A1. **Which of the following comes closest to describing your position in the center?**

MARK ALL THAT APPLY

1 ☐ *[T_A01_1]* Director (center director, executive director, program director, etc.)

2 ☐ *[T_A01_2]* Assistant director

3 ☐ *[T_A01_3]* Education program lead (education or program coordinator, curriculum coordinator, etc.)

4 ☐ *[T_A01_4]* Other supervisor or manager

5 ☐ *[T_A01_5]* Lead, head, or co-teacher

6 ☐ *[T_A01_6]* Assistant teacher

99 ☐ *[T_A01_99 and T_A01_99_other]* Other *(specify)* _____

A2. *[T_A02]* **Do you work in one classroom or more than one classroom?**

*A **classroom** is a group of children who are instructed or cared for together.*

1 ○ One classroom → **CONTINUE TO QUESTIONS A3 AND A4**

2 ○ More than one classroom → **SKIP TO QUESTIONS A5 AND A6 ON PAGE 5**

STOP

IF YOU WORK IN <u>ONE</u> CLASSROOM ONLY ANSWER QUESTIONS A3 AND A4, OTHERWISE SKIP TO QUESTIONS A5 AND A6 ON PAGE 5.

A3. *[T_A03]* **Do you supervise teaching staff in your own classroom?**

1 ○ Yes

0 ○ No

A4. *[T_A04]* **Do you supervise teaching staff in classrooms besides your own?**

1 ○ Yes → **SKIP TO QUESTION A7 ON PAGE 5**

0 ○ No → **SKIP TO QUESTION A7 ON PAGE 5**

STOP **IF YOU WORK IN <u>MORE THAN ONE</u> CLASSROOM ANSWER QUESTIONS A5 AND A6, OTHERWISE SKIP TO QUESTION A7.**

A5. *[T_A05]* **Do you supervise teaching staff who work in the same classrooms at the same time that you do?**

   1 ◯ Yes

   0 ◯ No

A6. *[T_A06]* **Do you supervise teaching staff who work in classrooms that you don't usually work in?**

   1 ◯ Yes

   0 ◯ No

A7. **What are the ages of the children from birth to age five you work with in your classroom?**

MARK ALL THAT APPLY

   1 ☐ *[T_A07_1]* Children less than 18 months

   2 ☐ *[T_A07_2]* Children ages 18 months to less than 36 months

   3 ☐ *[T_A07_3]* Children ages 36 months or older

STOP **IF YOU WORK WITH CHILDREN ACROSS MORE THAN ONE AGE GROUP ANSWER QUESTION A8, OTHERWISE SKIP TO QUESTION A9.**

A8. *[T_A08]* **A majority of the children in your classroom are…?**

MARK ONE ONLY

   1 ◯ Children from birth to less than 36 months

   2 ◯ Children ages 36 months or older

Next, please answer a couple of questions about leadership roles and decision-making in your center.

Decision-making refers to weighing options and making a choice related to policies and practices about the early care and education of children.

A9.　**Who is involved in <u>developing specific actions to improve</u> the way the center provides care and education to children?**

MARK ALL THAT APPLY

1　☐　*[T_A09_1]* Director (center director, executive director, program director, etc.)

2　☐　*[T_A09_2]* Other managers

3　☐　*[T_A09_3]* Lead, head, or co-teachers

4　☐　*[T_A09_4]* Assistant teachers

5　☐　*[T_A09_5]* Families

6　☐　*[T_A09_6]* Staff from a larger organization that the center is a part of

7　☐　*[T_A09_7]* Board members

8　☐　*[T_A09_8]* Staff from larger organizations or board members only *(from back-coding)*

9　☐　*[T_A09_9]* Director, other managers, or outside staff only *(from back-coding)*

10　☐　*[T_A09_10]* Teaching staff, but not families *(from back-coding)*

99　☐　*[T_A09_99 and T_A09_99_other]* Other *(specify)* _____

A10.　**How true are the following statements?**

In my center, the staff who help make decisions that affect the care and education of children are…

Staff includes anyone in the building who is paid to work with or support the care and education of children from birth to age five. This could include contracted staff or service members from organizations like Teach for America or AmeriCorps if they are paid to work with or support the care and education of children from birth to age five.

MARK ONE RESPONSE PER ROW

	True	Somewhat true	Somewhat untrue	Not true
a.　*[T_A10a]* Limited to the same people	1 ◯	2 ◯	3 ◯	4 ◯
b.　*[T_A10b]* Different people over time as staff develop skills or get experience	1 ◯	2 ◯	3 ◯	4 ◯
c.　*[T_A10c]* People with a variety of races and ethnicities	1 ◯	2 ◯	3 ◯	4 ◯

These next few questions reference center management and teaching staff.

Center management refers to center staff who have oversight and supervisory roles and responsibilities for what happens at the center. Such staff may include directors, education program leads, coordinators, or other managers who oversee center operations, educational programs, center finances, human resources, family or special services, or other areas (such as marketing and enrollment or information technology).

Teaching staff refers to all staff who provide care and education to children in the classroom including lead, head, or co-teachers and assistant teachers. This may include short-term positions or service members from organizations like Teach for America or AmeriCorps if they are paid to provide care and education to children in the classroom.

A11. **How much do you agree with each of the following statements about <u>roles and responsibilities</u> in your center?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_A11a]* Including teaching staff in the center's decision- making creates tension among teaching staff.	1 ○	2 ○	3 ○	4 ○
b. *[T_A11b]* Our center operates best when center management makes most of the decisions for the center without broad input.	1 ○	2 ○	3 ○	4 ○
c. *[T_A11c]* Center management and teaching staff who participate in center decisions about the care and education of children reflect the diversity of children and families we serve.	1 ○	2 ○	3 ○	4 ○
d. *[T_A11d]* I see myself as a leader in my center.	1 ○	2 ○	3 ○	4 ○

A12. How much do you agree with each of the following statements as they apply to <u>you</u>?

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_A12a]* It's hard for me to have an active role in center decisions that affect the care and education of children because I already have too much work to do.	1 ◯	2 ◯	3 ◯	4 ◯
b. *[T_A12b]* It's hard for me to have an active role in center decisions that affect the care and education of children because I am not confident about my own knowledge and skills.	1 ◯	2 ◯	3 ◯	4 ◯

A13. How much do you contribute to the following?

MARK ONE RESPONSE PER ROW

	Contribute a lot	Contribute some	Contribute a little	Do not contribute
a. *[T_A13a]* Determining care and instructional practices <u>across</u> classrooms in the center (for example, by doing joint planning with other teaching staff, or developing training and guidance materials).............................	1 ◯	2 ◯	3 ◯	4 ◯
b. *[T_A13b]* Selecting curriculum or instructional materials that are common <u>across</u> classrooms serving children of similar ages	1 ◯	2 ◯	3 ◯	4 ◯
c. *[T_A13c]* Hiring other teaching staff	1 ◯	2 ◯	3 ◯	4 ◯
d. *[T_A13d]* Providing input on other teaching staff performance reviews...........................	1 ◯	2 ◯	3 ◯	4 ◯
e. *[T_A13e]* Providing input on center management staff performance reviews......	1 ◯	2 ◯	3 ◯	4 ◯

A14. **How much influence do teaching staff have on the following?**

Think about the amount of influence that you and other teaching staff have.

MARK ONE RESPONSE PER ROW

	A lot of influence	Some influence	A little influence	No influence
a. *[T_A14a]* Developing strategic goals for the center	1 ○	2 ○	3 ○	4 ○
b. *[T_A14b]* Developing center-wide initiatives (for example, promoting healthy habits for children, supporting the transition to kindergarten, or supporting children with special needs).................................	1 ○	2 ○	3 ○	4 ○
c. *[T_A14c]* Developing plans for involving families in center activities	1 ○	2 ○	3 ○	4 ○
d. *[T_A14d]* Developing solutions to problems the center faces so that the center can provide the best services it can.....................	1 ○	2 ○	3 ○	4 ○

A15. **How much influence do you think <u>families</u> have on the following?**

MARK ONE RESPONSE PER ROW

	A lot of influence	Some influence	A little influence	No influence
a. *[T_A15a]* Developing strategic goals for the center	1 ○	2 ○	3 ○	4 ○
b. *[T_A15b]* Curriculum planning or development	1 ○	2 ○	3 ○	4 ○
c. *[T_A15c]* Evaluating center staff......................	1 ○	2 ○	3 ○	4 ○
d. *[T_A15d]* Developing center-wide initiatives (for example, promoting healthy habits, supporting the transition to kindergarten, or planning for how to include children with special needs).................................	1 ○	2 ○	3 ○	4 ○
e. *[T_A15e]* Developing plans for involving families in center activities	1 ○	2 ○	3 ○	4 ○
f. *[T_A15f]* Developing solutions to problems the center faces so that the center can provide the best services it can	1 ○	2 ○	3 ○	4 ○

B. CENTER OPERATIONS, VISION, AND PLANNING

Next, we have a few questions about your center's operations, vision, and planning.

