SURVEY OF HEAD START GRANTEES ON TRAINING AND TECHNICAL ASSISTANCE: DESIGN AND DATA COLLECTION METHODOLOGY REPORT

NORC at the University of Chicago

OPRE

Survey of Head Start Grantees on Training and Technical Assistance: Design and Data Collection Methodology Report

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Acknowledgments

Overview

The Survey of Head Start Grantees on Training and Technical Assistance (T/TA) was conducted in program year 2019-2020 with a nationally representative sample of Head Start program directors and Head Start managers/coordinators to understand how Head Start grantees use T/TA of all types and from all sources. Head Start program directors completed one survey about their program's use of T/TA, and one manager/coordinator per program completed a separate survey focused on T/TA related to their content area (managers/coordinators represented the following four content areas of Head Start practice: 1) early childhood development and education; 2) fiscal operations; 3) family and community services; and 4) health, mental health, and safety). The study, conducted between October 2019 and April 2020, was sponsored by the Office of Planning, Research, and Evaluation (OPRE) at the Administration for Children and Families (ACF). This report describes the background of the study, research questions, sample design, the collaborative survey design process, questionnaire content, and data collection procedures.

One goal of the study was to identify Head Start grantees' T/TA needs and how they use a variety of T/TA resources to build organizational capacity and improve practice. Other goals of the survey were to understand how grantees share knowledge and skills and how they apply T/TA to improve their programs. The surveys were designed to provide an opportunity to explore potential relationships between the T/TA that grantees received and their perceptions of changes in practice.

The survey offered *all* Head Start grantees nationwide (across Regions I-XII) a unique opportunity to provide feedback to the Office of Head Start (OHS) about training and technical assistance for their agency and Head Start programs. The information gathered from the survey will help ACF and OHS strengthen its T/TA System to better meet programs' needs.

The survey was designed to provide OHS with descriptive information about the breadth of grantees' T/TA needs and experiences across Head Start, Early Head Start, AIAN Head Start, Migrant and Seasonal Head Start, and Early Head Start-Child Care Partnership programs. The survey's responses can inform how OHS's T/TA System can be more responsive to Head Start grantees' needs and improve the T/TA provided through its National Centers, regional-level T/TA providers, and the Early Childhood Learning and Knowledge Center (ECLKC) website. Moreover, by merging data obtained from the study with data from the Program Information Report (PIR) and/or other program information available to OHS, OHS can explore the relationship between grantees' survey responses and grantee characteristics (e.g., grantee size, region, agency type, program options, enrollment size, number of classrooms, number of centers, urban/rural).

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Glossary

Content Areas – The surveys were designed to obtain insights from program directors and managers/coordinators on four domains of Head Start practice. The domains, and the practice areas addressed by each, are:

- **Early Childhood Development and Education:** Curriculum implementation; coaching/professional development; teaching practices/Early Learning Outcomes Framework (ELOF) implementation; and inclusive environments for children with disabilities.
- **Fiscal Operations:** Strengthening financial management systems; five-year planning, oversight, and continuous improvement; data-informed decision-making; and facilities maintenance and repair.
- **Family and Community Services:** Working on program-wide goals related to parent, family and community engagement; using relationship-based competencies for staff development; implementing family support and goal-setting services; and supporting parent training, education, employment, and career development.
- **Health, Mental Health, and Safety:** Active supervision; early childhood mental health consultation; staff wellness; and emergency preparedness.

Early Childhood Learning and Knowledge Center (ECLKC) – Official web-based information and resource hub for the Office of Head Start.

Grantee Service Provider Structure – Agencies that are awarded Head Start grants may provide direct services or delegate service delivery to other entities. There are five classifications used in the PIR: 1) grant recipient that directly operates program(s) and has no delegates, 2) grant recipient that directly operates programs and delegates service delivery, 3) grant recipient that maintains central office staff only and operates no program(s) directly, 4) grant recipient that delegates all of its programs to; it operates no programs directly and maintains no central office staff, and 5) delegate agency.

Head Start – A federal program that promotes the school readiness of children from birth to age 5 from low-income families by enhancing their cognitive, social, and emotional development. Head Start programs provide a learning environment that supports children's growth in many areas such as language, literacy, and social and emotional development. Head Start emphasizes the role of parents as their child's first and most important teacher. These programs help build relationships with families that support family well-being and many other important areas. Programs include Head Start, Early Head Start (serving infants, toddlers, and pregnant women), American Indian-Alaska Native Head Start, and Migrant and Seasonal Head Start.

National Centers – The Early Childhood National Centers for Training and Technical Assistance promote excellence through high-quality, practical resources and approaches. They are designed to build early childhood and school-age program capacity and promote consistent practices across communities, states, territories, and Tribes. These National Centers bring together the knowledge and skills from the Office of Head Start and the Office of Child Care, and their health partners across HHS.

Office of Head Start (OHS) – The Office of Head Start (OHS) administers grant funding and oversight to the 1,600 agencies that provide Head Start services in communities across the country. OHS also provides federal policy direction and a training and technical assistance (TTA) system to help grantees in providing comprehensive services to eligible young children and their families. https://eclkc.ohs.acf.hhs.gov/about-us/article/about-office-head-start

Office of Head Start (OHS) Training and Technical Assistance (TTA) System – Supports program staff in delivering quality services to children and families. The TTA System consists of three levels: national, regional, and grantee. While each level has distinct and unique functions, they are designed to complement each other. Structured, intentional, high-quality TTA supports the school readiness of children and their families. For more information, see https://eclkc.ohs.acf.hhs.gov/about-us/article/training-technical-assistance-centers.

Program Information Report – The Program Information Report (PIR) provides comprehensive data on the services, staff, children, and families served by Head Start, Early Head Start, American Indian-Alaska Native Head Start, and Migrant and Seasonal Head Start programs nationwide.

Region I-XII – The Office of Head Start serves 12 regions. Ten regions serve grantees based on geography (Regions I-X). Two regions serve grantees regardless of geography. One region (XI) serves American Indian and Alaska Native grantees, and another region (XII) serves Migrant and Seasonal Head Start grantees.

Introduction

The Survey of Head Start Grantees on Training and Technical Assistance (T/TA), conducted between 2019 and 2020, included a nationally representative survey of Head Start program directors and a nationally representative survey of Head Start content area managers/coordinators. Program directors completed their survey on behalf of their entire grantee organization and addressed questions about T/TA needs, goals, and experiences. The Manager/Coordinator Survey included questions related to practices in four content areas: early childhood development and education; fiscal operations; family and community services; and health, mental health, and safety. This report describes the background of the study, research questions, sample design, the collaborative survey design process, questionnaire content, and data collection procedures.

