In partnership with the Early Childhood Education Research Alliance (ECEA), Regional Educational Laboratory Northeast & Islands has developed two new surveys on the use of child assessments and learning standards in early childhood learning settings. The Early Childhood Educator Survey and the Early Childhood Administrator Survey allow users to collect consistent data to relate program implementation to child outcomes.

What are these surveys?

Each survey includes three modules: one on educator/administrator background information (“Module 1. Background information”), one on assessment use (“Module 2. Child assessments”), and one on implementing early learning standards (“Module 3. Early learning standards/guidelines”). The surveys and modules may be administered together or individually.

The surveys are part of a research agenda to improve early childhood programming and child outcomes through research- and evidence-based practices.¹

Why these surveys?

The surveys in this report are intended for use by program administrators and policymakers to inform early childhood practice and policy. Data regarding how early childhood educators and administrators use child assessments to inform instruction, talk with families about their children, or adjust programs is not readily available. Likewise, information on how early childhood educators are implementing state early learning standards is not generally collected. Having access to such data would allow program and state administrators and policymakers to make better informed decisions regarding choice of child assessments, strengths and weaknesses of programs, and professional development needs, among other things.
How to administer these surveys

The Early Childhood Educator Survey and the Early Childhood Administrator Survey can be used to collect data from early childhood classroom educators (including family child care practitioners) and program administrators regarding child assessment use and standards implementation. Module 1 can be used to collect information on program, educator, and child characteristics that can contextualize survey results. The surveys may be administered at the same time or separately. Administration time varies by module. Based on a small pretest sample, the developers anticipate Module 1 taking no more than 10 minutes and Modules 2 and 3 each taking about 15 minutes.

How to use these surveys

Data have not yet been collected to allow for psychometric analyses of the developed surveys (for example, reliability and validity information). Pretesting with a small sample (fewer than nine) of educators and administrators suggests that the items should yield the intended information. At this point no information related to scales is available. Future work will include structural and psychometric analyses.

Descriptive analyses including frequencies and cross-tabulations of item responses should be appropriate at this time. It is not recommended that these surveys be used for high-stakes decisions, including educator evaluation or program funding decisions. Data should be evaluated in aggregate for program-, state- or region-level decisions regarding topics such as professional development needs and other supports for educators and early learning programs.

Note

1. The following ECEA members were integral to the development of the surveys: Manuela Fonseca (Vermont), Jennifer Louis (Massachusetts), Sarah Mahurt (U.S. Virgin Islands), Kathleen Paterson (Vermont), Judi Stevenson-Garcia (Rhode Island), and Ellen Wheatley (New Hampshire).
<table>
<thead>
<tr>
<th>Module</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1. Background information</td>
<td>1</td>
</tr>
<tr>
<td>Module 2. Child assessments</td>
<td>5</td>
</tr>
<tr>
<td>Module 3. Early learning standards/guidelines</td>
<td>12</td>
</tr>
</tbody>
</table>
Module 1. Background information

1. Please list your current position: ______________________________________________________

2. What is the highest level of education you have completed?
   - [ ] Less than high school diploma
   - [ ] GED
   - [ ] High school diploma
   - [ ] Some undergraduate (no degree)
     Please specify: _______________________
   - [ ] Some graduate (no degree)
     Please specify: _______________________
   - [ ] Associate’s degree
   - [ ] Bachelor’s degree
   - [ ] Master’s degree
   - [ ] Doctorate or professional degree
   - [ ] Some undergraduate (no degree)
   - [ ] Some graduate (no degree)
   - [ ] Other: ____________________________

3. Do you hold a degree in early childhood education?
   - [ ] Yes
   - [ ] No
   - [ ] Currently working on a degree in early childhood education

4. Do you hold a degree in a field related to early childhood education (for example, elementary education, special education, human development, sociology, or psychology)?
   - [ ] Yes
   - [ ] No
   - [ ] Currently working on a degree in a related field

5. What state certification(s)/qualification(s) do you hold? (Check all that apply.)
   - [ ] None
   - [ ] Director II qualified
   - [ ] Teacher qualified
   - [ ] Early childhood preK–2 license
   - [ ] Lead teacher qualified
   - [ ] Not applicable
   - [ ] Director I qualified
   - [ ] Other: _____________________________
   - [ ] CDA

Note: The answer choices for this question will be tailored for each state.
6. Including this year, how many years have you been working with children 0–5 years old (excluding your own children)?

_____________________

7. Including this year, how many years have you been in your current position?

_____________________

8. What is your primary language?

☐ English  ☐ Spanish  ☐ Other __________

9. What languages do you speak fluently? (Check all that apply.)

☐ English  ☐ Spanish  ☐ Other __________

10. Do you work full-time or part-time?

☐ Full-time  ☐ Part-time  ☐ Varies

11. What type of early learning program do you work for? (Check all that apply.)

☐ Independent family child care  ☐ Public school
☐ Family child care system  ☐ After school
☐ Small center–based  ☐ Head Start
☐ Large center–based  ☐ Early Head Start

Note: The answer choices for this question will be tailored for each state.

12. What age group(s) do you primarily work with? (Check all that apply.)

☐ Infants (approximately birth to 1 year)  ☐ Kindergarteners (approximately 5–6-years)
☐ Toddlers (approximately 1–3 years)  ☐ School-age children (approximately 6+ years)
☐ Preschoolers (approximately 3–5 years)
13. How many children are in your classroom on an average day?