B1. **How much do you agree with each of the following statements about how your center manages operations and performance?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_B01a]* Center management is responsive and works to meet the resource needs that teaching staff tell them about (such as supplies, teaching materials).	1 ○	2 ○	3 ○	4 ○
b. *[T_B01b]* Center management encourages teaching staff to tell them about concerns teaching staff have about meeting licensing requirements or program standards (such as maintaining correct ratios)...................... *Standards refers to benchmarks or guidelines around classroom practices and children's development providers are expected to meet.*	1 ○	2 ○	3 ○	4 ○

B2. **Does your center management do any of the following to make sure everyone working in the center has the same understanding of what the center's mission and values are?**

MARK ALL THAT APPLY

1 ☐ *[T_B02_1]* Our mission statement is posted in the center.

2 ☐ *[T_B02_2]* Center management discusses the mission and values with teaching staff during hiring and/or orientation.

3 ☐ *[T_B02_3]* Center management often talks with teaching staff about how center practices and policies support the mission.

4 ☐ *[T_B02_4]* Center management includes teaching staff in reviewing and updating the mission statement.

0 ○ *[T_B02_0]* None of these

NA ○ *[T_B02_NA]* This center does not have a mission statement.

88 ○ *[T_B02_88]* I do not know if this center has a mission statement.

Please think about your center management or your own work since <u>September 2021</u> in answering the next few questions.

B3. **How often does center management …?**

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[T_B03a]* Work with me to develop my professional development plan	1 ○	2 ○	3 ○	4 ○
b. *[T_B03b]* Address performance problems when teaching staff do not meet expectations (for example, not meeting standards for teaching and classroom management practices, not showing up for work or being late, having poor communication with families).......................	1 ○	2 ○	3 ○	4 ○

B4. **How much does your center management emphasize the following with teaching staff?**

Quality improvement refers to actions or steps taken to change classroom practices to support the care and education of young children.

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[T_B04a]* Set goals for quality improvements for the center as a whole......	1 ○	2 ○	3 ○	4 ○
b. *[T_B04b]* Implement classroom activities and teaching practices to meet the goals for quality improvement................................	1 ○	2 ○	3 ○	4 ○
c. *[T_B04c]* Make changes in the activities and practices based on data that show how much progress is being made toward goals	1 ○	2 ○	3 ○	4 ○

C. CENTER AND STAFF PRACTICES

The next set of questions are about your views on center and staff practices.

C1.   **The following are statements that some staff may express about early care and education centers. Remember all your responses are private. Please indicate whether each statement agrees or disagrees with <u>your personal beliefs</u> about staff roles and how centers may work best.**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_C01a]* Teaching staff have the potential to be leaders in early care and education centers.	1 ○	2 ○	3 ○	4 ○
b. *[T_C01b]* Teaching staff improve the quality of their practices in the classroom by collaborating with other teaching staff.	1 ○	2 ○	3 ○	4 ○
c. *[T_C01c]* Teaching staff need support from center directors and managers to improve the quality of their practices in the classroom..........	1 ○	2 ○	3 ○	4 ○
d. *[T_C01d]* To support children's learning, it is important for teaching staff to incorporate feedback from families into classroom practice.	1 ○	2 ○	3 ○	4 ○
e. *[T_C01e]* Center management should set high expectations for the performance of all staff in the center.	1 ○	2 ○	3 ○	4 ○
f. *[T_C01f]* Being eager to learn new knowledge and skills is important for meeting the needs of children and families.	1 ○	2 ○	3 ○	4 ○
g. *[T_C01g]* It is important for teaching staff to support children's learning by incorporating different cultural views.	1 ○	2 ○	3 ○	4 ○

For the next questions please think about yourself and your work within this center.

C2. **How much do you agree with each of the following statements?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_C02a]* I contribute to my center by collaborating with my colleagues and supporting them to improve what they do.	1 ○	2 ○	3 ○	4 ○
b. *[T_C02b]* I play an important role in how the center helps children make progress in their learning and development.	1 ○	2 ○	3 ○	4 ○
c. *[T_C02c]* I seek out ways to increase my knowledge or skills beyond required training............	1 ○	2 ○	3 ○	4 ○
d. *[T_C02d]* I have the potential to be a leader in an early care and education center.	1 ○	2 ○	3 ○	4 ○

C3. **How much do you agree with each of the following statements?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_C03a]* Center management has created a safe environment for staff to question each other's views in a respectful way.*	1 ○	2 ○	3 ○	4 ○
b. *[T_C03b]* I believe center management respects me.	1 ○	2 ○	3 ○	4 ○
c. *[T_C03c]* I believe the other teaching staff respect me.	1 ○	2 ○	3 ○	4 ○
d. *[T_C03d]* I believe center management values my opinions.	1 ○	2 ○	3 ○	4 ○
e. *[T_C03e]* I believe the other teaching staff value my opinions.	1 ○	2 ○	3 ○	4 ○
f. *[T_C03f]* Families of children in my classroom appreciate me.	1 ○	2 ○	3 ○	4 ○

Modified Q10, School Leader Questionnaire 2003-2004, Study of Instructional Improvement.

C4. How much do you agree with each of the following statements about how the center approaches children's care and education?

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_C04a]* Center management holds teaching staff accountable for meeting the center's expectations for children's learning and development..	1 ◯	2 ◯	3 ◯	4 ◯
b. *[T_C04b]* Center management supports teaching staff in figuring out how to help children meet the center's expectations for learning and development.............................	1 ◯	2 ◯	3 ◯	4 ◯
c. *[T_C04c]* Center management promotes innovation among teaching staff to try new activities or methods to help children meet the center's expectations for learning and development..	1 ◯	2 ◯	3 ◯	4 ◯
d. *[T_C04d]* Center management sets expectations about including materials from different cultures in classroom activities.	1 ◯	2 ◯	3 ◯	4 ◯
e. *[T_C04e]* Center management provides training to teaching staff in how to help children from all backgrounds meet expectations for children's positive behavior.	1 ◯	2 ◯	3 ◯	4 ◯

C5. *[T_C05]* How much do you agree with the following statement about how <u>you</u> approach children's care and education?

I support other teaching staff in figuring out how to help children meet the center's expectations for learning and development.

MARK ONE ONLY

1 ◯ Strongly agree

2 ◯ Agree

3 ◯ Disagree

4 ◯ Strongly disagree

This set of questions is about your center's actual practices and practices you conduct at your center. Please think about your work since <u>September 2021</u> in answering the next few questions.

C6.　**[T_C06] How often does center management encourage teaching staff to publicly recognize other teaching staff showing positive practices or support of others?**

MARK ONE ONLY

　₁ ○　Encourage a lot

　₂ ○　Encourage some

　₃ ○　Encourage a little

　₄ ○　Does not encourage

C7.　**[T_C07] How often does center management encourage teaching staff to share information with each other about practices that support children's learning and development?**

MARK ONE ONLY

　₁ ○　Encourage a lot

　₂ ○　Encourage some

　₃ ○　Encourage a little

　₄ ○　Does not encourage

C8.　**[T_C08] How often do you meet with center management to discuss learning activities and teaching strategies (for example, lesson planning, curriculum development, teaching methods, ways to support children's development)?**

MARK ONE ONLY

　₁ ○　Once a week or more

　₂ ○　Once or twice a month

　₃ ○　Three or more times a year, but less than once a month

　₄ ○　Once or twice a year

　₅ ○　Never

Some of these next questions will ask about your center management or teaching staff generally while other questions will ask about yourself.

C9.　**[T_C09amt and T_09unit] How many hours of paid planning time does your center management give <u>teachers</u> to plan curriculum, activities, and lessons, including time to review assessment data?**

Paid planning time refers to hours in teachers' normal workdays dedicated to creating lesson plans, developing activities, and goal setting.