The study was designed to provide descriptive information on the breadth of grantees' T/TA needs and experiences across Head Start, Early Head Start, American Indian and Alaska Native Head Start, Migrant and Seasonal Head Start, and Early Head Start-Child Care Partnership programs. Survey responses can inform how the Office of Head Start's T/TA System can be more responsive to Head Start grantees' needs and improve the tools, training, and technical assistance provided through its National Centers, regional-level T/TA providers, and the Early Childhood Learning and Knowledge Center (ECLKC) website.

A notable feature of this study was the active engagement of staff from the Office of Head Start (OHS) Comprehensive Services and Technical Assistance (TA) Division in the survey design process and, later, to co-interpret findings.

Background

In 2018, OHS requested the design and implementation of a survey of the primary beneficiaries of T/TA, whether obtained through the OHS T/TA System or other available sources. OHS's vision for the survey was that it should be representative of the full population of OHS grantees across all regions. It should account for multiple levels of T/TA provision by multiple providers and address multiple content areas of Head Start practice.

OHS expressed a preference for a survey that would capture perspectives from program directors as well as managers/coordinators and obtain complementary points of view at the grantee level. Another preference was to focus on grantee organizations that provide direct services to children and families. Delegate agencies were not included because these organizations had little engagement with the OHS T/TA System. This required knowledge of Head Start service structure and the creation of two distinct sample frames and survey questionnaires.

Other design questions to consider were whether to refer to all early childhood activities by the grantee organization or only the OHS-funded activities. Another consideration was to not duplicate information

that was available through other Head Start administrative data sources. The goal was to provide OHS with actionable information that was grounded in research.

Research Questions

Head Start grantees have flexibility in defining their T/TA needs and goals and selecting what resources they use from the universe of T/TA resources available. Along with the resources of OHS's T/TA System, grantees have access to an array of local and regional providers and resources, including peer networks; curriculum and product vendors; child care resource and referral agencies; local community partners; coaches; state and local departments of education, health, and social services; professional organizations; and university-based partners.

However, at the time the study was developed, there was limited information about many aspects of T/TA use and receipt by OHS grantees. Most of the administrative data collected by OHS focuses on direct outputs from the OHS T/TA System (i.e., what T/TA is available, provided, and accessed) and on experiences of participants in professional development trainings and events.

The Survey of Head Start Grantees on T/TA addresses three primary research questions and related sub-questions:

1. How are Head Start grantees selecting their training and technical assistance (T/TA)?
    a. What T/TA needs do Head Start grantees identify and meet from available resources?
    b. What T/TA needs do Head Start grantees identify but fail to meet from available resources?
    c. What types of T/TA are helpful to grantees?
    d. What types of T/TA contribute to capacity-building efforts?
2. What T/TA are Head Start grantees' staff receiving from all available sources?
    a. What are the characteristics of T/TA grantees receive?
    b. What grantee resources are being expended to receive and support that T/TA?
3. How does T/TA inform practice change within Head Start grantees?
    a. How does this differ across the practice areas of interest (i.e., fiscal operations; early childhood development and education; family and community services; and health, mental health, and safety)?

Sample Design

OHS was interested in obtaining a national view of T/TA at the grantee level. The sampling strategy was to obtain a nationally representative sample of Head Start grantees. To this end, the program director of each grantee was recruited to participate in the Program Director Survey. OHS was also

interested in understanding content area-specific T/TA at the grantee level (with areas of interest being fiscal operations; early childhood development and education; family and community services; and health, mental health, and safety). As such, from the Program Director Survey respondents, we sampled content area managers/coordinators as respondents for the Managers/Coordinators Survey. Below, we provide more detail on the sample design for both surveys.

Program Director Sample

The target sample for the Program Director Survey was the universe of Head Start grantees that provided direct services in the 2018-2019 program year. This included 1,586 grantee organizations. A distinguishing feature of the sample design was differentiating the grantee organization by state. The sample did not include delegate agencies[1] or CDI-managed grantees with monitoring findings.[2]

The sample was inclusive of grantees across all Head Start Regions, including Region XI American Indian and Alaska Native (AIAN) programs and Region XII Migrant and Seasonal Head Start (MSHS) programs.

The sample frame was created using the 2018-2019 Program Information Report (PIR), which was cross-walked with the 2019 Grantee Locations and Contacts file in the Head Start Enterprise System (HSES). This file contained the most recent contact information for the directors of the approximately 1,600 organizations in the target sample. OHS staff provided NORC staff access to the HSES data file and provided guidance on using it.

Manager/Coordinator Sample

There is no preexisting list of all managers/coordinators across Head Start grantees in the HSES. Therefore, the project team had to create the sample frame for the Manager/Coordinator Survey using the results of the Program Director Survey. Specifically, program directors who responded to their survey provided the position titles and contact information for the staff member most knowledgeable

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[1] An interim step in the development of the sample frame was to understand the grantee service provider structure and classify grant organizations by their number of direct service centers and delegate agencies. NORC used the Centers Active Grants file in HSES and aggregated Head Start centers to the program level within their grant organizations and then merged this information with the 2019 PIR. Programs were distinguished as delegates or non-delegates using the PIR "Program Agency Type" and "Program Agency Description" information. This analysis yielded five categories, indicating that the grantee organization: 1) provides only *direct services at one center;* 2) provides care at *2-8 centers, with direct care* in at least one center and no known delegate services; 3) provides care *at 9+ centers, with direct care* in at least one center and no known delegate services; 4) provides *direct services at multiple centers* and *delegates at 1 or more centers;* or 5) has *only delegate* centers, no direct centers. In some cases, there was insufficient 2019 PIR data for this classification. Grantees that delegated service were not included in the sample frame.

[2] A CDI grantee refers to OHS's designation of an interim organization to operate a Head Start or Early Head Start program when the current grantee's responsibility for the program ceases.

about the grantee's T/TA in four content areas: early childhood development and education; fiscal operations; family and community services; and health, mental health, and safety. This person was expected to be (but did not have to be) the manager/coordinator for the content area. As such, we refer to content area respondents and their corresponding survey as the Manger/Coordinator Survey.

Of the 1,586 grantee organizations sampled for the Program Director Survey, 1,268 grantees' program directors responded to the survey (80 percent). These 1,268 grantees were then randomly and evenly divided across the four content areas: early childhood development and education; fiscal operations; family and community services; and health, mental health, and safety. Approximately 320 grantees were invited to participate in the Manager/Coordinator Survey within each domain. Of the 1,268 managers/coordinators invited to participate, 1,048 responded (83 percent).