☐ 1–5
☐ 6–10
☐ 11–15
☐ 16–20
☐ 21–25
☐ 26+

14. What is the age of the youngest child in your classroom?

☐ < 6 months
☐ 6 months to 1 year
☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years
☐ 6+ years

15. What is the age of the oldest child in your classroom?

☐ < 6 months
☐ 6 months to 1 year
☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years
☐ 6+ years

16. What percentage of the children in your classroom come from homes where English is not the primary language?

☐ ≤ 10
☐ 11–25
☐ 26–50
☐ 51–75
☐ > 75

17. How many children in your classroom attend 4 or more days per week?

_____________________

18. How many children in your classroom attend 3 or fewer days per week?

_____________________
19. How many children in your classroom are enrolled full-day?

☐ None
☐ Less than half
☐ Half
☐ More than half
☐ All

20. How many hours of professional development related to early childhood education are staff members required to attend each year?

☐ None
☐ 1-4
☐ 5-9
☐ 10-14
☐ 15-19
☐ 20+

21. How many hours of professional development related to early childhood education do you attend each year?

☐ None
☐ 1-4
☐ 5-9
☐ 10-14
☐ 15-19
☐ 20+
Module 2. Child assessments

The following survey asks about your program's policies related to formal child assessments, assessment use, and use of assessment data.

For the purpose of this survey, a formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data (for example, [INSERT STATE-SPECIFIC EXAMPLES HERE]).

Unless otherwise stated, we are interested in your use of all formal child assessments, not just those that are required by your program, parent company (for example, KinderCare), or state.

1. What methods do you use to obtain information about child well-being, development, and progress? (Check all that apply.)

☐ Informal observations ☐ Conversations with parents/families

☐ Notes about child activities and projects ☐ Don't know

☐ Past experience with similar children ☐ Other: _____________________________

2. Do you use formal child assessments in your classroom?

☐ Yes ☐ No

*If you do not use any formal assessments, you may discontinue the child assessments survey. Thank you for your time.*

3. Who develops written assessment-related policies that pertain to your classroom? (Check all that apply.)

☐ There are no written policies related to assessments

☐ Program administrator(s)

☐ Teacher(s)

☐ Other staff member(s) (for example, coaches)

☐ School district or state personnel

☐ My program's parent company or organization (for example, KinderCare)

☐ Don't know

☐ Other: _____________________________
4. Which children are required to be assessed in your classroom? (Check all that apply.)

☐ My program does not require any children to be assessed
☐ All children

☐ Infants (approximately birth to 1 year)
☐ Special needs/developmental delay

☐ Toddlers (approximately 1–3 years)
☐ English language learner students

☐ Prekindergarten (approximately 3–5 years)
☐ Typically developing

☐ School-age
☐ Other: _____________________________

5. Does your program provide child assessments that teachers are expected to use?

☐ Yes
☐ No

6. How often do you review assessment data?

☐ At least weekly
☐ Once a year

☐ Twice a month
☐ Never

☐ Once a month
☐ No assessment data to review

☐ Once every 2–3 months
☐ Other: _____________________________

☐ Twice a year

7. For what purpose(s) do you review assessment data? I use assessment data to:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>None of the time</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place children into instructional groups</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform lesson planning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform center activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform circle-time and large-group activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Make decisions about curricula</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Use during conferences with parents/families</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Plan with other teachers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Check that children are meeting developmental targets</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other: _____________________________</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
8. Are teachers at your program required to participate in professional development related to the use of assessment data?

☐ Yes  ☐ No  ☐ Don't know

9. Who provides professional development related to the use of assessment data? (Check all that apply.)

☐ Program administrator(s)  ☐ Community organization or partners

☐ District or state personnel  ☐ Outside consultant(s)

☐ Commercial assessment company staff  ☐ Parent company or organization (for example, KinderCare)

☐ Online commercial assessment training  ☐ No one

☐ Instructional coaches  ☐ Other: _____________________________

10. What types of support does your program provide related to the administration of assessments? (Check all that apply.)

☐ Access to commercial assessments  ☐ Funding

☐ Access to school- or center-created assessments  ☐ Coaching

☐ Professional development  ☐ Time to administer assessments

☐ Technical assistance  ☐ Don't know

☐ Documentation (for example, assessment manual)  ☐ None

☐ Technology  ☐ Other: _____________________________
11. What types of support does your program provide related to the use of assessment data? (Check all that apply.)

☐ Access to data
☐ Access to graphs and other data reports
☐ Time to review data
☐ Professional development
☐ Technical assistance
☐ Documentation (for example, assessment manual)
☐ Technology
☐ Funding
☐ Coaching
☐ Don't know
☐ None
☐ Other: _____________________________

12. What additional supports do you need related to the administration of assessments? (Check all that apply.)

☐ Access to commercial assessments
☐ Access to school- or center-created assessments
☐ Professional development
☐ Technical assistance
☐ Documentation (for example, assessment manual)
☐ Technology
☐ Funding
☐ Coaching
☐ Time to administer assessments
☐ Don't know
☐ None
☐ Other: _____________________________

13. What additional supports do you need related to the use of assessment data? (Check all that apply.)

☐ Access to data
☐ Access to graphs and other data reports
☐ Time to review data
☐ Professional development
☐ Technical assistance
☐ Documentation (for example, assessment manual)
☐ Technology
☐ Funding
☐ Coaching
☐ Don't know
☐ None
☐ Other: _____________________________
14. Please list each formal child assessment (up to five) that you use in your classroom:

1. __________________________________ 4. __________________________________
2. __________________________________ 5. __________________________________
3. __________________________________

As a reminder: A formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data.