Teachers include lead, head, or co-teachers who are regularly in charge of a group or classroom of children.

Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.

|___|___|___|　　○ Per week　　　○　Per month

　ᴅ ○　Don't know

C10. *[T_C10amt and T_C10unit]* **How many hours of paid planning time does your center management give** <u>assistant teachers</u> **to plan curriculum, activities, and lessons, including time to review assessment data?**

Please indicate whether these hours are per week or per month. Please round your response to the nearest whole number. If no paid planning time is offered, enter 0.

|___|___|___| ❍ Per week   ❍   Per month

D ❍   Don't know

NA ❍   Not applicable, no assistant teachers in this center

STOP   **IF YOUR CENTER MANAGEMENT GIVES TEACHERS <u>OR</u> ASSISTANT TEACHERS PAID PLANNING TIME ANSWER QUESTION C11, OTHERWISE SKIP TO C12.**

C11. *[T_C11]* **How much of that planning time is for staff from different classrooms to collaborate and plan together?**

MARK ONE ONLY

1 ❍   More than half

2 ❍   About half

3 ❍   Less than half

4 ❍   None

C12. **How often does your center management engage in any of the following activities with teaching staff?**

MARK ONE RESPONSE PER ROW

	Once a week or more	Once or twice a month	Three or more times a year, but not monthly	Once or twice a year	Never
a. *[T_C12a]* Model practices for supporting children's learning and development (that is, teaching staff watch center management do things)	1 ❍	2 ❍	3 ❍	4 ❍	5 ❍
b. *[T_C12b]* Observe teaching staff to see how they support children's learning and development.................................	1 ❍	2 ❍	3 ❍	4 ❍	5 ❍
c. *[T_C12c]* Share information with teaching staff about practices to support children's learning and development.................................	1 ❍	2 ❍	3 ❍	4 ❍	5 ❍

Modified Q8, School Leader Questionnaire 2000-2001, Study of Instructional Improvement.

C13. Now thinking about your own work, how often do you do any of the following activities with other teaching staff, either staff in your classroom or in other classrooms?

MARK ONE RESPONSE PER ROW

	Once a week or more	Once or twice a month	Three or more times a year, but not monthly	Once or twice a year	Never
a. *[T_C13a]* Model practices for supporting children's learning and development (that is, teaching staff watch you do things you expect of them)....	1 ○	2 ○	3 ○	4 ○	5 ○
b. *[T_C13b]* Observe teaching staff to see how they support children's learning and development.........................	1 ○	2 ○	3 ○	4 ○	5 ○
c. *[T_C13c]* Share information about practices to support children's learning and development.........................	1 ○	2 ○	3 ○	4 ○	5 ○

Modified Q8, School Leader Questionnaire 2000-2001, Study of Instructional Improvement.

C14. Has your center management given teaching staff trainings or guidance (for example, manuals, tools like video libraries, or lessons) in the following areas?

MARK ONE RESPONSE PER ROW

	Yes	No
a. *[T_C14a]* Connecting children's real-world experiences to classroom activities	1 ○	0 ○
b. *[T_C14b]* Including materials and activities from different cultures in classroom materials and activities (for example, books or toys that show children from different cultures, tasting food from different cultures)......................	1 ○	0 ○
c. *[T_C14c]* Understanding biases and identifying them in my own behavior with children and families	1 ○	0 ○

These next few questions are about coaching or mentoring at your center.

C15. *[T_C15]* **Do teaching staff receive coaching or mentoring, that is, someone who gives regular feedback, guidance, and training?**

This may be formal or informal coaching or mentoring.

MARK ONE ONLY

  ₁ ⭕ Yes, coaching or mentoring provided to all teaching staff. ➔ **CONTINUE TO QUESTION C16**

  ₂ ⭕ Yes, coaching or mentoring provided only to some teaching staff. ➔ **CONTINUE TO QUESTION C16**

  ₀ ⭕ No coaching or mentoring provided. ➔ **SKIP TO QUESTION C19 ON PAGE 19**

STOP
    IF TEACHING STAFF AT YOUR CENTER RECEIVE MENTORING OR COACHING ANSWER QUESTIONS C16—C18, OTHERWISE SKIP TO TEXT ON THE TOP OF PAGE 19.

C16. *[T_C16]* **Are you <u>currently</u> acting as a mentor or coach to teaching staff in this center?**

This may be formal or informal coaching or mentoring, where you give other teaching staff regular feedback, guidance, or training.

  ₁ ⭕ Yes

  ₀ ⭕ No

C17. *[T_C17]* **Is there someone who <u>currently</u> mentors or coaches you in your classroom; that is, someone who gives you regular feedback, guidance, and training?**

*A **mentor** or coach could be another teacher, an education program lead, a director, someone on the center staff who works full time as a mentor or coach, another specialist on the center staff, someone from outside your center, or someone else.*

  ₁ ⭕ Yes ➔ **CONTINUE TO QUESTION C18**

  ₀ ⭕ No ➔ **SKIP TO TEXT ON THE TOP OF PAGE 19**

C18. *[T_C18]* **Who is your mentor or coach who comes to your classroom the most?**

MARK ONE ONLY

  ₁ ⭕ Another teacher

  ₂ ⭕ Education program lead (education or program coordinator, curriculum coordinator, etc.)

  ₃ ⭕ Director (center director, executive director, program director, etc.)

  ₄ ⭕ Center staff person who is a full-time mentor or coach

  ₅ ⭕ Another specialist on the center staff

  ₆ ⭕ Someone from outside the center

  ₉₉ ⭕ Other *(specify)*_____

Next, please answer a few questions about classroom observations. Please think about your center's practices or your own work since <u>September 2021</u> in answering the next few questions.

C19.   **Do you conduct classroom observations of other teaching staff? If so, how do you use the classroom observations?**

*By **observations** we mean watching teaching staff during classroom activities, either on a regular basis or to see a particular feature of their teaching and caregiving. These observations can be formal or informal.*

MARK ALL THAT APPLY

- 0 ○ *[T_C19_0]* No, I don't conduct classroom observations
- 1 ☐ *[T_C19_1]* To monitor compliance or ensure the center is meeting certain standards
- 2 ☐ *[T_C19_2]* To give individualized coaching on specific skills or practices
- 3 ☐ *[T_C19_3]* To learn about any needs for professional development
- 4 ☐ *[T_C19_4]* To measure the quality of the environment or interactions between teaching staff and the child
- 99 ☐ *[T_C19_99 and T_C19_99_other]* Other *(specify)* _____

C20.   **Does center management observe classrooms of teaching staff? If so, how do they use the classroom observations?**

*By **observations** we mean watching teaching staff during classroom activities, either on a regular basis or to see a particular feature of their teaching and caregiving. These observations can be formal or informal.*

MARK ALL THAT APPLY

- 0 ○ *[T_C20_0]* No, center management doesn't conduct classroom observations
- 1 ☐ *[T_C20_1]* To monitor compliance or ensure the center is meeting certain standards
- 2 ☐ *[T_C20_2]* To give individualized coaching on specific skills or practices
- 3 ☐ *[T_C20_3]* To learn about any needs for professional development
- 4 ☐ *[T_C20_4]* To measure the quality of the environment or interactions between teaching staff and the child
- 88 ○ *[T_C20_88]* Don't know how observations are used

These next questions are about how your center uses data. Please think about your center's practices or your own work since <u>September 2021</u> in answering the next few questions.

C21. **How often does center management share or use data with you in the following ways to support children's learning and development?**

Data may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[T_C21a]* Center management reviews individual children's data with me to make decisions together about changing curriculum or classroom practices.	1 ○	2 ○	3 ○	4 ○
b. *[T_C21b]* Center management tells me what changes to make in curriculum or classroom practices based on individual children's data.	1 ○	2 ○	3 ○	4 ○

C22. **Now thinking about your own work, how often do <u>you</u> share or use data with the staff in your own classroom or staff in other classrooms in the following ways to support children's learning and development?**

Data may include observations, work samples, anecdotal records, checklists, tests of developmental milestones or school readiness skills, or similar sources. These data may be shared or used in group or individual staff meetings.