Representativeness

The study is nationally representative of Head Start grantees that provided direct services in the 2018-2019 program year. For the Program Director Survey, we invited 100 percent of the Head Start grantees and exceeded an 80 percent response rate. The following features contribute to making the study nationally representative of Head Start grantees that provided direct services in the 2018-2019 program year:

- Every member of the population had an opportunity for selection (coverage error).
- The sampling process did not disproportionately favor some subgroups over others (sampling error).
- Every member of the population had a known probability of selection, and we can accurately report on those who did not participate (probability-based).
- Non-participants in the survey did not systematically differ from those who participated (non-response error).

Approaching all grantees for the Program Director Survey maximized the potential to reliably represent the wide range of organizations comprising Head Start grantees and to achieve the necessary quantity of responses to the Manager/Coordinator Survey to understand the variety of T/TA processes, needs, and experiences across grantees and key practice areas.

Unit of Observation

The unit of observation for this study (defined as the group or individual unit for which data is collected) is the grantee organization.

Program Director Survey respondents are individuals with organization-wide perspective and knowledge, most commonly the program director. Manager/Coordinator Survey respondents are individuals (as identified by the Program Director Survey respondents) with detailed knowledge of T/TA for one of the four content areas of Head Start practice (early childhood development and education;

fiscal operations; family and community services; and health, mental health, and safety), most commonly the content area manager/coordinator.

Survey Design

In this section, we describe the design process to identify the research questions guiding the Survey of Head Start Grantees on T/TA, the design, and specific content for the Program Director and Manager/Coordinator Surveys.

Active Engagement in the Design Process

Designing the surveys was a year-long, collaborative effort that involved multiple staff from the OHS's Comprehensive Services TA Division, a Technical Expert Panel (TEP), the project's Steering Committee, and the project team.

To explore the design options for a national survey and refine the scope and research questions, we met with OHS TA Division staff. To further our knowledge about Head Start operations, we engaged with multiple OHS T/TA System actors within and across OHS (e.g., National Center Federal Project Officers [FPOs] and Regional Office Staff). The project team held informational interviews with staff from OHS Regional Offices to understand how Head Start is structured at the local level through grantees and delegate agencies that provide direct services to children and families. The informational interviews also addressed how grantees request and receive T/TA. Another consideration was the timing of the data collection, so that Head Start program directors would not be contacted early in their program year when children and families are adjusting to the program and staff are busy. By waiting until October, we expected better attention to our outreach efforts and a higher survey response rate.

On a parallel path, the project team met with a core group of TEP members who had experience working with Head Start programs, and in particular, American Indian/Alaska Native programs and Migrant and Seasonal Head Start programs. With the TEP members, we explored survey elements, such as identifying terms commonly used in Head Start programs and culturally appropriate references, along with differences experienced by Head Start grantees, such as the type of T/TA available and how Head Start staff may assume multiple roles within a grantee organization. For example, we learned that in some grantee organizations, given differences in size and organizational complexity, Head Start managers/coordinators may be responsible for more than one practice area and program directors may also serve in this capacity. Among other topics, we also sought advice about survey implementation, including seeking research approval from sovereign Tribal nations and conducting web-based data collection in rural communities with limited internet access.

With a firmer understanding of Head Start structure and T/TA delivery, informed by these consultations and a review of the literature on conducting T/TA evaluations, we then held multiple working sessions with OHS TA Division staff and the Steering Committee in late 2018 and early 2019. We prepared a menu of constructs and measures to consider and collaborated on the development, review, and

refinement of draft survey questionnaires for program directors and managers/coordinators. As the surveys were developed, the project team also consulted with expert survey methodologists at NORC.

Over time, the Program Director Survey took shape, with an emphasis on an organization-wide perspective about agency characteristics, its approach to T/TA (e.g., assessing needs, helping staff obtain T/TA, using T/TA funds), and goals and reflections on T/TA efforts.

The Manager/Coordinator Survey had common questions but emphasized four content areas of Head Start practice: early childhood development and education; fiscal operations; family and community services; and health, mental health, and safety. We held one-on-one sessions with OHS FPOs who oversaw National Centers responsible for these content areas to identify specific practices related to these areas and develop practice-oriented modules within the survey.

Pretest of Questionnaires

With the draft surveys prepared, in early 2019 the project team conducted cognitive interviews with program directors and managers/coordinators from five Head Start grantees. By agency type,[3] these grantees represented nonprofit organizations, a school system, and a Tribal government.

The project team conducted six interviews with program directors and seven interviews with managers/coordinators. Two-person teams conducted the interviews through teleconference or in person, with a lead staff asking questions and another staff taking notes. The interviews were audiotaped with the respondent's permission. At the conclusion of the interview, we offered each respondent a $30 honorarium.

During the cognitive interviews, the project team asked whether the survey questions and response items were clear and understandable. One key question concerned the unit of observation: Did the program director and manager/coordinator understand that the questions asked were about the overall agency and not specific Head Start programs? For certain questions, we also asked the program director and manager/coordinator if the reference period for the survey was clear: Would they be able to reflect on the previous program year (2018-2019) and the current program year (2019-2020, at the time the survey would be administered)? To reduce the burden of responding to the survey, we asked if the program director or manager/coordinator were able to answer the survey questions from memory or if they needed to look up information in program reports or in a management information system.

To assess the amount of time needed to respond, we asked the program director and manager/coordinator how long it took to complete each section of the survey and the survey overall. In addition, we asked if "survey fatigue" (i.e., loss of interest or motivation to respond) set in and at what point.

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[3] Agency types were defined per the PIR: Community Action Agency (CAA), Government Agency (Non-CAA), Charter School, Private/Public Nonprofit (non-CAA), Private/Public For-Profit, School System, Tribal Government, or Consortium.

We then used the helpful information and insights gleaned through the cognitive interviews to refine both survey questionnaires.

Questionnaire Content

In responding to the survey, grantees—across Regions I-XII—were asked to consider all grants, including Head Start, Early Head Start, Migrant and Seasonal Head Start, and Early Head Start-Child Care Partnerships. The survey asked respondents to reflect on *all sources and providers of T/TA,* with some questions specifically asked about Head Start T/TA or OHS-funded T/TA.

Topics addressed in the surveys are noted in Exhibit 1.