The following questions pertain to your center or school's use of formal child assessments.

15. Which children do you assess using formal child assessments? (Check all that apply.)

☐ All children enrolled in my classroom    ☐ School-age children
☐ Infants (approximately birth to 1 year)    ☐ Typically developing
☐ Toddlers (approximately 1–3 years)    ☐ Special needs/developmental delay
☐ Prekindergarteners (approximately 3–5 years)    ☐ English language learner students
☐ Other: _____________________________

16. Who conducts formal child assessments? (Check all that apply.)

☐ Me    ☐ Specialist (for example, resource teacher, psychologist)
☐ Another classroom teacher    ☐ Program administrator(s)
☐ Teacher’s assistant/aide    ☐ Other: _____________________________

17. Who developed the formal child assessments? (Check all that apply.)

☐ Classroom teachers    ☐ Specialist (resource teacher, psychologist)
☐ Program administrator(s)    ☐ Commercial publisher
☐ Teacher’s assistant/aide    ☐ Other: _____________________________
18. Are any formal child assessments required?

☐ Yes, at least one is required by my state. ☐ No, none are required.

☐ Yes, at least one is required by my school district or parent company.

☐ Yes, at least one is required by my center or school.

☐ Other: _____________________________

19. What training was provided to assessors prior to conducting formal child assessments? (Check all that apply.)

☐ Assessors were trained by the publisher. ☐ Some assessors were trained.

☐ Assessors were trained by state staff. ☐ No assessors were trained.

☐ Assessors were trained by program staff. ☐ Other: _____________________________

☐ All assessors were trained.

20. What methods do you use to conduct formal child assessments? (Check all that apply.)

☐ Paper and pencil ☐ A handheld digital device (smartphone, tablet)

☐ A desktop computer ☐ Other: _____________________________

☐ A laptop computer

21. How often do you conduct formal child assessments? (Check all that apply.)

☐ Daily or weekly ☐ Every 6 months

☐ Every 2 weeks ☐ Every year

☐ Every month ☐ As needed

☐ Every 2–3 months
22. Which early learning domains are measured by the formal child assessments? (Check all that apply.)

- Physical well-being and motor development
- Social and emotional development
- Approaches toward learning
- Language and literacy
- Mathematics
- English language acquisition
- Other: _____________________________

23. How are formal child assessments used? (Check all that apply.)

- To determine eligibility for enrollment
- To determine a child's class placement
- To identify children who may need additional testing (for example, for a developmental delay)
- To help teachers individualize instruction
- To discuss child progress with parents/families
- To determine placement into special education programming
- To determine a child's English language comprehension
- At the center- or school-level to understand child development and inform policy decisions
- Other: _____________________________

24. After conducting formal child assessments, who do you share the data with? (Check all that apply.)

- No one; I use the data myself.
- Program administrator(s)
- Other teachers or specialists
- Staff at other early learning programs (for example, if a child transfers)
- Staff at elementary schools (for example, for children entering kindergarten)
- Parents/families
- Children
- Other: _____________________________
Module 3. Early learning standards/guidelines

1. Does your state have early learning standards or guidelines?
   - □ Yes
   - □ No
   - □ Not sure

2. What age groups are covered by your state’s early learning standards or guidelines? (Check all that apply.)
   - □ Birth to 5 years
   - □ 5–8 years
   - □ Birth to 8 years
   - □ Not sure
   - □ 3–5 years

3. Does your program provide you with a copy of the early learning standards or guidelines that you have readily available in your classroom?
   - □ Yes
   - □ No
   - □ Not sure

The following questions ask about your familiarity with the state early learning standards or guidelines. When answering, keep in mind that “very familiar” is defined as having the ability to recall specific standards or guidelines without having to reference standards or guidelines documentation.

4. How familiar are you with the sections within your state's learning standards or guidelines pertaining to:

<table>
<thead>
<tr>
<th>Children birth to 3 years?</th>
<th>Very familiar</th>
<th>Somewhat familiar</th>
<th>Not very familiar</th>
<th>Not at all familiar</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children 3–5 years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children 5–8 years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language learner students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with special needs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. In the past year, how many professional development offerings related to early learning standards or guidelines were provided by your center or school?
   - □ None
   - □ 5+
   - □ 1
   - □ Not sure
   - □ 2–4
6. Approximately how many **paid** hours of professional development related to early learning standards or guidelines have you attended in the past year?

- [ ] None
- [ ] 6–10 hours
- [ ] 1–2 hours
- [ ] 11+ hours
- [ ] 3–5 hours

7. Approximately how many **unpaid** hours of professional development related to early learning standards or guidelines have you attended in the past year?

- [ ] None
- [ ] 6–10 hours
- [ ] 1–2 hours
- [ ] 11+ hours
- [ ] 3–5 hours

8. Over the course of your career, approximately how many hours of professional development related to early learning standards or guidelines have you attended?

- [ ] None
- [ ] 6–10 hours
- [ ] 1–2 hours
- [ ] 11+ hours
- [ ] 3–5 hours

9. To what extent did your college or graduate school coursework (for example, teacher preparation) address issues related to early learning standards or guidelines?

- [ ] A lot
- [ ] Not at all
- [ ] Somewhat
- [ ] Not sure
- [ ] A little
- [ ] Not applicable
- [ ] Not applicable

10. How often do you use a lesson plan you created?

- [ ] Daily
- [ ] Weekly
- [ ] Monthly
- [ ] I do not create lesson plans.
11. How often do you refer to your state’s early learning standards or guidelines when developing lesson plans?

