**ECE Program Self-Assessment Survey**

You are being asked to complete this survey as part of a Quality Improvement (QI) research project conducted by VCHIP to assess changes in your confidence, knowledge, and skills, as well as your opinions about working with children and families to better understand and promote early childhood development. You will be asked to complete this survey a) prior to the first training, b) immediately after the training, and c) 6-9 months after the training.

**Please do NOT write your name on this survey.**  Instead, we ask that you create a confidential PIN using the first three letters of your middle name, followed by the last 3 digits of your phone number.

*For example*: *Linda Amanda Brown, phone: (555)999-1234 🡪 PIN: AMA234*

**First three (3) letters of *your middle name*\_\_\_ \_\_\_ \_\_\_ Last three (3) digits of your *phone number* \_\_\_ \_\_\_ \_\_\_**

**Your Early Care and Education (ECE) Program’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total number of children served by your program: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please indicate your level of confidence as it relates to the following statements by marking an “x” in the appropriate box** | **Not at all Confident** | **A Little Confident** | **Somewhat Confident** | **Quite Confident** | **Very Confident** |
| Sharing information, tools, and resources to support families’ understanding of what to expect as their child grows and develops |  |  |  |  |  |
| Providing families with culturally and linguistically sensitive information and guidance related to their child’s development |  |  |  |  |  |
| Building trusting relationships with families that promote appropriate developmental expectations among families and professionals |  |  |  |  |  |
| Identifying accurate tools and resources for age/stage-related information about child development |  |  |  |  |  |
| Communicating with families about developmental milestones in a clear, meaningful and supportive manner |  |  |  |  |  |
| When/if families have a concern or question about their child’s development, they will share it with me |  |  |  |  |  |
| Respectfully obtaining and utilizing knowledge of families’ cultural and developmental preferences, practices, and goals |  |  |  |  |  |
| Preparing families for universal developmental screening to encourage active participation |  |  |  |  |  |
| Identifying scientifically-endorsed developmental screening tools (i.e. ASQ-3, PEDS, etc) |  |  |  |  |  |
| Administering and scoring a developmental screening tool (i.e. ASQ-3, ASQ-SE). |  |  |  |  |  |
| Sharing formal developmental screening results with families |  |  |  |  |  |
| Guiding families through a referral process as a result of a developmental and/or behavioral concern |  |  |  |  |  |
| After our encounters, families follow up on the child development information or resources I share with them |  |  |  |  |  |
| Developing strategies to support a child’s individualized development/behavioral plan within the ECE setting |  |  |  |  |  |
| Implementing effective approaches to promote the development and learning of culturally diverse children |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please Indicate your level of knowledge in the following areas by marking an “x” in the appropriate box** | **Very Limited** | **Fair** | **Good** | **Very Good** | **Expert** |
| The roles and relationships of ECE programs within *Vermont’s System for Universal Developmental Screening, Birth to age 8* and early childhood system |  |  |  |  |  |
| Strategies for effective surveillance and ongoing monitoring of a child’s development |  |  |  |  |  |
| Effective approaches to support and promote development for culturally diverse children |  |  |  |  |  |
| Respectful and responsive strategies to gather information from culturally and linguistically diverse families |  |  |  |  |  |
| Goals, benefits, and rationale for universal developmental screening |  |  |  |  |  |
| Best practice recommendations for the type and frequency of developmental and behavioral screening |  |  |  |  |  |
| Selecting a scientifically endorsed developmental and behavioral screening tool |  |  |  |  |  |
| Proper administration, scoring and follow up of Vermont’s recommended developmental screening tools (i.e. ASQ-3 & ASQ-SE) |  |  |  |  |  |
| Characteristics of culturally and linguistically sensitive surveillance and screening practices |  |  |  |  |  |
| Confidentiality and privacy policies around sharing information about a child with other professionals |  |  |  |  |  |
| Communication strategies for sharing developmental screening results with a family |  |  |  |  |  |
| Appropriate referral sources to consider if a developmental concern is identified through the screening process |  |  |  |  |  |
| Current community agencies and/or organizations which provide developmental services and/or supports for children and families |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please indicate your opinion of the following statements by marking an “x” in the appropriate box** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| Families with whom I have contact are knowledgeable about child development |  |  |  |  |  |
| Watchful waiting is best practice when it comes to addressing a developmental and/or behavioral concern |  |  |  |  |  |
| Families that I work with are comfortable communicating with me about their child’s developmental progression |  |  |  |  |  |
| Families who have a good grasp on developmental expectations for their child are more likely to nurture healthy development and less likely to report stress and frustration regarding their child’s development and/or behaviors |  |  |  |  |  |
| Developmental screening is the responsibility of all caregivers in settings that care for children and families (i.e. medical homes, family homes, schools, ECE settings, and community agencies/organizations) |  |  |  |  |  |
| Families and/or caregivers are reliable reporters when it comes to their child’s developmental progression |  |  |  |  |  |

*As part of this training, VCHIP will be guiding ECE programs through a quality improvement (QI) project to support the development/enhancement of universal developmental screening systems. In this context, a QI project includes content specific training sessions, identification and testing of ideas to change and improve current processes, ongoing data collection, and regular feedback to assess progress towards identified goals. The following items are focused on your knowledge and opinions related to quality improvement (QI).*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please indicate your level of knowledge of the following aspects of participating in a quality improvement project by marking an “x” in the appropriate box:** | **Very Limited** | **Fair** | **Good** | **Very Good** | **Expert** |
| Using quality improvement tools to identify and prioritize changes to try within your ECE program |  |  |  |  |  |
| Developing and initiating a structured plan to test a change in your ECE program |  |  |  |  |  |
| Breaking strategies down into small pieces and trying them out quickly to see what happens |  |  |  |  |  |
| Collecting and tracking data over time to learn whether the changes your ECE program is trying are making things better or worse |  |  |  |  |  |
| Strategies to determine whether a change leads to an improvement |  |  |  |  |  |
| Strategies to maintain a focus on continuous quality improvement of universal developmental screening in your program |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please indicate your opinion of the following statements** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| Quality improvement is an essential part of my role as an ECE professional |  |  |  |  |  |
| Improving universal developmental screening will be supported by my program’s leadership |  |  |  |  |  |
| My ECE program values and supports the staff working together as a team |  |  |  |  |  |
| Improving systems for universal developmental screening will increase the quality of my program |  |  |  |  |  |
| Developing policies and procedures for universal screening practices will empower our ECE program staff to participate in universal developmental screening practices |  |  |  |  |  |