Exhibit 1. T/TA Survey Topics

Program Director
Key characteristics of the agency
The Head Start program's approach to T/TA, considering all Head Start programs (Head Start, Early Head Start, Migrant and Seasonal Head Start, and Early Head Start-Child Care Partnerships)
Goals and experiences in the prior program year (2018-2019)
Goals and experiences in the current program year (i.e., 2019-2020)

Managers/Coordinators
Organizational characteristics, program structures, and decision-making processes within the grantee organization
Characteristics of T/TA that grantees found most useful and were unable to apply to their practice
How T/TA informs practice change
T/TA needs that grantees identify, meet, and fail to meet from available resources
Types of T/TA that are helpful and contribute to capacity-building efforts

A full list of constructs and measures for each survey is provided in Appendix A, along with grantee characteristics (covariates) that are not available in the PIR. We note whether a question was project-developed or adapted from another survey. There were few examples in the research literature on evaluating training and technical assistance to draw upon. Some questions for the Program Director Survey were adapted from the Family and Child Experiences Survey (FACES) 2014-2018 Head Start Program Director and Center Director Survey. All questions for the Manager/Coordinator Survey were project-developed.

Survey Administration

The reference period for the Program Director Survey addresses the prior program year (2018-2019) and the current program year at the time of the survey (2019-2020). Both surveys were conducted in the same program year (2019-2020).

Upon receiving approval from the Office of Management and Budget (OMB) and approval from NORC's Institutional Review Board (IRB) in September 2019, the project team conducted extensive outreach to potential survey respondents and leadership that oversee grantee organizations.

We reached out to leaders of Tribal nations of all Region XI grantees and superintendents of school districts nationwide to inform them about the study, share informational materials, and request guidance about their research review protocols. NORC then submitted applications to Tribal and school district IRBs to obtain approvals to conduct the survey with the Head Start grantee.

Program Director Survey

The Program Director Survey was conducted pre-COVID, between October 2019 and December 2019, and benefitted from close coordination with OHS to produce a high response rate. To launch the survey in October 2019, NORC sent an invitation to the program directors to participate in the study, along with a worksheet to complete in advance (for two of the survey questions). At the same time, OHS leadership sent a letter via email to all Head Start program directors announcing the study, emphasizing its importance and benefit as well as the confidentiality of their responses.

Between October 2019 and December 2019, at regular intervals, NORC's survey team sent reminders to the program directors to complete the survey; they sent a postcard, letters, and emails. A dedicated NORC field interviewer reached out to prompt program directors and conducted interviews by phone as needed. NORC had a project-specific email address for program directors to contact staff with their questions. NORC provided technical support to program directors to complete the survey, as requested. NORC also shared a set of FAQs about the survey (purpose, timing, method) with OHS Regional Program Managers (RPMs) so they could respond to questions from grantees in their region.

To boost interest and the survey response over the three-month data collection period, OHS sent two email blasts to program directors to remind them that the survey was still open.

Upon completion, the program directors received a thank you letter from NORC and a $25 honorarium in the form of a gift card. Of the 1,586 program directors invited to participate, 1,268 responded, yielding an 80 percent response rate. Once the Program Director Survey closed in January 2020, the project team processed the data and created the sample frame for the Manager/Coordinator Survey.

Manager/Coordinator Survey

The Manager/Coordinator Survey was conducted between February 2020 and April 2020, although it was originally scheduled to end in May 2020. Data collection coincided with the onset of the COVID-19 pandemic. As for the Program Director Survey, NORC and OHS coordinated communications to the sample of managers/coordinators as well as grantee program directors. To launch the survey, NORC sent an email with a letter inviting managers/coordinators to participate and instructions on how to access the survey. At the same time, OHS sent an email blast to all program directors indicating some grantees' managers/coordinators would be invited to participate and asked the program directors to inform their staff. NORC used similar strategies to engage the managers/coordinators as we employed with the Program Director Survey—a postcard, letters, emails, a dedicated field interviewer—and encouraged their participation. OHS also sent out another email blast midway through the data collection to encourage participation.

Along with tracking survey response rates, NORC's survey team also kept abreast of the widening impact of the COVID-19 pandemic on Head Start programs nationwide. Some programs began closing their centers; others offered virtual or hybrid operations. Staff began working from home rather than on-site, making it potentially challenging to reach them. Despite the potential COVID-induced changes to Head Start program operations, we obtained a high enough response rate to close data collection one month early. As of April 2020, of the 1,268 managers/coordinators sampled, 1,048 responded. Upon completion, the managers/coordinators received a thank you letter from NORC and a $25 honorarium in the form of a gift card.

When data collection ended in late April 2019, the OHS TA Division leader sent Head Start grantees a thank you letter, acknowledging their support and contributions to the development of a high-quality source of information about T/TA needs and practices in Head Start programs nationwide.

Data Analysis and Co-interpretation of Findings

During the years-long analysis phase, the project team engaged with OHS TA Division staff to identify questions and hypotheses to explore to inform the descriptive analyses of each survey and multivariate analyses by key grantee characteristics. NORC met frequently with OHS TA Division leadership, FPOs of the National Centers, and Regional T/TA providers.

Monthly meetings were held in 2021 and 2022. NORC met with OHS TA Division leadership, FPOs of the National Centers, and Regional T/TA providers to co-interpret findings, draw insights, and identify actionable findings.

Communication and Dissemination

NORC shared emerging findings with a broader audience of OHS federal and regional staff through monthly presentations and a series of webinars in 2021 and 2022.

Appendix A: T/TA Survey Research Questions and Constructs

Head Start Program Director Survey: Research Questions, Constructs, Measures, Section/Item Number, and Source

Research Question 1: How are Head Start grantees selecting their training and technical assistance (T/TA)?