☐ Always  ☐ Rarely

☐ Almost always  ☐ Never

☐ Sometimes  ☐ I do not create lesson plans.

12. In what ways do you integrate your state’s early learning standards or guidelines into your classroom? I use early learning standards or guidelines to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>None of the time</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan circle-time activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop learning centers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Plan transitional activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform book choices available to children</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop classroom assessments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform portfolio assessments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop art projects</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform family engagement activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Talk with teacher’s aides and volunteers about working with our children</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Choose appropriate displays in the classroom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other: _____________________________________</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

13. What supports does your center or school provide to help you successfully integrate the early learning standards or guidelines into your classroom? (Check all that apply.)

*Professional development and coaching*

☐ Professional development related to integrating early learning standards or guidelines into lesson plans

☐ Professional development related to implementing a standards-based curriculum

☐ Professional development related to integrating early learning standards or guidelines into assessments

☐ Professional development related to integrating early learning standards or guidelines into family engagement activities

*(continues on next page)*
Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)

Coaching specific to implementation of the state’s early learning standards or guidelines

Resources and materials

Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, National Association for the Education of Young Children, Head Start)

Documents linking state early learning standards or guidelines to the Common Core State Standards

Lists of assessments that map to the state’s early learning standards or guidelines

Access to assessments that map to the state's early learning standards or guidelines

Other

Access to curricula that align to the state's early learning standards or guidelines

Planning time with a teaching assistant or co-teacher in the classroom

Time to plan classroom activities

Financial resources to attend outside professional development offerings related to standards implementation

Supports not provided for implementing the standards

Other: _____________________________

14. What additional supports are necessary to help you successfully integrate the state’s early learning standards or guidelines into your classroom? (Check all that apply.)

Professional development and coaching

Professional development related to integrating early learning standards or guidelines into lesson plans

Professional development related to implementing a standards-based curriculum

Professional development related to integrating early learning standards or guidelines into assessments

Professional development related to integrating early learning standards or guidelines into family engagement activities

(continues on next page)
Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)

Coaching specific to implementation of the state’s early learning standards or guidelines

Resources and materials

Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, NAEYC, Head Start)

Documents linking state early learning standards or guidelines to the Common Core State Standards

Lists of assessments that map to the state’s early learning standards or guidelines

Access to assessments that map to the state’s early learning standards or guidelines

Other

Access to curricula that align to the state’s early learning standards or guidelines

Planning time with a teaching assistant or co-teacher in the classroom

Time to plan classroom activities

Financial resources to attend outside professional development offerings related to standards implementation

Other: _____________________________

None

15. In what ways do your supervisors address ways in which you can incorporate your state’s early learning standards or guidelines into your classroom? (Check all that apply.)

Provide example lesson plans that include the state’s early learning standards or guidelines

Provide example assessments that map to the state’s early learning standards or guidelines

Provide example family engagement activities that incorporate the state’s early learning standards or guidelines

Work with teachers to develop lesson plans that incorporate the state’s early learning standards or guidelines

Work with teachers to develop classroom assessments that incorporate the state’s early learning standards or guidelines

(continues on next page)
☐ Work with teachers to develop family engagement activities that incorporate the state’s early learning standards or guidelines

☐ None of the above

☐ Other: _____________________________

16. What, if any, coaching or mentoring is available to you regarding implementing your state’s early learning standards or guidelines? (Check all that apply.)

☐ Direct coaching from a supervisor or administrator

☐ Meetings with a supervisor or administrator to establish a teacher-driven professional development plan

☐ Mentor–mentee partnerships between novice and expert teachers

☐ Coaching from outside professionals such as consultants and community partners

☐ Other: _____________________________

☐ None

17. To what extent are you provided with additional support or guidance related to early learning standards or guidelines implementation?

☐ A lot ☐ Somewhat ☐ A little ☐ Not at all

18. Who provides you with additional support or guidance related to early learning standards or guidelines implementation? (Check all that apply.)

☐ Quality Rating and Improvement System (STARS) staff

☐ A consultant hired by my center or school

☐ A state or school district employee

☐ A state representative

☐ A community partner organization

☐ A center or school supervisor or administrator

☐ No one

☐ Another teacher

☐ Other: _____________________________

19. To what extent would you benefit from additional support or guidance related to early learning standards or guidelines implementation?

☐ A lot ☐ Somewhat ☐ A little ☐ Not at all
20. To what extent do you provide additional support or guidance related to early learning standards or guidelines implementation to other educators?

☐ A lot  ☐ Somewhat  ☐ A little  ☐ Not at all

21. What barriers exist that prevent you from successfully integrating the state’s early learning standards or guidelines into your classroom? (Check all that apply.)