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[T_C22a]* I review individual children's data with other teaching staff to make decisions together about changing curriculum or classroom practices.	1 ○	2 ○	3 ○	4 ○
b. *[T_C22b]* I tell other teaching staff what changes to make in curriculum or classroom practices based on individual children's data.	1 ○	2 ○	3 ○	4 ○

D. FAMILY PARTNERSHIPS

This next section is about family partnerships. Please think about your work since <u>September 2021</u> in answering the next few questions.

D1. **How much does center management emphasize the following topics about family/center partnerships with teaching staff?**

MARK ONE RESPONSE PER ROW

	Emphasize a lot	Emphasize some	Emphasize a little	Does not emphasize
a. *[T_D01a]* Encouraging families to give feedback on caregiving and teaching practices..	1 ○	2 ○	3 ○	4 ○
b. *[T_D01b]* Ensuring the center has a culture of inclusion, respect, and belonging for staff, children, and families	1 ○	2 ○	3 ○	4 ○
c. *[T_D01c]* Giving all families a voice in how we support their children's development...	1 ○	2 ○	3 ○	4 ○

D2. **How often does center management do the following related to family/center partnerships?**

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[T_D02a]* Set specific time aside for center staff to plan and carry out activities that provide ways to involve families in the center	1 ○	2 ○	3 ○	4 ○
b. *[T_D02b]* Provide information and materials to families in languages spoken by families (written or through a translator)	1 ○	2 ○	3 ○	4 ○

D3. **How often do you meet with or talk to families about the following?**

MARK ONE RESPONSE PER ROW

	Often	Sometimes	Rarely	Never
a. *[T_D03a]* Goals or dreams that families have for their child.................................	1 ○	2 ○	3 ○	4 ○
b. *[T_D03b]* Progress the child is making	1 ○	2 ○	3 ○	4 ○

D4.   *[T_D04]* **How often do you encourage families to give you feedback on your caregiving and teaching practices?**

MARK ONE ONLY

1 ○   Often

2 ○   Sometimes

3 ○   Rarely

4 ○   Never

E. ABOUT YOURSELF

There are many reasons why people do the work they do. The next two questions are about your work with young children.

E1. **What are the <u>top three reasons</u> why you work with young children?**

MARK THREE ONLY

1 ☐ *[T_E01_1]* It is my career or profession.

2 ☐ *[T_E01_2]* It is a step toward a related career.

3 ☐ *[T_E01_3]* It is my personal calling.

4 ☐ *[T_E01_4]* It is a way to help children learn and grow.

5 ☐ *[T_E01_5]* It is a way to earn money through a job or a business.

6 ☐ *[T_E01_6]* It is work I can do while my own children are young.

7 ☐ *[T_E01_7]* It is a way to help families support their young children.

8 ☐ *[T_E01_8]* Other - I love children. *(From back-coding)*

9 ☐ *[T_E01_9]* Other - It is my job. *(From back-coding)*

10 ☐ *[T_E01_10]* Other - It is my profession. *(From back-coding)*

11 ☐ *[T_E01_11]* Other - Early childhood education is my passion. *(From back-coding)*

12 ☐ *[T_E01_12]* Other - It is a way for me to contribute to my community or broader societal goals. *(From back-coding)*

99 ☐ *[T_E01_99 and T_E01_99_other]* Other *(specify)* _____

E2. *[T_E02]* **Of the three reasons you selected above, which one best describes the <u>main</u> reason why you work with young children?**

MARK ONE ONLY

1 ○ It is my career or profession.

2 ○ It is a step toward a related career.

3 ○ It is my personal calling.

4 ○ It is a way to help children learn and grow.

5 ○ It is a way to earn money through a job or a business.

6 ○ It is work I can do while my own children are young.

7 ○ It is a way to help families support their young children.

8 ○ Other - I love children. *(From back-coding)*

9 ○ Other - It is my job. *(From back-coding)*

10 ○ Other - It is my profession. *(From back-coding)*

11 ○ Other - Early childhood education is my passion. *(From back-coding)*

12 ○ Other - It is a way for me to contribute to my community or broader societal goals. *(From back-coding)*

99 ○ Other *(specify)* _____

Next, please answer a few questions about your job and work environment.

E3.   **How strongly do you <u>agree</u> or <u>disagree</u> with each of the following statements?**

MARK ONE RESPONSE PER ROW

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
a. *[T_E03a]* You are under too many pressures to do your job effectively.	1 ○	2 ○	3 ○	4 ○	5 ○
b. *[T_E03b]* Staff members often show signs of stress and strain.	1 ○	2 ○	3 ○	4 ○	5 ○
c. *[T_E03c]* The heavy workload at this center reduces effectiveness.	1 ○	2 ○	3 ○	4 ○	5 ○
d. *[T_E03d]* Staff frustration is common at this center......................................	1 ○	2 ○	3 ○	4 ○	5 ○

Institute of Behavioral Research. (2005). TCU Survey of Organizational Functioning (TCU SOF). *Fort Worth: Texas Christian University, Institute of Behavioral Research. Available at <u>ibr.tcu.edu</u>.*

E4.   *[T_E04]* **How likely are you to continue working at this center the next program year (through 2022-2023)?**

MARK ONE ONLY

1 ○ Very likely

2 ○ Somewhat likely

3 ○ A little likely

4 ○ Not likely

E5.   **How much do you agree with each of the following statements about being an early care and education provider?**

MARK ONE RESPONSE PER ROW

	Strongly agree	Agree	Disagree	Strongly disagree
a. *[T_E05a]* I really enjoy my present job.	1 ○	2 ○	3 ○	4 ○
b. *[T_E05b]* I am certain I am making a difference in the lives of the children I work with...	1 ○	2 ○	3 ○	4 ○
c. *[T_E05c]* If I could start over, I would choose being an early care and education provider again.	1 ○	2 ○	3 ○	4 ○

Next, please tell us about your education and background.

E6.   *[T_E06]* **What is the highest level of education you have completed?**

MARK ONE ONLY

1 ❍ Did not graduate high school ➔ **SKIP TO QUESTION E8 ON PAGE 26**

2 ❍ High school diploma or equivalent (for example, a GED) ➔ **SKIP TO QUESTION E8 ON PAGE 26**

3 ❍ Some college courses, but no degree ➔ **SKIP TO QUESTION E8 ON PAGE 26**

4 ❍ Associate's degree

5 ❍ Bachelor's degree

6 ❍ Some graduate school or some professional school, but no degree

7 ❍ Master's degree (M.A., M.S., M.Ed.)

8 ❍ Doctoral degree in research (Ph.D., Ed.D.) or professional practice (Medicine: M.D.; Dentistry: D.D.S.; Law: J.D., L.L.B., etc.)

STOP

IF YOU HAVE AN ASSOCIATE'S DEGREE OR HIGHER ANSWER QUESTION E7, OTHERWISE SKIP TO QUESTION E8 ON PAGE 26.

E7.   **What was your major or field of study for the degree or degrees you have earned?**

Please include Associate's, Bachelor's, and graduate degrees.

MARK ALL THAT APPLY

1 ☐ *[T_E07_1]* Child development or developmental psychology

2 ☐ *[T_E07_2]* Early childhood education

3 ☐ *[T_E07_3]* Elementary education

4 ☐ *[T_E07 4]* Special education

5 ☐ *[T_E07_5]* Education administration/management and supervision (including early childhood education administration)

6 ☐ *[T_E07_6]* Business administration/management and supervision

7 ☐ *[T_E07_7]* Other education-related field (bilingual education, reading/literacy, secondary education, educational counseling or social work, sociology, science education, music education, etc.)

8 ☐ *[T_E07_8]* English *(from back-coding)*

9 ☐ *[T_E07_9]* Liberal arts *(from back-coding)*

99 ☐ *[T_E07_99 and T_E07_99_other]* Other *(specify)* _____

E8. *[T_E08amt and T_E08unit]* **In total, how many years have you worked in a classroom providing early care and education for children from birth to age 5 in <u>any</u> center?**

Include time as a lead, head, or co-teacher, assistant teacher, or aide. <u>Do not</u> include time spent volunteering in classrooms.