Sub-Questions	Constructs	Measures	Section and Item Number	Source
1.a. What T/TA needs do Head Start grantees identify and meet from available resources?	How agency assesses T/TA needs	In general, how does your Head Start program assess its training and/or technical assistance needs?	II. Approach to Training and Technical Assistance, Item 5	Project-developed
	Type(s) of staff responsible for implementing T/TA plan	After your Head Start program's training and/or technical assistance plan is developed, who is usually responsible for implementing the plan?	II. Approach to Training and Technical Assistance, Item 6	Project-developed
	Frequency of updating T/TA plan	In a typical year, how often do you update your Head Start program's training and/or technical assistance plan?	II. Approach to Training and Technical Assistance, Item 7	Adapted from FACES 2014-2018: Head Start Program Director and Center Director Survey (H5)
	Types of T/TA plans prepared	Which of the following types of training and/or technical assistance plan does your Head Start program usually prepare?	II. Approach to Training and Technical Assistance, Item 8	Project-developed
	Program activities supported by OHS T/TA funds	What program activities are supported by discretionary OHS training and/or technical assistance funds (e.g., P20, PA21, PA25)?	II. Approach to Training and Technical Assistance, Item 13	Adapted from FACES 2014-2018: Head Start Program Director and Center Director Survey (B27)
1.b. What types of T/TA are helpful to grantees?	Usefulness of OHS information dissemination strategies	How useful are the following types of communications from OHS for you and your staff to learn about best practices, about program requirements and how to meet your program goals?	III. Organizational Goals and Reflections on T/TA Efforts, Item 28	Project-developed

Sub-Questions	Constructs	Measures	Section and Item Number	Source
	Extent OHS T/TA was helpful	To what extent has any training and/or technical assistance from the OHS T/TA system helped your organization?	III. Organizational Goals and Reflections on T/TA Efforts, Item 29	Adapted from FACES 2014-2018: Head Start Program Director Survey (B10a)
	Suggestions for improving T/TA services provided by OHS	In general, what suggestions do you have for improving OHS T/TA services?	III. Organizational Goals and Reflections on T/TA Efforts, Item 30	Project-developed
1.c. What types of T/TA contribute to capacity-building efforts?	Types of program goals (last year)	In the last program year, for which of the following areas did you have Head Start program goals? Please select the three areas to which you gave priority (on which you spent the most time working)	III. Organizational Goals and Reflections on T/TA Efforts, Item 20	Project-developed
	Organizational capacity, relative to program goals (last year)	You identified [XXX] as an area in which you had program goals in the last program year. Which of the following is true of your Head Start program, relative to the goals in this area?	III. Organizational Goals and Reflections on T/TA Efforts, Item 21	Project-developed
	Training and technical assistance providers that helped program meet goal (last year)	In the last program year, what training and technical assistance providers, if any, helped your Head Start program make progress in meeting the [XXX] goal?	III. Organizational Goals and Reflections on T/TA Efforts, Item 22	Adapted from FACES 2014-2018: Head Start Program Director Survey (B10a)
	Challenges to achieving key program goals	In the last program year, which of the following challenges hindered your efforts to achieve your Head Start program's key goals? Please select the top three challenges you faced in the last program year.	III. Organizational Goals and Reflections on T/TA Efforts, Item 23	Adapted from FACES 2014-2018: Head Start Program Director Survey (I6)

Sub-Questions	Constructs	Measures	Section and Item Number	Source
	Key program goal areas (this year)	<u>For this program year</u>, please select your agency's three highest priority Head Start program goal areas.	III. Organizational Goals and Reflections on T/TA Efforts, Item 24	Project-developed
	Resources identified to assist in meeting goals (this year)	<u>For this program year</u>, what resources have you identified to assist your Head Start program in meeting its goals?	III. Organizational Goals and Reflections on T/TA Efforts, Item 25	Project-developed
	Gaps in services or assistance to meeting goals (this year)	<u>For this program year</u>, in reviewing the available resources to support your organization's efforts towards meeting its overall goals, what gaps in services or assistance are there? Please explain.	III. Organizational Goals and Reflections on T/TA Efforts, Item 26	Project-developed
	Agency decision-making about use of discretionary T/TA funds	Who is most responsible for deciding how your organization's discretionary OHS training and/or technical assistance funds are used (including all discretionary dollars, such as PA20, PA21 or PA25)? (Item II.14)	II. Approach to Training and Technical Assistance, Item 14	Project-developed
	Decision-making about who receives T/TA or PD	When you make decisions about which staff and stakeholders will receive training, technical assistance and/or professional development, which of the following sources of information do you usually take into consideration?	II. Approach to Training and Technical Assistance, Item 9	Project-developed
1.d. How are decisions about T/TA made?	Factors that contribute to decision-making about intended T/TA recipients	Which of the objectives below contributes to decisions about whom among your staff and stakeholders receive training and/or technical assistance?	II. Approach to Training and Technical Assistance, Item 10	Project-developed
	Quality of T/TA sources	Please rate each type of provider on three dimensions: how much you view them as trusted sources of training and/or technical assistance, how knowledgeable they are, and the quality of the training and technical assistance they provide.	III. Organizational Goals and Reflections on T/TA Efforts, Item 27	Project-developed

Research Question 2: What T/TA are Head Start grantees' staff receiving from all available sources?

Sub-Questions	Constructs	Measures	Section and Item Number	Source
2.a. What are the characteristics of the T/TA grantees are receiving?	Types of external providers	During the last program year, what types of external providers did your program use for training and technical assistance? (External providers can include Head Start staff outside of your agency, QRIS, curriculum companies, university staff, consultants, or government resources.)	II. Approach to Training and Technical Assistance, Item 18	Project-developed
	Types of staff and stakeholders that participated in training by external providers and/or agency staff (domain-specific)	During the last program year, in which content areas did the following Head Start program staff and stakeholders participate in trainings and technical assistance led by T/TA providers from outside of your agency?	II. Approach to Training and Technical Assistance, Item 19_1	Project-developed
		During the last program year, in which content areas did the following Head Start program staff and stakeholders participate in trainings and technical assistance led by T/TA providers who are on staff within your agency?	II. Approach to Training and Technical Assistance, Item 19_2	Project-developed
2.b. What grantee resources are being expended to receive and support that T/TA?	Funding sources for T/TA	Which of the following sources does your organization use to pay for training and technical assistance? Please include paying for direct costs as well as for staff time.	II. Approach to Training and Technical Assistance, Item 12	Project-developed
	Agency supports to help staff obtain T/TA	Does your agency do any of the following to help staff obtain training and/or technical assistance?	II. Approach to Training and Technical Assistance, Item 11	Project-developed

Research Question 3: How does T/TA inform practice change within Head Start grantees and how does this differ across the practice areas of interest (fiscal operations; early childhood development and education; family and community services; and health, mental health, nutrition, and safety)?