☐ Lack of support from owner/administration

☐ Lack of available professional development related to implementing the state’s early learning standards or guidelines

☐ Insufficient documentation regarding how to use the state’s early learning standards or guidelines to inform classroom activities

☐ No time to plan classroom activities using the early learning standards or guidelines

☐ Lack of funds to attend professional development related to early learning standards or guidelines

☐ Lack of time to attend professional development related to early learning standards or guidelines

☐ Lack of information about early learning standards or guidelines

☐ Other: _____________________________
Module 1. Background information 1

Module 2. Child assessments 7

Module 3. Early learning standards/guidelines 15
Module 1. Background information

1. Please list your current position: ________________________________________________________

2. What is the highest level of education you have completed?
   - [ ] Less than high school diploma
   - [ ] Bachelor’s degree
   - [ ] GED
   - [ ] Master’s degree
   - [ ] High school diploma
   - [ ] Doctorate or professional degree
   - [ ] Some undergraduate (no degree)
     Please specify: ______________________
   - [ ] Some graduate (no degree)
     Please specify: ______________________
   - [ ] Associate’s degree
   - [ ] Other: _____________________________

3. Do you hold a degree in early childhood education?
   - [ ] Yes
   - [ ] No
   - [ ] Currently working on a degree in early childhood education

4. Do you hold a degree in a field related to early childhood education (for example, elementary education, special education, human development, sociology, or psychology)?
   - [ ] Yes
   - [ ] No
   - [ ] Currently working on a degree in a related field

5. What state certification(s)/qualification(s) do you hold? (Check all that apply.)
   - [ ] None
   - [ ] Director II qualified
   - [ ] Teacher qualified
   - [ ] Early childhood preK–2 license
   - [ ] Lead teacher qualified
   - [ ] Not applicable
   - [ ] Director I qualified
   - [ ] Other: _____________________________
   - [ ] CDA

Note: The answer choices for this question will be tailored for each state.
6. What is your primary language?

☐ English  ☐ Spanish  ☐ Other: _______________

7. What languages do you speak fluently? (Check all that apply.)

☐ English  ☐ Spanish  ☐ Other: _______________

8. What type of early learning program do you work for? (Check all that apply.)

☐ Independent family child care  ☐ Public school
☐ Family child care system  ☐ After school
☐ Small center–based  ☐ Head Start
☐ Large center–based  ☐ Early Head Start

*Note: The answer choices for this question will be tailored for each state.*

9. What accreditation(s) does your early learning program hold? (Check all that apply.)

☐ None  ☐ Council on Accreditation
☐ NAEYC  ☐ National Early Childhood Program Accreditation
☐ National Association for Family Child Care  ☐ Other: _______________
☐ National AfterSchool Association

10. Does your early learning program participate in your state’s Quality Rating and Improvement System (QRIS; STARS)?

☐ Yes  ☐ No  ☐ Not applicable

11. If your program participates in a QRIS (STARS), what is your early learning program’s current rating?

☐ 1  ☐ 4
☐ 2  ☐ 5
☐ 3  ☐ Currently undertaking process and do not have a rating
12. If your program participates in a QRIS (STARS), when did your program obtain your current score?

- In the past 30 days
- In the past 1–3 months
- In the past 3–6 months
- In the past 6–12 months
- Over a year ago
- Currently awaiting a rating

13. How many full-time teachers/educators are employed at your early learning program?

- 0
- 1–5
- 6–10
- 11–15
- 16–20
- 21–25
- 26+

14. How many part-time teachers/educators are employed at your early learning program?

- 0
- 1–5
- 6–10
- 11–15
- 16–20
- 21–25
- 26+

15. How many teacher's aides or assistant teachers are employed at your early learning program?

- 0
- 1–5
- 6–10
- 11–15
- 16–20
- 21–25
- 26+
16. How many classrooms for infants (children from approximately birth to 1 year) do you have at your early learning program?

- Not applicable (0)
- 1
- 2
- 3
- 4
- 5+
- Classrooms have multiple age-groups.

17. How many classrooms for toddlers (children approximately 1–3 years) do you have at your early learning program?

- Not applicable (0)
- 1
- 2
- 3
- 4
- 5+
- Classrooms have multiple age-groups.

18. How many classrooms for preschool children (children 3 years to school age) do you have at your early learning program?

- Not applicable (0)
- 1
- 2
- 3
- 4
- 5+
- Classrooms have multiple age-groups.

19. How many kindergarten classrooms do you have at your early learning program?

- Not applicable (0)
- 1
- 2
- 3
- 4
- 5+
- Classrooms have multiple age-groups.
20. How many children birth through kindergarten are served in your early learning program?
______________________________

21. What percentage of the families in your program receive state or federal financial subsidies to attend your program?

☐ ≤ 10
☐ 11–25
☐ 26–50
☐ 51–75
☐ > 75

22. What percentage of the children in your program come from homes where English is not the primary language?

☐ ≤ 10
☐ 11–25
☐ 26–50
☐ 51–75
☐ > 75

23. Approximately what percentage of the children in your program attend 4 or more days per week?
______________________________

24. Approximately what percentage of the children in your program attend 3 or fewer days per week?
______________________________

25. Approximately what percentage of the children in your program are enrolled half-day?
______________________________

26. Approximately what percentage of the children in your program are enrolled full-day?
______________________________
27. What percentage of your staff hold a degree in early childhood education or a related field (for example, elementary education, special education, human development, sociology, or psychology)?

- [ ] ≤ 10
- [ ] 11–25
- [ ] 26–50
- [ ] 51–75
- [ ] > 75

28. What percentage of your staff hold a bachelor's degree or higher?

- [ ] ≤ 10
- [ ] 11–25
- [ ] 26–50
- [ ] 51–75
- [ ] > 75

29. What percentage of your staff hold a master's degree or higher?

- [ ] ≤ 10
- [ ] 11–25
- [ ] 26–50
- [ ] 51–75
- [ ] > 75

30. Do you require your staff to attend professional development related to early childhood education each year?

- [ ] Yes
- [ ] No

31. How many hours of professional development related to early childhood education are staff members required to attend each year?