IF LESS THAN ONE YEAR, WRITE IN NUMBER OF MONTHS

|___|___| ○ Month(s)   ○ Year(s)

E9. *[T_E09amt and T_E09unit]* **In total, how long have you been working in <u>this</u> center in any position?**

IF LESS THAN ONE YEAR, WRITE IN NUMBER OF MONTHS

|___|___| ○ Month(s)   ○ Year(s)

E10. **Do you currently hold any of the following licenses, certificates, or credentials?**

MARK ONE RESPONSE PER ROW

	Yes	No
a. *[T_E10a]* **Teaching** certificate, credential, or license that includes teaching any children from birth to age 5 including infant/toddler, preschool, or in family/home-based child care (this includes a Child Development Associate (CDA) credential)...	1 ○	0 ○
b. *[T_E10b and T_E10b_other]* Other **teaching or director/administrator** certificate or credential .... IF YES, (*specify*) ——————————————————	1 ○	0 ○

E11. *[T_E11]* **Are you a member of an early care and education professional organization?**

Examples include: the National Association for the Education of Young Children (NAEYC) or local affiliates/chapters, National Head Start Association (NHSA), Academic Credentials Evaluation Institute (ACEI), ZERO TO THREE, or other state or local professional organizations.

1 ○ Yes

0 ○ No

E12. *[T_E12]* **How often do you give input to local or state government officials, agencies, or departments on early care and education policies and resources?**

Input may be given through calls, written letters, meetings, or emails.

MARK ONE ONLY

1 ○   Monthly or more often

2 ○   Three or four times a year

3 ○   Once or twice a year

4 ○   Never

E13.   **Do you have a role on any of the following types of community boards or councils?**

MARK ALL THAT APPLY

1 ☐ *[T_E13_1]* Member of a board sponsored by a local or state entity (such as government or school district) that is focused on early care and education

2 ☐ *[T_E13_2]* Member of a board for an early care and education program

3 ☐ *[T_E13_3]* Member of a board for a community agency that provides services for children and families

4 ☐ *[T_E13_4]* Regularly attend community meetings that are sponsored by government entities or community service agencies and focus on early care and education issues

99 ☐ *[T_E13_99 and T_E13_99_other]* Other *(specify)* _____

0 ○ *[T_E13_0]* No, I am not currently involved on community boards or councils

E14.   **Since <u>September 2021</u>, have you participated in the following kinds of professional development?**

MARK ONE RESPONSE PER ROW

	Yes	No
a. *[T_E14a]* A community of learners, sometimes called a peer learning group (PLG) or professional learning community (PLC)	1 ○	0 ○
b. *[T_E14b]* A leadership institute, course, coaching, or other leadership development program	1 ○	0 ○

Please answer a few questions about yourself.

E15.   **How do you describe yourself?**

MARK ALL THAT APPLY

1 ☐ *[T_E15_1]* Male

2 ☐ *[T_E15_2]* Female

3 ☐ *[T_E15_3 and T_E15_3_other]* Another gender identity *(specify)* _____

4 ○ *[T_E15_4]* Prefer not to answer

E16.　*[T_E16]* **Are you of Spanish, Hispanic, or Latino/a/x, or Chicano/a/x origin?**

　　₁ ◯　Yes　**→ CONTINUE TO QUESTION E17**

　　₂ ◯　No　**→ SKIP TO QUESTION E18**

E17.　**Which one of these best describes you?**

MARK ONE OR MORE

　　₁ ☐　*[T_E17_1]* Mexican, Mexican American, Chicano/a/x

　　₂ ☐　*[T_E17_2]* Puerto Rican

　　₃ ☐　*[T_E17_3]* Cuban

　　₄ ☐　*[T_E17_4 and T_E17_4_other]* Another Spanish/Hispanic/Latino/a/x group *(specify)*___

E18.　**What is your race? Select one or more.**

MARK ONE OR MORE

　　₁ ☐　*[T_E18_1]* White

　　₂ ☐　*[T_E18_2]* Black or African American

　　₃ ☐　*[T_E18_3]* American Indian or Alaska Native

　　₄ ☐　*[T_E18_4]* Asian Indian

　　₅ ☐　*[T_E18_5]* Chinese

　　₆ ☐　*[T_E18_6]* Filipino

　　₇ ☐　*[T_E18_7]* Japanese

　　₈ ☐　*[T_E18_8]* Korean

　　₉ ☐　*[T_E18_9]* Vietnamese

　　₁₀ ☐　*[T_E18_10]* Other Asian

　　₁₁ ☐　*[T_E18_11]* Native Hawaiian

　　₁₂ ☐　*[T_E18_12]* Guamanian or Chamorro

　　₁₃ ☐　*[T_E18_13]* Samoan

　　₁₄ ☐　*[T_E18_14 and T_E18_14_otherPI]* Other Pacific Islander *(specify)* _____

　　₁₅ ☐　*[T_E18_15 and T_E18_15_other]* Another race *(specify)*_____

F. TEACHING STAFF EXPERIENCES

The next questions are about your center's culture and work environment, and about how staff work together and with families.

All instruments used in ExCELS are publicly available with the exception of instruments that include items that are copyrighted. This section of the survey will include a copyrighted measure described below.

<u>Measure:</u> Copyrighted items from The Essential 0-5 Survey

<u>Citation:</u> Ehrlich, Stacy B., Debra M. Pacchiano, Amanda G. Stein, Maureen R. Wagner, Stuart Luppescu, Sangyoon Park, Elizabeth Frank, Holly Lewandowski, and Christopher Young. "Organizing Early Education for Improvement: Testing a New Survey Tool." Chicago, IL: University of Chicago Consortium on School Research and the Ounce of Prevention Fund, 2018.

The Essential 0-5 Survey measure features a pair of teacher and parent surveys that measure the organizational conditions that support ECE teachers as well as teacher, child, and family relationships. ExCELS plans to use three of five scales (or "Essentials") from the Essential 0-5 Survey teacher survey. Each of these three scales are comprised of 4 to 5 subscales (which the developer refers to as measures) as outlined below.

Scale	Subscale topics
Effective Instructional Leaders	• Teacher-Principal Trust • Instructional Leadership • Teacher Influence • Program Coherence
Collaborative Teachers	• Socialization of New Teachers • Teacher Collaboration • Collective Responsibility • School Commitment • Teacher-Teacher Trust *Supplemental measures* • Innovation • Reflective Dialogue
Involved Families	• Teacher-Parent Trust • Parent Involvement • Teacher Outreach/ Collaboration with Parents • Parent Influence

Thank you for your participation in ExCELS!

Appendix B

ExCELS Leadership Survey Item Crosswalk

This page has been left blank for double-sided copying.

Exhibit B.1. ExCELS survey item alignment by leadership element, construct, and subconstruct across center manager and teaching staff surveys

Leadership element	Construct	Subconstruct	Center Manger Survey Item	Teaching Staff Survey Item[a]
Who leaders are	Leadership roles	Self-reported job position	A1	A1
			n.a.	A2
			n.a.	A3
			n.a.	A4
			n.a.	A5
			n.a.	A6
		Perception of staff positions and other individuals involved in action plans for improvement[b]	A2	A9
		Perception about whether different positions contribute to decision-making at different time	A3a	A10a
			A3b	A10b
			A3c	A10c
		Perception of roles and responsibilities for decision-making	A4a	A11a
			A4b	A11b
			A4c	A11c
			A4d	A11d
	Participation in decision-making	Interest or ability of teaching staff to participate in center decisions	A5a	n.a.
			A5b	A12a
			A5c	A12b
		Contribution of teaching staff to decision-making	A6a	A13a[c]
			A6b	A13b[c]
			A6c	A13c[c]
			A6d	A13d[c]

Exhibit B.1 (*continued*)

Leadership element	Construct	Subconstruct	Center Manger Survey Item	Teaching Staff Survey Item[a]
			A6e	A13e[c]
		Perceptions of teaching staff areas of influence	A7a	A14a
			A7b	A14b
			A7c	A14c
			A7d	A14d
		Perceptions of families' areas of influence	A8a	A15a
			A8b	A15b
			A8c	A15c
			A8d	A15d
			A8e	A15e
			A8f	A15f
What individuals bring to leadership	Education, experience, and credentials	Years of experience in ECE settings	E8	E8
			E9	n.a.
			E10	E9
			E11	n.a.
		Highest level of education	E6	E6
		Field of study	E7	E7
		Credentials	E12a	E10a
			E12b	n.a.