Sub-Questions	Constructs	Measures	Section and Item Number	Source
3.a. How does T/TA inform practice change within Head Start grantees and how does this differ across the practice areas of interest?	Strategies used to share knowledge/build skills (domain specific)	For each of the four content areas, indicate which strategies your Head Start program uses to share knowledge and build skills throughout your agency.	II. Approach to Training and Technical Assistance, Item 15	Project-developed
	Other strategies used to share knowledge/build skills	Please list any other strategies that your Head Start program uses to share knowledge and build skills throughout your agency.	II. Approach to Training and Technical Assistance, Item 16	Project-developed
	Degree of uniformity of implementation across content area domains	Please indicate for each of the four content areas whether or not sharing of knowledge and building skills tends to be done uniformly across centers you operate.	II. Approach to Training and Technical Assistance, Item 17	Project-developed

Covariates. *Below is a list of items that are intended to collect information that will provide contextual information and/or covariates in the analyses.*

Sub-Questions	Constructs	Measures		Source
	Number of children	In total, how many children age 5 and under does your agency serve? Please include children funded by Head Start as well as those funded by other sources or privately paid.	I. Overall Agency Characteristics, Item 1	Project developed
	Agency management approach	We are interested in training and technical assistance practices throughout your agency's OHS-funded activities. Please tell us how your agency manages its different Head Start grants, program options and programs, such as Head Start and Early Head Start.	I. Overall Agency Characteristics, Item 2	Project developed
	Agency sources of funds for child and family services	In addition to Head Start funding, which of the following are additional sources of funds that your program receives to provide services to children and families?	I. Overall Agency Characteristics, Item 3	Project-developed
		Which of these are your two largest funding sources excluding federal Head Start funds?	I. Overall Agency Characteristics, Item 3_1	Project developed
	Number of staff supporting Head Start program	How many staff members or consultants currently work in or support your Head Start program in each of these roles?	I. Overall Agency Characteristics, Item 4	Project-developed
	Staff turnover	What proportion of your agency's current staff have been in their roles for less than 24 months?	I. Overall Agency Characteristics, Item 4_1	Project-developed
	Most knowledgeable person for manager/coordinator domains	We will be conducting a follow-up survey to learn about your agency's training and technical assistance experiences in one of the topical areas listed below. Please identify the person in your organization most knowledgeable about your organization's practices and use of training or technical assistance for each of the topical areas below. (The same person may be listed for multiple areas, including yourself.)	I. Overall Agency Characteristics, Item 31	Project-developed

Head Start Manager/Coordinator Survey: Research Questions, Constructs, Measures, and Section/Item Number

CONTENT AREAS: Fiscal Operations; Early Childhood Development and Education; Family and Community Services; Health, Mental Health, and Safety

Below we present information for each of the research questions addressed by the Head Start Manager/Coordinator Survey. We list the constructs measured by the survey items and the question stem. We also highlight any survey items that are intended to collect information that will provide contextual information about grantees and/or potentially serve as covariates in the analyses. *Note that all of the items in the Manager/Coordinator Survey were project-developed.*

Research Question 1: How are Head Start grantees selecting their training and technical assistance (T/TA)?

Sub-Questions	Constructs	Measures	Section and Item Number
1a. What T/TA needs do Head Start grantees identify and meet from available resources?	Agency T/TA priorities for current program year	For the current program year, what are your agency's main training or technical assistance priorities in **[CONTENT AREA]**? Please include professional development for individual staff as well as organizational technical assistance or training priorities.	Section IV. Training/technical assistance needs in domain, Item IV.1
	Objective of T/TA priorities	Please indicate whether any of the listed priorities can be described as follows:	Section IV. Training/technical assistance needs in domain, Item IV.2
	Perceived confidence to achieve T/TA priorities	How confident are you that your agency will be able to achieve its training and technical assistance priorities for **[CONTENT AREA]** this year?	Section IV. Training/technical assistance needs in domain, Item IV.3
1b. What T/TA needs do Head Start grantees identify but fail to meet from available resources?	Factors that make it difficult to obtain T/TA	What challenges does your agency encounter in its efforts to obtain the training and technical assistance it would like for **[CONTENT AREA]**? To what extent do each of the following factors make it difficult for your agency to get the training and technical assistance it would like for **[CONTENT AREA]**?	Section IV. Training/technical assistance needs in domain, Item IV.4

Sub-Questions	Constructs	Measures	Section and Item Number
	Training desired but not able to obtain	Is there a type of training or technical assistance in **[CONTENT AREA]** that you would like to get for your agency but you have not been able to obtain?	Section IV. Training/technical assistance needs in domain, Item IV.7
		Please list one type of training or technical assistance you would like to get but have not been able to obtain:	Section IV. Training/technical assistance needs in domain, Item IV.8
		Would you describe the type of training or technical assistance you were unable to obtain on (INSERT TEXT FROM IV.8) as …	Section IV. Training/technical assistance needs in domain, Item IV.9
	Inability to find training	What is the main reason you have not been able to obtain this training?	Section IV. Training/technical assistance needs in domain, Item IV.10
	Additional perspectives on T/TA availability	Do you have any other comments about the training and technical assistance available to your agency for **[CONTENT AREA]** activities?	Section IV. Training/technical assistance needs in domain, Item IV.11
1c. What types of T/TA are helpful to grantees?	Satisfaction with T/TA available	Please think about your agency's goals for **[CONTENT AREA]**. How satisfied are you with the training and technical assistance available to help you achieve these goals?	Section IV. Training/technical assistance needs in domain, Item IV.5
	Satisfaction with types of T/TA providers available	How satisfied you are with different types of training and technical assistance providers that may be available to help your agency achieve its goals related to [CONTENT AREA]? Some of these provider types may not be available to you.	Section IV. Training/technical assistance needs in domain, Item IV.6
1d. How are decisions about T/TA made?	Respondent job title	Please tell me your job title related to **[CONTENT AREA]** activities.	Section I. Structure and Staffing for domain, Item I.1
	Level of involvement in domain-specific activities	Some of the major areas of **[CONTENT AREA]** activities in Head Start programs are listed below. For each one, please tell me how much you are involved in those activities:	Section I. Structure and Staffing for domain, Item I.2

Sub-Questions	Constructs	Measures	Section and Item Number
	Types of staff responsible for implementation	How much are the following types of personnel responsible for **[DOMAIN-SPECIFIC ACTIVTY]** in your Head Start programming?	Section I. Structure and Staffing for domain, Item I.3_1
	Variation in procedures across agency	How much would you say that procedures for **[CONTENT AREA-SPECIFIC ACTIVITY]** vary across your agency?	Section I. Structure and Staffing for domain, Item I.4_1
	Variation in practice across agency	How much would you say that **[CONTENT AREA-SPECIFIC ACTIVITY] practices** vary across your agency?	Section I. Structure and Staffing for domain, Item I.5_1
	Agency decision-making about T/TA	How are decisions made about the training or technical assistance that staff will receive related to **[DOMAIN-SPECIFIC ACTIVTY]**?	Section I. Structure and Staffing for domain, Item I.6_1

Research Question 2: What T/TA are Head Start grantees' staff receiving from all available sources?