- [ ] None
- [ ] 1–4
- [ ] 5–9
- [ ] 10–14
- [ ] 15–19
- [ ] 20+

32. How many hours of professional development related to early childhood education do you attend each year?

- [ ] None
- [ ] 1–4
- [ ] 5–9
- [ ] 10–14
- [ ] 15–19
- [ ] 20+
The following survey asks about your program's policies related to formal child assessments, assessment use, and use of assessment data.

For the purpose of this survey, a formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data (for example, [INSERT STATE-SPECIFIC EXAMPLES HERE]).

Unless otherwise stated, we are interested in your use of all formal child assessments, not just those that are required by your program, parent company (for example, KinderCare), or state.

1. What methods does your staff use to obtain information about child well-being, development, and progress? (Check all that apply.)
   - Informal observations
   - Conversations with parents/families
   - Notes about child activities and projects
   - Don't know
   - Past experience with similar children
   - Other: _____________________________

2. Does your center or school use formal child assessments?
   - Yes
   - No

   If your program does not use any formal assessments, you may discontinue the child assessments survey. Thank you for your time.

3. Who develops written assessment-related policies that pertain to your program? (Check all that apply.)
   - We do not have any written policies related to assessments
   - School district or state personnel
   - Me or another administrator
   - Our parent company or organization (for example, KinderCare)
   - Teacher(s)
   - Don't know
   - Other staff member(s) (for example, coaches)
   - Other: _____________________________
4. Which children are required to be assessed in your program? (Check all that apply.)

- [ ] My program does not require any children to be assessed
- [ ] All children
- [ ] Infants (approximately birth to 1 year)
- [ ] Special needs/developmental delay
- [ ] Toddlers (approximately 1–3 years)
- [ ] English language learner students
- [ ] Prekindergarten (approximately 3–5 years)
- [ ] Typically developing
- [ ] School-age
- [ ] Other: _____________________________

5. Does your program provide child assessments that teachers are expected to use?

- [ ] Yes
- [ ] No

6. How often do you review assessment data?

- [ ] At least weekly
- [ ] Once a year
- [ ] Twice a month
- [ ] Never
- [ ] Once a month
- [ ] No assessment data to review
- [ ] Twice every 2–3 months
- [ ] Other: _____________________________

7. For what purpose(s) do you review assessment data? I use assessment data to:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>None of the time</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer children to other providers (for example, medical, early intervention programs)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Make decisions about what professional development is needed</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Make center or school admission decisions</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Make decisions about curricula</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Make decisions about program policies (for example, length of day, class structure)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Develop program-level policies about the assessment system</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Confirm that we are complying with state regulations regarding assessment</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other: _____________________________</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
8. Are teachers at your program required to participate in professional development related to the use of assessment data?

☐ Yes ☐ No ☐ Don't know

9. Who provides professional development related to the use of assessment data? (Check all that apply.)

☐ Me or another program administrator
☐ District or state personnel
☐ Commercial assessment company staff
☐ Online commercial assessment training
☐ Instructional coaches
☐ Community organization or partners
☐ Outside consultant(s)
☐ Parent company or organization (for example, KinderCare)
☐ No one
☐ Other: _____________________________

10. What types of support does your state provide for the administration of assessments at your program? (Check all that apply.)

☐ Access to commercial assessments ☐ Technology
☐ Access to state-created assessments ☐ Funding
☐ Professional development ☐ Coaching
☐ Technical assistance ☐ Don't know
☐ Documentation (for example, assessment manual) ☐ None
☐ Other: _____________________________
11. What types of support does your state provide for the use of assessment data at your program? (Check all that apply.)

☐ Access to data
☐ Access to printed reports
☐ Professional development
☐ Technical assistance
☐ Documentation (for example, assessment manual)
☐ Technology
☐ Funding
☐ Coaching
☐ Don’t know
☐ None
☐ Other: _____________________________

12. What types of support does your program provide to teachers related to the administration of assessments? (Check all that apply.)

☐ Access to commercial assessments
☐ Access to school- or center-created assessments
☐ Professional development
☐ Technical assistance
☐ Documentation (for example, assessment manual)
☐ Technology
☐ Funding
☐ Coaching
☐ Time to administer assessments
☐ Don’t know
☐ None
☐ Other: _____________________________

13. What types of support does your program provide to teachers related to the use of assessment data? (Check all that apply.)

☐ Access to data
☐ Access to graphs and other data reports
☐ Time to review data
☐ Professional development
☐ Technical assistance
☐ Documentation (for example, assessment manual)
☐ Technology
☐ Funding
☐ Coaching
☐ Don’t know
☐ None
☐ Other: _____________________________
14. What additional supports do you need related to the administration of assessments? (Check all that apply.)

- Access to commercial assessments
- Access to state-created assessments
- Professional development
- Technical assistance
- Documentation (for example, assessment manual)
- Technology
- Funding
- Coaching
- Don't know
- None
- Other: _____________________________

15. What additional supports do you need related to the use of assessment data? (Check all that apply.)

- Access to data
- Access to printed reports
- Professional development
- Technical assistance
- Documentation (for example, assessment manual)
- Technology
- Funding
- Coaching
- Don't know
- None
- Other: _____________________________

16. What additional supports do the teachers at your program need related to the administration of assessments? (Check all that apply.)

- Access to commercial assessments
- Access to school- or center-created assessments
- Professional development
- Technical assistance
- Documentation (for example, assessment manual)
- Technology
- Funding
- Coaching
- Time to administer assessments
- Don't know
- None
- Other: _____________________________
17. What additional supports do the teachers at your program need related to the use of assessment data? (Check all that apply.)

