Program Profile Director Survey 2.0

Section	Questions
My Story	What motivates you to work in Early Childhood Education (ECE)?
	What brings you joy when you are working with children?
	What is your program's greatest accomplishment this year?
	What is one goal you hope to accomplish in the next three years?
Child Outcomes	What developmental screening do you use? (Check all that apply) a. Ages and Stages Questionnaire (ASQ) b. CDC c. Denver II d. Developmental Indicators for the Assessment of Learning (DIAL) e. None f. Other (Comment box)
	What ongoing assessment do you use? a. Teaching Strategies Gold b. High Scope c. Montessori d. Self-Created e. Anecdotal notes f. Work Sampling (a collection of artwork, projects and pictures showing child progress) g. None h. Other (Comment box)

Section	Questions
Child Outcomes	Do you have children with an identified disability enrolled?
Interactions and Curriculum	What curriculum is used by your program? (Check all that apply) a. Butterflies and Buttercups b. Creative Curriculum c. Emergent Curriculum (self-made curriculum) d. High Scope e. Montessori f. Mother Goose g. No curriculum is used h. Other (Comment box) Please select the items you would like additional support with? (Check all that apply) a. Writing program policies b. Working with families to develop behavior support plans c. Provide training for staff to promote social and emotional growth d. Access to mental health consultation for staff e. Supporting families during transitions f. None of the above
Family Engagement and Partnership	Give an example of how you set up welcoming environments for families in your classroom.
Professional Development	Please select the items you would like additional support with? (Check all that apply) a. Creating welcoming environments b. Including home language c. Curriculum d. Information on scholarships to pursue higher education

Section	Questions
	e. Supporting interactions between children f. Positive behavior supports g. Full enrollment h. Bulk purchasing i. Payroll j. Health benefits k. Automated billing l. Supporting school-age children m. Trauma awareness and trauma-informed care principles n. None of the above
Optional	What race(s) or ethnicity do you consider yourself? a. American Indian or Alaska Native b. Asian c. Black or African American d. Hispanic or Latino e. Middle Eastern or North African f. Native Hawaiian or Pacific Islander g. White h. Multiracial/Multiethnic i. Prefer not to answer
	What is your home language? (Home language: The language spoken at home. It is sometimes called the first, native, or primary language) a. Arabic b. English c. Farsi d. Russian e. Somali f. Spanish g. Mandarin h. Cantonese i. Vietnamese j. Other (comment box)

Section	Questions
Optional	What is your experience with Early Achievers? a. Negative b. Neutral c. Positive
Quality Standards Self-Assessment	Screening 1 A policy ensures all children birth through kindergarten entry are screened with a valid and reliable developmental screening tool. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Screening 2 Results of a valid screening are shared with families. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Ongoing Assessment 1 A policy ensures that all children birth through kindergarten entry receive formal assessment or informal observation and documentation at least three times per year (e.g., child portfolio or work sampling assessments). a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Ongoing Assessment 2

Section	Questions
Quality Standards Self-Assessment	Ongoing informal observation and documentation is on file for all children. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Ongoing Assessment 3 Facility uses a formal assessment tool that aligns with WaKIDS. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Ongoing Assessment 4 WaKIDS or aligned formal assessment tool is on file for all children. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Ongoing Assessment 5 At least one lead teacher or FCC lead teacher per classroom is trained and reliable on WaKIDS or aligned formal assessment tool. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Ongoing Assessment 6

Section	Questions
Quality Standards Self-Assessment	Share child assessment or observation information with family. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Individualization 1 Policy personalizes instruction for all children. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Curriculum 1 Curriculum used in each classroom and age group aligns with WA Early Learning Guidelines or is on the list of aligned curricula. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Curriculum 2 At least one lead teacher or FCC lead teacher per classroom is trained in the program curriculum. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Instructional Leadership 1

Section	Questions
Quality Standards Self-Assessment	Early learning program leaders provide annual job-embedded professional development for lead teaching staff to improve curriculum and teacher-child interactions. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Instructional Leadership 2 Early learning program leaders provide job-embedded professional development for lead teaching staff at least three times a year. This training will improve curriculum and teacher-child interactions. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Instructional Leadership 3 Early learning program leaders provide monthly job-embedded professional development for lead teaching staff to improve curriculum and teacher-child interactions. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Preventing Suspension and Expulsion 1 A policy supports children with challenging behavior and developmental needs through family partnership, staff training, and consultation.

Section	Questions
	a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
Quality Standards Self-Assessment	Preventing Suspension and Expulsion 2 The staff has annual training to support positive social and emotional development, reducing challenging behaviors and trauma-informed care. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Preventing Suspension and Expulsion 3 The staff can consult with a mental health consultant, coach or other professional for behavioral or developmental concerns. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Strengthening and Supporting Families 1 The family engagement action plan template records goals for supporting families based on Strengthening Families or an equivalent self-assessment. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Strengthening and Supporting Families 2

Section	Questions
Quality Standards Self-Assessment	Document progress on the family engagement action plan goals. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Strengthening and Supporting Families 3 Show evidence of completed goals from the family engagement action plan. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Transitions 1 Proof of a policy is in place for all applicable transitions. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested
	Transitions 2 Proof of policy is in place for transition to kindergarten or new program. a. Currently in place and fully implemented b. Partially in place and requesting coach support c. Not in place but requesting coach support to implement d. Not in place and no coach support requested

Section	Questions
Quality Standards Self-Assessment	In what language would you like your Program Profile report? a. English b. Spanish c. Somali