Sub-Questions	Constructs	Measures	Section and Item Number
2a. What are the characteristics of the T/TA grantees are receiving?	***Focal training topic: <u>Useful for practice</u>***	*Please think about the trainings or technical assistance activities your agency has experienced in **[CONTENT AREA]** in the past 12 months. For these next questions, please choose one training or technical assistance activity that you think has been most useful to your agency. You may choose training or technical assistance received by a group of your staff or a single individual.* (Item II.1)	Section II. Recent Training/Technical Assistance Experiences in domain
	Training topic	What was the topic of that training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.2
	Primary training mode	What was the primary mode of the training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.3
	Type of in-person training	[if in-person training] Which of these best describes the type of in-person training this was?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.4a
	Type of on-line training	[if on-line] Which of these best describes the type of on-line training this was?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.4b
	Type of phone training	[if by phone] Which of these best describes the type of phone training this was?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.4c
	Planned follow-up	Was there planned follow-up with the trainer or within your agency to build on this training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.5
	Agency relationship to provider	Does your agency have an on-going relationship with this trainer?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.6

Sub-Questions	Constructs	Measures	Section and Item Number
	Customization of training	Was the training customized to the participants' needs and abilities?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.6a
	Inclusiveness and responsiveness of training to cultural, linguistic, and ability differences of children and families	Was the training or technical assistance inclusive and responsive to cultural, language, and ability differences of the children and families you serve?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.6b
	Inclusiveness and responsiveness of training to cultural, linguistic, and ability differences of staff	Was the training or technical assistance inclusive and responsive to cultural, language, and ability differences of your staff?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.6b1
	Total hours spent on training	How many hours total did you receive this training, not including time spent doing homework or reading materials?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.7
	Number of training sessions	Over how many separate sessions did the training take place? For example, did you spend 1 hour each week for 3 weeks (i.e., 3 sessions), or was it one 90-minute webinar (i.e., 1 session)?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.8
	Training provider	What best describes the person or organization that provided the training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.9
	Whether agency incurred costs	Did your agency incur any costs so that staff could receive this training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.10
	Types of staff participating in training	What are the roles or job titles of the people from your agency who participated in the training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.11
	Goals for staff participation in training	Did your agency have a specific goal in having staff participate in this training, for example, to develop a new policy or improve particular practices?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.12

Sub-Questions	Constructs	Measures	Section and Item Number
		How would you describe the specific goals for having staff participate in this training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.12a
	Post-training follow-up steps	Have there been any follow-up steps from this training or activity?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.13a
		What follow-up steps have you taken from this training or activity?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.13b
	Usefulness of training	What are the top two reasons you found this training useful to your agency?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.14a
	Focal training topic: <u>Not able to apply</u>	*For these next questions, please choose a training or technical assistance activity that your agency has received but was <u>not</u> able to apply to improve practice.*	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.15a
	Training topic	What was the topic of that training or technical assistance activity?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.15b
	Primary training mode	What was the primary mode of the training or technical assistance?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.16
	Type of in-person training	[if in-person] Which of these best describes the type of in-person training this was?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.17
	Availability of planned implementation support	Was there planned implementation support with the trainer or within your agency to build on this training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.18

Sub-Questions	Constructs	Measures	Section and Item Number
	Customization of training	Was the training customized to the participants' needs and abilities?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.19
	Total hours spent on training	How many hours total did you receive this training, not including time spent doing homework or reading materials?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.20
	Number of training sessions	Over how many separate sessions did the training take place? For example, did you spend 1 hour each week for 3 weeks (i.e., 3 sessions), or was it one 90-minute webinar (i.e., 1 session)?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.21
	Training provider	What best describes the person or organization that provided the training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.22
	Types of staff participating in training	What are the roles or job titles of the people from your agency who participated in the training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.24
	Reason not able to apply training to practice	What is the main reason you found this training hard for your agency to apply to its **[CONTENT AREA]** work?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.25
2b. What grantee resources are being expended to receive and support that T/TA?	Whether agency incurred costs	Did your agency incur any costs so that staff could receive this training?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.23
	Source of funds for T/TA	What was the primary source of these funds?	Section II. Recent Training/Technical Assistance Experiences in domain, Item II.23a

Research Question 3: How does T/TA inform practice change within Head Start grantees and how does this differ across the practice areas of interest (i.e., fiscal operations; early childhood development and education; family and community services; and health, mental health, and safety)?

Sub-Questions	Constructs	Measures	Section and Item Number
3a. How does T/TA inform practice change within Head Start grantees and how does this differ across the practice areas of interest?	Specific practice construct	Domain-specific questions on **[DOMAIN-SPECIFIC ACTIVITY]**	Section III. Selected Practice Area
	Fiscal Operations: *Strengthening Financial Management Systems*	How much would you say each of the following describes your agency's fiscal operations practices? • Management and/or direct services staff use fiscal policies and procedures to guide program planning and financial decisions. • Data are used for planning and to develop the budget.	Section III. Selected Practice Area, Item III.1a
		About how often does your agency engage in the following activities? • Discussions about financial operations take place among all staff who have a fiscal role (including fiscal staff, management staff, and direct services staff). • Fiscal staff receive training and/or technical assistance on implementing fiscal policies and procedures. • Management and direct services staff receive training on fiscal policies and procedures.	Section III. Selected Practice Area, Item III.1b
		Do you have at least one fiscal officer or manager who has a 4-year college degree or higher in accounting, business, finance or financial management?	Section III. Selected Practice Area, Item III.2a
		Within the last 3 years, how many clean audits did your agency have?	Section III. Selected Practice Area, Item III.2b

Sub-Questions	Constructs	Measures	Section and Item Number
	Early Childhood Development and Education: *Teaching Practices/Early Learning Outcomes Framework*	When you meet with your education staff, how often do you consult the ELOF for guidance on the following? • To review curriculum and effective instruction and/or assessment practices. • To identify training needs and plan for training and development.	Section III. Selected Practice Area, Item III.1a
		During this program year (2019-2020), about what percentage of your staff have opportunities to receive: • Coaching on responsive adult-child interactions • Leadership and/or professional development support for reviewing and interpreting data (such as student assessment data, observation data)	Section III. Selected Practice Area, Item III.1b
		During this program year (2019-2020), about how often does your education staff have opportunities to engage in the following practices? • Review assessment data to differentiate child learning goals and instructional activities. • Review classroom/home visiting observation data to adapt children's physical learning environments.	Section III. Selected Practice Area, Item III.2
	Family and Community Services: *Family*	When do family and community services staff meet with families to conduct the family assessment and set goals?	Section III. Selected Practice Area, Item III.1