Exhibit B.1 (*continued*)

Leadership element	Construct	Subconstruct	Center Manger Survey Item	Teaching Staff Survey Item[a]
			E12c	n.a.
			E12d	n.a.
			n.a.	E10b
		Professional development related to leadership in past year	E16a	E14a
			E16b	E14b
	Values and beliefs	Values and beliefs about ECE	C1a	C1a
			C1b	C1b
			C1c	C1c
			C1d	C1d
			C1e	C1e
			C1f	C1f
			C1g	C1g
			E1	E1
			E2	E2
		View about oneself to support identity as a leader	C2a	C2a
			C2b	C2b
			C2c	C2c
			n.a.	C2d
What center staff do as leaders	Instructional quality	Promote ambitious instruction and learning	C4a	n.a.
			C4b	C4a (on center management)
			C4c	C5, C4b (on center management)

Exhibit B.1 (*continued*)

Leadership element	Construct	Subconstruct	Center Manger Survey Item	Teaching Staff Survey Item[a]
			C4d	C4c (on center management)
			C4e	C4d (on center management)
			C4f	C4e (on center management)
			C6	C7 (on center management)
			C11a	C13a, C12a (on center management)
			C11b	C13b, C12b (on center management)
			C11c	C13c, C12c (on center management)
			C12a	C14a (on center management)
			C12b	C14b (on center management)
			C12c	C14c (on center management)
		Dedicate time for instructional planning	C8	C9 (on center management)
			C9	C10 (on center management)
			C10	C11 (on center management)
		Support professional development	C13	C15 (on center management)

Exhibit B.1 (*continued*)

Leadership element	Construct	Subconstruct	Center Manger Survey Item	Teaching Staff Survey Item[a]
		Support professional development (mentoring)	C14	C16
			C16	n.a.
			n.a.	C17 (on center management)
			n.a.	C18
		Conduct observation and use feedback to help teaching staff improve	C15	C19, C20 (on center management)
		Share and work with data to help teaching staff improve classroom practice	C17a	C22a, C21a (on center management)
			C17b	C22b, C21b (on center management)
	Relational coordination within the center	Build and sustain relationships with staff	C5	C6 (on center management)
			C7	C8 (on center management)
		Foster a positive workplace	C3a	C3a (on center management)
		Promote communication and relational coordination amongst staff	C3b	C3b
			C3c	C3c
			C3d	C3d
			C3e	C3e

Exhibit B.1 (*continued*)

Leadership element	Construct	Subconstruct	Center Manger Survey Item	Teaching Staff Survey Item[a]
	Relational coordination beyond the center	Promote communication and relational coordination with families	C3f	C3f
		Management emphasizes topics and activities to support family partnerships	D1a	D1a (on center management)
			D1c	D1c (on center management)
			D2a	D2a (on center management)
		Promote equity in working with families	D1b	D1b (on center management)
			D2b	D2b (on center management)
		Work to build family partnerships	D2c	n.a.
			D2d	n.a.
			n.a.	D3a
			n.a.	D3b
			n.a.	D4
		Engage in community and field	E13	E11
			E15	E13
		Advocate for ECE and children in the community	E14	E12
	Strategic vision, planning, and learning	Approach to develop shared understanding on center mission	B2	B2 (on center management)
		Center planning to set goals for quality improvement, implement and evaluate strategic plans	B4a	B4a (on center management)

Exhibit B.1 (*continued*)

Leadership element	Construct	Subconstruct	Center Manger Survey Item	Teaching Staff Survey Item[a]
			B4b	B4b (on center management)
			B4c	B4c (on center management)
	Organizational and fiscal operations and performance management	Compliance with regulations and program requirements	B1b	B1b (on center management)
		Carry out operational activities	B1a	B1a (on center management)
			B3a	B3a (on center management)
			B3b	B3b (on center management)
		Financial health and management of center finances	B5 (Primary site leader only)	n.a.

n.a. = not applicable as no parallel item asked

[a] Teaching staff survey item is report on self or teaching staff unless noted to be on center management.

[b] The response categories do not align exactly based on creating new options from "other, specify" (see Appendix A for annotated surveys).

[c] Item alignment on topics with center managers reporting on teaching staff overall and teaching staff reporting about individual contribution ("you").

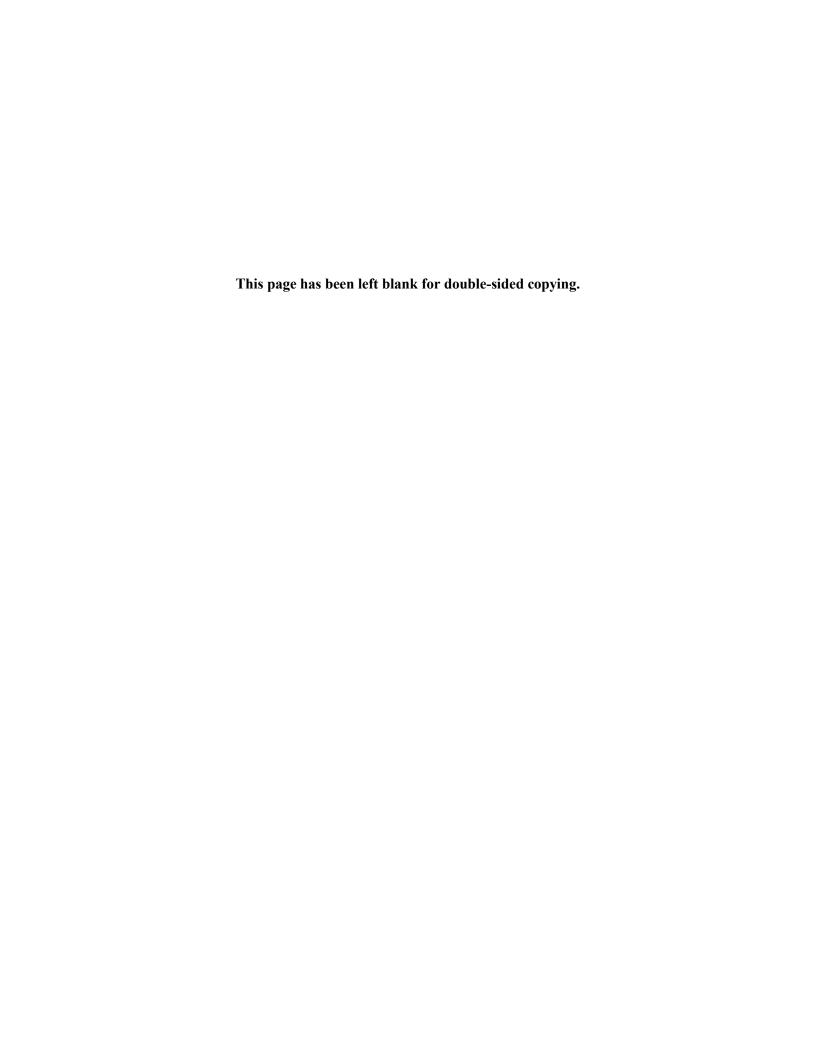# Appendix C

Variables Edited to Protect Respondent Privacy

This page has been left blank for double-sided copying.

Exhibit C.1. Variables on the teaching staff file edited to protect respondent privacy

Variable name	Action taken to ensure respondent privacy
Teaching staff survey	
T_A01_2	Excluded variable due to small cell counts. Created a new variable "T_A01_2_4". Original T_A01_2 ("Assistant director") responses are counted as "Yes."
T_A01_4	Excluded variable due to small cell counts. Created a new variable "T_A01_2_4". Original T_A01_4 ("Other supervisor or manager") responses are counted as "Yes."
T_A09_8	Excluded variable due to small cell count. Original T_A09_8 ("Staff from larger organizations or board members only") responses are counted as "other" in T_A09_99.
T_A09_9	Excluded variable due to small cell count. Original T_A09_9 ("Director, other managers, or outside staff only") responses are counted as "other" in T_A09_99.
T_A09_10	Excluded variable due to small cell count. Original T_A09_10 ("Teaching staff, but not families") responses are counted as "other" in T_A09_99.
T_A01_99_other	Excluded variables that elicited text responses.
T_A09_99_other	Excluded variables that elicited text responses.
T_C19_99_other	Excluded variables that elicited text responses.
T_E01_99_other	Excluded variables that elicited text responses.
T_E06	Combined categories 1 ("Did not graduate high school") with 2 ("High school diploma or equivalent") and 6 ("Master's degree") with 7 ("Doctoral degree in research or professional practice") because of small cell counts.
T_E07_8	Excluded variable due to small cell count. Original T_E07_8 ("English") responses are counted as "other" in T_E07_99.
T_E07_9	Excluded variable due to small cell count. Original T_E07_9 ("Liberal arts") responses are counted as "other" in T_E07_99.
T_E07_99_other	Excluded variables that elicited text responses.
T_E08amt	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (T_YRSECE).
T_E08unit	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (T_YRSECE).
T_E09amt	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (T_YRSCTR).
T_E09unit	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (T_YRSCTR).
T_E10b_other	Excluded variables that elicited text responses.
T_E13_99_other	Excluded variables that elicited text responses.
T_E15 series	The survey allowed respondents to select all that apply (T_E15_1, T_E15_2, T_E15_3, T_E15_4). All respondents only selected one response that the four variables were combined then into a composite variable (T_GENDER).
T_E15_3_other	Excluded variables that elicited text responses.
T_E17_3	Excluded variable due to small cell counts. Original T_E17_3 ("Cuban") responses are counted as "another group" in T_E17_4.
T_E18_4	Excluded variable due to small cell counts. Created a new categorical variable T_E18_4-10 ("Asian"). Original T_E18_4 ("Asian Indian") responses are counted as "Yes."
T_E18_5	Excluded variable due to small cell counts considering all specific Asian groups. Created a new categorical variable T_E18_4-10 ("Asian"). Original T_E18_5 ("Chinese") responses are counted as "Yes."