- Access to data
- Access to graphs and other data reports
- Time to review data
- Professional development
- Technical assistance
- Documentation (for example, assessment manual)
- Technology
- Funding
- Coaching
- Don't know
- None
- Other: _____________________________

18. Please list each formal child assessment (up to five) that is used at your program:

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________

As a reminder: A formal child assessment is defined as a test, survey, observation, portfolio, or other formal collection of child data.

The following questions pertain to your center or school's use of formal child assessments.

19. Which children do you assess using formal child assessments? (Check all that apply.)

- All children enrolled at my center or school
- Typically developing
- Infants (approximately birth to 1 year)
- Special needs/developmental delay
- Toddlers (approximately 1–3 years)
- English language learner students
- Prekindergarteners (approximately 3–5 years)
- Other: _____________________________
- School-age children
20. Who conducts formal child assessments? (Check all that apply.)

- [ ] Child's classroom teacher
- [ ] Other classroom teacher
- [ ] Teacher’s assistant/aide
- [ ] Specialist (resource teacher, psychologist)
- [ ] Program administrator(s)
- [ ] Other: _____________________________

21. Who developed the formal child assessments? (Check all that apply.)

- [ ] Classroom teachers
- [ ] Specialist (resource teacher, psychologist)
- [ ] Program administrator(s)
- [ ] Commercial publisher
- [ ] Teacher’s assistant/aide
- [ ] Other: _____________________________

22. Are any formal child assessments required?

- [ ] Yes, at least one is required by my state.
- [ ] Yes, at least one is required by my center or school.
- [ ] Yes, at least one is required by my school district or parent company.
- [ ] No, none is required.
- [ ] Other: _____________________________

23. What training was provided to assessors prior to conducting formal child assessments? (Check all that apply.)

- [ ] Assessors were trained by the publisher.
- [ ] Some assessors were trained.
- [ ] Assessors were trained by state staff.
- [ ] No assessors were trained.
- [ ] Assessors were trained by program staff.
- [ ] Other: _____________________________
- [ ] All assessors were trained.

24. What methods are used to conduct formal child assessments? (Check all that apply.)

- [ ] Paper and pencil
- [ ] A handheld digital device (smartphone, tablet)
- [ ] A desktop computer
- [ ] A laptop computer
- [ ] Other: _____________________________
25. How often are formal child assessments conducted? (Check all that apply.)

- [ ] Daily or weekly
- [ ] Every 2 weeks
- [ ] Every month
- [ ] Every 2–3 months
- [ ] Every 6 months
- [ ] Every year
- [ ] As needed

26. Which early learning domains are measured by the formal child assessments? (Check all that apply.)

- [ ] Physical well-being and motor development
- [ ] Mathematics
- [ ] Social and emotional development
- [ ] English language acquisition
- [ ] Approaches toward learning
- [ ] Other: _____________________________
- [ ] Language and literacy

27. How are formal child assessments used? (Check all that apply.)

- [ ] To determine eligibility for enrollment
- [ ] To determine placement into special education programming
- [ ] To determine a child's class placement
- [ ] To determine a child's English language comprehension
- [ ] To identify children who may need additional testing (for example, for a developmental delay)
- [ ] At the center- or school-level to understand child development and inform policy decisions
- [ ] To help teachers individualize instruction
- [ ] Other: _____________________________
- [ ] To discuss child progress with parents/families

28. After conducting formal child assessments, who is the data shared with? (Check all that apply.)

- [ ] No one; teachers use the data themselves.
- [ ] Staff at elementary schools (for example, for children entering kindergarten)
- [ ] Me or other program administrators
- [ ] Parents/families
- [ ] Other teachers or specialists
- [ ] Children
- [ ] Other: _____________________________
- [ ] Staff at other early learning programs (for example, if a child transfers)
Module 3. Early learning standards/guidelines

1. Does your state have early learning standards or guidelines?
   □ Yes  □ No  □ Not sure

2. What age groups are covered by your state’s early learning standards or guidelines? (Check all that apply.)
   □ Birth to 5 years  □ 5–8 years
   □ Birth to 8 years  □ Not sure
   □ 3–5 years

3. By what methods has the state provided you a copy of the early learning standards or guidelines? (Check all that apply.)
   □ Email
   □ Hard copy
   □ The licensor provided me a copy.
   □ Available on state website
   □ My QRIS (STARS) coach provided me a copy.
   □ My state does not provide me a copy of the early learning standards or guidelines.
   □ Other: _____________________________

The following questions ask about your familiarity with the state early learning standards or guidelines. When answering, keep in mind that “very familiar” is defined as having the ability to recall specific standards or guidelines without having to reference standards or guidelines documentation.

4. How familiar are you with the sections within your state's learning standards or guidelines pertaining to:

<table>
<thead>
<tr>
<th>Section</th>
<th>Very familiar</th>
<th>Somewhat familiar</th>
<th>Not very familiar</th>
<th>Not at all familiar</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children birth to 3 years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children 3–5 years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children 5–8 years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language learner students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with special needs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


5. Approximately how many hours of professional development related to early learning standards or guidelines have you attended in the past year?

☐ None ☐ 6–10 hours
☐ 1–2 hours ☐ 11+ hours
☐ 3–5 hours

6. Over the course of your career approximately how many hours of professional development related to early learning standards or guidelines have you attended?