Sub-Questions	Constructs	Measures	Section and Item Number
	Support and Goal Setting	How much would you say each of the following describes how your family and community services staff work with families: • Staff work with families according to staff availability. • We help families identify manageable steps to achieve their goals. • Our families tend to have the same goals so we organize our work around helping families with the most common goals. • We review and update families' goals throughout the year. • We set goals for families based on what we think they need. • We use specific tools and checklists for building family partnership agreements.	Section III. Selected Practice Area, Item III.2
	Health, Mental Health, and Safety: *Mental Health Consultation*	• Does your agency have a mental health consultant (MHC) available to provide support to staff? • Do teachers in center-based programs request support from the mental health consultant? • Do home-based providers request support from the mental health consultant?	Section III. Selected Practice Area, Item III.1

Sub-Questions	Constructs	Measures	Section and Item Number
		About how often does the mental health consultant engage in the following practices? • Conduct classroom observations? • Help teachers develop strategies for behavior management? • Share behavior management strategies with parents? • Provide follow-up support for teachers? • Provide referrals for parent or child mental health consultation? • Support teachers engaging in reflective practice? • Provide support on staff wellness such as self-care strategies? • Other support provided (specify): _____	Section III. Selected Practice Area, Item III.2a
		About how much is budgeted per year for a mental health consultant(s) to provide services?	Section III. Selected Practice Area, Item III.2b
		In the past year, have you asked a parent to pick up a child early because of problems with the child's behavior?	Section III. Selected Practice Area, Item III.2c
		In the past three months, have you moved a child from one program option to another (such as from a center-based to a home-based option) because of problems with the child's behavior?	Section III. Selected Practice Area, Item III.2d
	Variation in practice across agency	How much would you say **[CONTENT AREA-SPECIFIC ACTIVITY]** varies across your agency?	Section III. Selected Practice Area, Item III.3
	Change in practice (2017-2018 to 2019-2020)	Please think about your agency's **[CONTENT AREA-SPECIFIC ACTIVITY]** during the 2017-2018 program year (two years ago). Which of the following best describe any changes between that year and the current year:	Section III. Selected Practice Area, Item III.4

Sub-Questions	Constructs	Measures	Section and Item Number
	Primary reason to inform practice change	What is the main source that has informed the agency's changes to its **[CONTENT AREA-SPECIFIC ACTIVITY]** in the past two years?	Section III. Selected Practice Area, Item III.5
	Primary reason to support practice change	What is the main source that has supported or enabled the agency's changes to its **[CONTENT AREA-SPECIFIC ACTIVITY]** in the past two years?	Section III. Selected Practice Area, Item III.5a
	Challenges in implementing practice	What are the two main challenges the agency has faced or currently faces in **[CONTENT AREA-SPECIFIC ACTIVITY]**?	Section III. Selected Practice Area, Item III.6
	T/TA received on practice	(If III.5=2 or III.5a=2, then skip to III.8. or else ask) Last year, did your agency receive any training or technical assistance on **[CONTENT AREA-SPECIFC ACTIVITY]**?	Section III. Selected Practice Area, Item III.7
	T/TA providers	What individuals or organizations provided that training or technical assistance?	Section III. Selected Practice Area, Item III.8
	Whether agency incurred costs	Did your agency incur any costs so that staff could receive this training?	Section III. Selected Practice Area, Item III.9
	Source of funds for T/TA	What was the primary source of these funds?	Section III. Selected Practice Area, Item III.9a
	Types of staff participating in training	What are the roles or job titles of the people from your agency who participated in the training?	Section III. Selected Practice Area, Item III.10
	Inclusiveness and responsiveness of T/TA to cultural, linguistic, and ability differences of children and families	Was the training or technical assistance inclusive and responsive to cultural, language, and ability differences of the children and families you serve?	Section III. Selected Practice Area, Item III.11
	Inclusiveness and responsiveness of T/TA to cultural, linguistic, and ability differences of staff	Was the training or technical assistance inclusive and responsive to cultural, language, and ability differences of your staff?	Section III. Selected Practice Area, Item III.11a

Sub-Questions	Constructs	Measures	Section and Item Number
	T/TA fit	How well did the level of the training or technical assistance match the level of your agency's participants?	Section III. Selected Practice Area, Item III.12
	Satisfaction	Thinking about this training or technical assistance, how satisfied were you with…	Section III. Selected Practice Area, Item III.13
	Goals for staff participation in T/TA	Did your agency have a specific goal for participating in that training or technical assistance?	Section III. Selected Practice Area, Item III.14
	Achievement of T/TA goal	How well was your agency able to achieve that goal through the training or technical assistance?	Section III. Selected Practice Area, Item III.15
	Agency investments to support T/TA	What other investments did the agency make to support the training or technical assistance?	Section III. Selected Practice Area, Item III.16
	Need for additional T/TA	Do you feel that additional training or technical assistance would help your agency improve its **[CONTENT AREA-ACTIVITY]**?	Section III. Selected Practice Area, Item III.17

Covariates. *Below is a list of items that are intended to collect information that will provide contextual information and/or covariates in the analyses.*

Sub-Questions	Constructs	Measures	Section and Item Number
1d. How are decisions about T/TA made?	Respondent job title	Please tell me your job title related to **[CONTENT AREA]** activities	Section I. Structure and Staffing for domain, Item I.1
	Level of involvement in domain-specific activities	Some of the major areas of **[CONTENT AREA]** activities in Head Start programs are listed below. For each one, please tell me how much you are involved in those activities:	Section I. Structure and Staffing for domain, Item I.2
	Types of staff responsible for implementation	How much are the following types of personnel responsible for **[CONTENT AREA-SPECIFIC ACTIVTY]** in your Head Start programming?	Section I. Structure and Staffing for domain, Item I.3_1
	Variation in procedures across agency	How much would you say that **procedures** for **[CONTENT AREA-SPECIFIC ACTIVITY]** vary across your agency?	Section I. Structure and Staffing for domain, Item I.4_2
	Variation in practice across agency	How much would you say that **[CONTENT AREA-SPECIFIC ACTIVITY] practices** vary across your agency?	Section I. Structure and Staffing for domain, Item I.5_1
	Agency decision-making about T/TA	How are decisions made about the training or technical assistance that staff will receive related to **[CONTENT AREA-ACTIVTY]**?	Section I. Structure and Staffing for domain, Item I.6_1