Exhibit C.1 (*continued*)

Variable name	Action taken to ensure respondent privacy
T_E18_6	Excluded variable due to small cell counts considering all specific Asian groups. Created a new categorical variable T_E18_4-10 ("Asian"). Original T_E18_6 ("Filipino") responses are counted as "Yes."
T_E18_7	Excluded variable due to small cell counts. Created a new categorical variable T_E18_4-10 ("Asian"). Original T_E18_7 ("Japanese") responses are counted as "Yes."
T_E18_8	Excluded variable due to small cell counts. Created a new categorical variable T_E18_4-10 ("Asian"). Original T_E18_8 ("Korean") responses are counted as "Yes."
T_E18_9	Excluded variable due to small cell counts. Created a new categorical variable T_E18_4-10 ("Asian"). Original T_E18_9 ("Vietnamese") responses are counted as "Yes."
T_E18_10	Excluded variable due to small cell counts considering all specific Asian groups. Created a new categorical variable T_E18_4-10 ("Asian"). Original T_E18_10 ("other Asian") responses are counted as "Yes."
T_E18_11	Excluded variable due to small cell counts. Original T_E18_11 ("Native Hawaiian") responses are counted as "another race" in T_E18_15.
T_E18_12	Excluded variable due to small cell counts. Original T_E18_12 ("Guamanian-Chamorro") responses are counted as "another race" in T_E18_15.
T_E18_13	Excluded variable due to small cell counts. Original T_E18_13 ("Samoan") responses are counted as "another race" in T_E18_15.
T_E18_14	Excluded variable due to small cell counts. Original T_E18_14 ("other Pacific Islander") responses are counted as "another race" in T_E18_15.
T_E18_14_otherPI	Excluded variables that elicited text responses.
T_E18_15_other	Excluded variables that elicited text responses.

Exhibit C.2. Variables on the center manager file edited to protect respondent privacy

Variable name	Action taken to ensure respondent privacy
Center manager survey	
M_A01_6	Excluded variable due to small cell counts. Original M_A01_6 ("Assistant teacher") responses are counted as "other" in M_A01_99.
M_A01_99_other	Excluded variables that elicited text responses.
M_A02_8	Excluded variable due to small cell counts. Original M_A02_8 ("Others related to the center, but not director or other managers") responses are counted as "other" in M_A02_99.
M_A02_99_other	Excluded variables that elicited text responses.
M_C15_99_other	Excluded variables that elicited text responses.
M_D03_4	Excluded variable due to small cell counts. Original M_D03_4 ("Cambodian") responses are counted as "other" in M_D03_99.
M_D03_6	Excluded variable due to small cell counts considering M_D04_6 (language spoken by teaching staff). Original M_D03_6 ("French") responses are counted as "other" in M_D03_99.
M_D03_7	Excluded variable due to small cell counts. Original M_D03_7 ("Haitian Creole") responses are counted as "other" in M_D03_99.
M_D03_8	Excluded variable due to small cell counts. Original M_D03_8 ("Hmong") responses are counted as "other" in M_D03_99.
M_D03_9	Excluded variable due to small cell counts. Original M_D03_9 ("Japanese") responses are counted as "other" in M_D03_99.
M_D03_10	Excluded variable due to small cell counts. Original M_D03_10 ("Korean") responses are counted as "other" in M_D03_99.
M_D03_11	Excluded variable due to small cell counts considering M_D04_6 (language spoken by teaching staff). Original M_D03_11 ("Vietnamese") responses are counted as "other" in M_D03_99.
M_D03_12	Excluded variable due to small cell counts. Original M_D03_12 ("Farsi") responses are counted as "other" in M_D03_99.
M_D03_99_other	Excluded variables that elicited text responses.
M_D04_4	Excluded variable due to small cell counts. Original M_D04_4 ("Cambodian") responses are counted as "other" in M_D04_99.
M_D04_6	Excluded variable due to small cell counts. Original M_D04_6 ("French") responses are counted as "other" in M_D04_99.
M_D04_7	Excluded variable due to small cell counts. Original M_D04_7 ("Haitian Creole") responses are counted as "other" in M_D04_99.
M_D04_8	Excluded variable due to small cell counts. Original M_D04_8 ("Hmong") responses are counted as "other" in M_D04_99.
M_D04_9	Excluded variable due to small cell counts. Original M_D04_9 ("Japanese") responses are counted as "other" in M_D04_99.
M_D04_10	Excluded variable due to small cell counts. Original M_D04_10 ("Korean") responses are counted as "other" in M_D04_99.
M_D04_11	Excluded variable due to small cell counts. Original M_D04_11 ("Vietnamese") responses are counted as "other" in M_D04_99.
M_D04_12	Excluded variable due to small cell counts. Original M_D04_12 ("Farsi") responses are counted as "other" in M_D04_99.
M_D04_99_other	Excluded variables that elicited text responses.

Exhibit C.2 (*continued*)

Variable name	Action taken to ensure respondent privacy
M_D05a	Top-coded values above 5 to equal 5, due to concerns regarding identifiable information.
M_D05b	Top-coded values above 43 to equal 43, due to concerns regarding identifiable information.
M_D05c	Top-coded values above 96 to equal 96, due to concerns regarding identifiable information.
M_D05d	Top-coded values above 95 to equal 95, due to concerns regarding identifiable information.
M_D05e	Top-coded values above 83 to equal 83, due to concerns regarding identifiable information.
M_D06_99_other	Excluded variables that elicited text responses.
M_E01_99_other	Excluded variables that elicited text responses.
M_E06	Combined categories 1 ("Did not graduate high school") with 2 ("High school diploma or equivalent") and 6 ("Master's degree") with 7 ("Doctoral degree in research or professional practice") because of small cell counts.
M_E07_99_other	Excluded variables that elicited text responses.
M_E08amt	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSTECE).
M_E08unit	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSTECE).
M_E09amt	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSDANYCTR).
M_E09unit	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSDANYCTR).
M_E10amt	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSPCTR).
M_E10unit	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSPCTR).
M_E11amt	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSDCTR).
M_E11unit	Excluded variable due to outliers on amount accounting for unit that could be potentially identifiable information. Created a new continuous variable (M_YRSDCTR).
M_E12d_other	Excluded variables that elicited text responses.
M_E15_99_other	Excluded variables that elicited text responses.
M_E17 series	The survey allowed respondents to select all that apply (M_E17_1, M_E17_2, M_E17_3, M_E17_4). All respondents only selected one response that the four variables were combined then into a composite variable (M_GENDER).
M_E17_3_other	Excluded variables that elicited text responses.
M_E19_3	Excluded variable due to small cell counts. Original M_E19_3 ("Cuban") responses are counted as "another group" in M_E19_4.
M_E19_4_other	Excluded variables that elicited text responses.
M_E20_3	Excluded variable due to small cell counts. Original M_E_20_3 ("American Indian Alaska Native") responses are counted as "another race" in M_E20_15.
M_E20_4	Excluded variable due to small cell counts. Created a new categorical variable M_E20_4-10 ("Asian"). Original M_E20_4 ("Asian Indian") responses are counted as "Yes."