☐ None ☐ 6–10 hours
☐ 1–2 hours ☐ 11+ hours
☐ 3–5 hours

7. To what extent did your college or graduate school coursework (for example, teacher preparation) address issues related to early learning standards or guidelines?

☐ A lot ☐ Not at all
☐ Somewhat ☐ Not sure
☐ A little ☐ Not applicable

8. In what ways do you integrate your state’s early learning standards or guidelines into your center or schoolwide programs? I use early learning standards or guidelines to:

<table>
<thead>
<tr>
<th>None of the time</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose curricula. ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop curricula. ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop professional development opportunities for staff. ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop common formative or interim assessments. ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Choose existing assessments. ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Help staff develop lesson plans. ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform program structure (for example, age groups for classrooms, outdoor learning centers). ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Inform family engagement framework. ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other: _________________________________ ☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
9. What supports does your state, jurisdiction, school district, or parent company provide to help you successfully integrate the early learning standards or guidelines into center or schoolwide programs? (Check all that apply.)

**Professional development and coaching**

- Professional development related to integrating early learning standards or guidelines into curricula
- Professional development related to integrating early learning standards or guidelines into assessments
- Professional development related to integrating early learning standards or guidelines into the family engagement framework
- Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)

- Coaching specific to implementation of the state's early learning standards or guidelines

**Resources and materials**

- Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, NAEYC, Head Start)
- Documents linking state early learning standards or guidelines to the Common Core State Standards
- Lists of assessments that map to the state's early learning standards or guidelines
- Access to assessments that map to the state's early learning standards or guidelines

**Other**

- Lists of curricula that map to the state's early learning standards or guidelines
- Access to curricula that map to the state's early learning standards or guidelines
- Financial resources to provide center- or school-based professional development related to standards implementation
- Financial resources to attend outside professional development offerings related to standards implementation
- Supports not provided for implementing the standards
- Other: _____________________________
10. What additional supports are necessary to help you successfully integrate the state's early learning standards or guidelines into center or schoolwide programs? (Check all that apply.)

**Professional development and coaching**

- Professional development related to integrating early learning standards or guidelines into curricula
- Professional development related to integrating early learning standards or guidelines into assessments
- Professional development related to integrating early learning standards or guidelines into the family engagement framework
- Professional development related to using early learning standards or guidelines with special populations (for example, English language learner students, students with special needs)
- Coaching specific to implementation of the state's early learning standards or guidelines

**Resources and materials**

- Documents linking state early learning standards or guidelines to other early learning standards or guidelines and frameworks (for example, NAEYC, Head Start)
- Documents linking state early learning standards or guidelines to the Common Core State Standards
- Lists of assessments that map to the state's early learning standards or guidelines
- Access to assessments that map to the state's early learning standards or guidelines
- Lists of curricula that map to the state's early learning standards or guidelines
- Access to curricula that map to the state's early learning standards or guidelines

**Other**

- Resources to provide staff with additional paid planning time
- Funds to purchase a new curriculum aligned with the early learning standards
- A copy of the state's early learning standards or guidelines
- Financial resources to provide center- or school-based professional development related to standards implementation
- Financial resources to attend outside professional development offerings related to standards implementation
- Other: _____________________________
- None
11. In what ways do you provide support or guidance to teachers about incorporating early learning standards or guidelines into the classroom? (Check all that apply.)

☐ Provide planning resources (journals, resource books)

☐ Meet with teachers regularly to provide direct coaching

☐ Meet with teachers to establish a teacher-driven professional development plan

☐ Establish mentor–mentee partnerships between struggling and excelling teachers

☐ Provide teachers with extra time during the school day to work on incorporating early learning standards or guidelines into their lessons

☐ Pay for teachers to attend additional professional development opportunities related to standards implementation

☐ Not applicable

☐ Other: _______________________________

12. To what extent are you provided with additional support or guidance related to early learning standards or guidelines implementation?

☐ A lot ☐ Somewhat ☐ A little ☐ Not at all

13. Who provides you with additional support or guidance related to early learning standards or guidelines implementation? (Check all that apply.)

☐ QRIS (STARS) staff ☐ A consultant hired by my center or school

☐ A state representative ☐ A community partner organization

☐ A state or school district employee ☐ No one

☐ A consultant hired by my state or school district ☐ Other: _______________________________

14. To what extent would you benefit from additional support or guidance related to early learning standards or guidelines implementation?

☐ A lot ☐ Somewhat ☐ A little ☐ Not at all
15. What barriers exist that prevent you from successfully integrating the state’s early learning standards or guidelines into center- or schoolwide programs? (Check all that apply.)

☐ Lack of support from owner/other administrators

☐ Lack of understanding or “buy-in” from teaching staff

☐ Lack of available professional development related to implementing the state’s early learning standards or guidelines

☐ Insufficient documentation regarding how to use the state’s early learning standards or guidelines to inform programmatic decisions

☐ No time to update programs to reflect the early learning standards or guidelines

☐ Lack of funding to attend professional development related to early learning standards or guidelines

☐ Lack of time to attend professional development related to early learning standards or guidelines

☐ Lack of information about early learning standards or guidelines

☐ Other: _____________________________
REL 2014–019

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the widespread dissemination of the results of research and evaluation throughout the United States.

April 2014

This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0009 by Regional Educational Laboratory Northeast & Islands administered by Education Development Center, Inc. The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This REL report is in the public domain. While permission to reprint this publication is not necessary, it should be cited as:


This report is available on the Regional Educational Laboratory website at http://ies.ed.gov/ncee/edlabs.