Exhibit C.2 (*continued*)

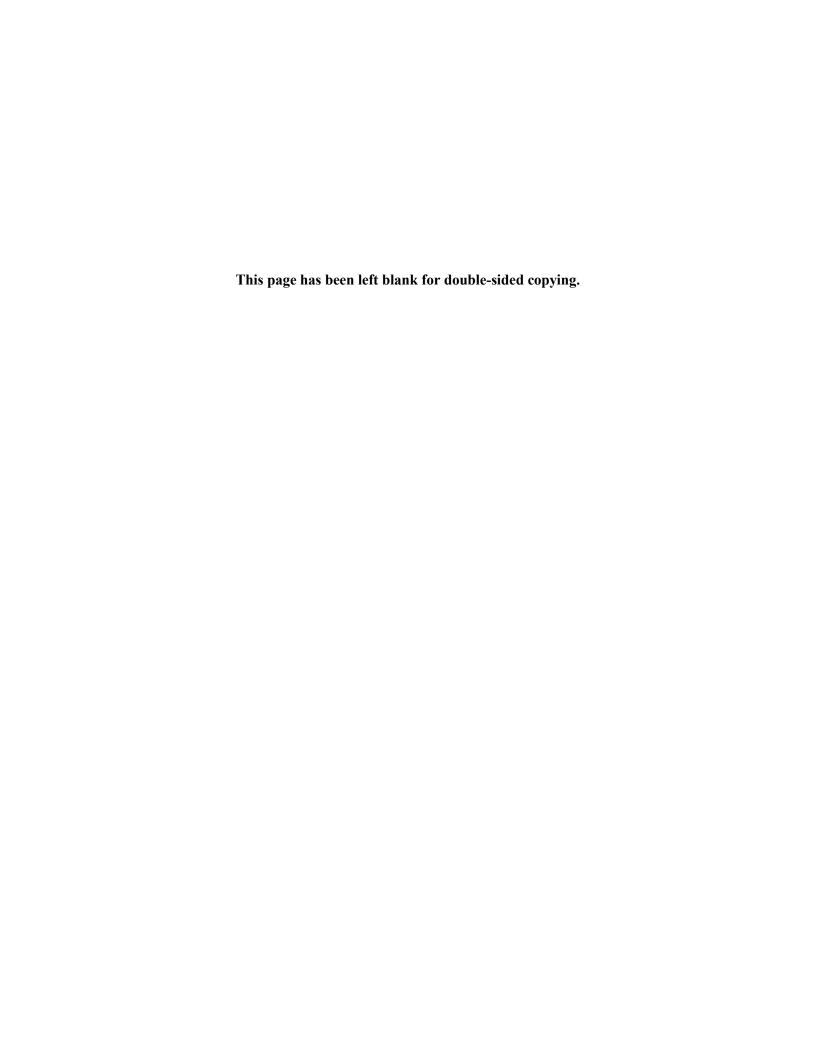| Variable name	Action taken to ensure respondent privacy
M_E20_5	Excluded variable due to small cell counts. Created a new categorical variable M_E20_4-10 ("Asian"). Original M_E20_5 ("Chinese") responses are counted as "Yes."
M_E20_6	Excluded variable due to small cell counts. Created a new categorical variable M_E20_4-10 ("Asian"). Original M_E20_6 ("Filipino") responses are counted as "Yes."
M_E20_7	Excluded variable due to small cell counts. Created a new categorical variable M_E20_4-10 ("Asian"). Original M_E20_7 ("Japanese") responses are counted as "Yes."
M_E20_8	Excluded variable due to small cell counts. Created a new categorical variable M_E20_4-10 ("Asian"). Original M_E20_8 ("Korean") responses are counted as "Yes."
M_E20_9	Excluded variable due to small cell counts. Created a new categorical variable M_E20_4-10 ("Asian"). Original M_E20_9 ("Vietnamese") responses are counted as "Yes."
M_E20_10	Excluded variable due to small cell counts. Created a new categorical variable M_E20_4-10 ("Asian"). Original M_E20_10 ("other Asian") responses are counted as "Yes."
M_E20_11	Excluded variable due to small cell counts. Original M_E20_11 ("Native Hawaiian") responses are counted as "another race" in M_E20_15.
M_E20_12	Excluded variable due to small cell counts. Original M_E20_12 ("Guamanian-Chamorro") responses are counted as "another race" in M_E20_15.
M_E20_13	Excluded variable due to small cell counts. Original M_E20_13 ("Samoan") responses are counted as "another race" in M_E20_15.
M_E20_14	Excluded variable due to small cell counts. Original M_E20_14 ("other Pacific Islander") responses are counted as "another race" in M_E20_15.
M_E20_14_otherPI	Excluded variables that elicited text responses.
M_E20_15_other	Excluded variables that elicited text responses.

Exhibit C.3. Variables on the center manager file edited to protect respondent privacy

Variable name	Action taken to ensure respondent privacy
SSLP	
S_A01_x	Excluded variables that elicited text responses. Created a version of coded job category (S_JOBTITL_X series, see Chapter V).
S_A02_x	Excluded variable tied to specific staff job title. Created a version of number of staff in each coded job category (S_NUMSTAFF_X series, see Chapter V).
S_A03title_x	Excluded variables that elicited text responses.
S_A03desc_x	Excluded variables that elicited text responses. Information coded as part of S_A03a – S_A03g_X.
S_A03f_xarea	Excluded variables that elicited text responses.
S_B01b_title	Excluded variables that elicited text responses.
S_B02_title_x	Excluded variables that elicited text responses.
S_B03b_title_x	Excluded variables that elicited text responses.
S_B04b_title_x	Excluded variables that elicited text responses.
S_B04b_loc_x	Excluded variables that elicited text responses. S_B04b_hrs_x provides information if staff member works at center versus off-site (0 hours).
S_B05b_title_x	Excluded variables that elicited text responses.
S_B05b_loc_x	Excluded variables that elicited text responses. S_B05b_hrs_x provides information if staff member works at center versus off-site (0 hours).
S_B05b_hrs_5	Excluded variable due to no non-missing responses.
S_B06b_title_x	Excluded variables that elicited text responses.
S_B06b_loc_x	Excluded variables that elicited text responses. S_B06b_hrs_x provides information if staff member works at center versus off-site (0 hours).
S_C01e	Excluded variables that elicited text responses.
S_C02e	Excluded variables that elicited text responses.
S_D07b	Excluded variables that elicited text responses.
Engagement interview	
E_A01	Excluded variable due to small cell counts.
E_A01a	Excluded variable due to small cell counts.
E_A01b	Excluded variable due to small cell counts.
E_A04	Excluded variable due to potentially identifiable information. Created a new categorical QRIS variable E_QRIS_high.
E_A04a	Excluded variable due to potentially identifiable information. Created a new categorical QRIS variable E_QRIS_high.
E_A05_2	Excluded variable due to small cell counts. Original E_A05_2 ("Council on Accreditation") responses are counted as "Other" in E_A05_99.
E_B01mon	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes.
E_B02tue	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes.
E_B01wed	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes.
B_B01thu	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes.
E_B01fri	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes.

Exhibit C.3 (*continued*)

Variable name	Action taken to ensure respondent privacy
E_B01sat	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes.
E_B01sun	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes.
E_B02s	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes. and check of center eligibility.
E_B02e	Excluded variable as potentially identifiable information across all schedule variables; collected for study operational purposes. and check of center eligibility.
E_B03	Excluded variable as check of center eligibility that all sample is "No."
E_C01_4	Excluded variable due to small cell counts. Original E_C01_4 ("Child & Adult Care Food Program") responses are counted as "Other" in E_C01_99.
E_C01_99other	Excluded variables that elicited text responses.
E_C01_0	Excluded variable as check of center eligibility that all sample is "No."

SSLP = staffing structure and leadership positions.

This page has been left blank for double-sided copying.

Mathematica Inc.

Princeton, NJ • Ann Arbor, MI • Cambridge, MA
Chicago, IL • Oakland, CA • Seattle, WA
Woodlawn, MD • Washington, DC

EDI Global, a Mathematica Company

Operating in Tanzania, Uganda, Kenya, Mozambique, and the United Kingdom

Mathematica, Progress Together, and the "spotlight M" logo are registered trademarks of Mathematica Inc.