



SERVICE PROVIDER SURVEY

SECTION A: Connections Between Programs & Services

In the following questions, we are gathering your perceptions on how well service providers are connected to each other. When thinking about these questions, please consider all types of programs and services for children and families including early learning and kindergarten programs, child care programs, services to support children (e.g., resource consultants, speech & language, etc.) and services to support programs (e.g., The Halton Resource Connection, Program Support Services Team (PSST), etc.).

Based on your own experiences, to what extent is the following evident in Halton?	To no Extent	To a Small Extent	To a Good Extent	To a Great Extent	To a Very Great Extent	Don't Know
1. Sharing clear and up-to-date information on what kinds of assistance agencies offer.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
2. Creating opportunities for joint planning between service providers/agencies.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
3. Preventing children and families who require multiple services from “falling through the cracks” between agencies.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
4. Fostering a “big picture” understanding of service system and roles/responsibilities of agencies that constitute that system.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
5. Ensuring that all service providers/agencies have timely access to information in ways that do not violate client confidentiality/rights.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
6. Minimizing or eliminating conflicting mandates and barriers between service providers/agencies.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
7. Developing agreements/protocols among agencies at the direct service delivery level to avoid needless duplication of effort.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
8. Coordinating services across agencies to meet the individual needs of children and their families.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
9. Ensuring meaningful discharge planning to ensure transitions between services is easily accomplished.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆

Based on your own experiences, to what extent is the following evident in Halton?	To no Extent	To a Small Extent	To a Good Extent	To a Great Extent	To a Very Great Extent	Don't Know
10. Sending information to other agencies for coordination, planning or evaluation purposes.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
11. Receiving information from other agencies for coordination, planning or evaluation purposes.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
12. Understanding that your program or agency is part of a system of support for children and families.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
13. Understanding that your program or agency is responsible for connecting to the system.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
14. Knowing about other supports and services available to the children and families you serve.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆

	Less than once/year	3-4 times/year	Monthly	Weekly	Daily
15. How often do you <u>formally</u> network or meet with other services providers?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
16. How often do you <u>informally</u> network or meet with other service providers?	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

Overall, how well do early learning and child care services for children in Halton perform in the following activities?	Very Poor	Fairly Poor	Adequately	Fairly Well	Very Well	Don't Know
17. Expanding service capacity to meet growing needs of children and their families.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
18. Making extra supports available to children with special needs.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
19. Avoiding excessive waiting lists or long delay in scheduling.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
20. Keeping "red tape" to a minimum in enrolling children and families into services.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
21. Placing services in accessible locations.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
22. Giving priority to services for children with high needs.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆

SECTION B: Transitions

This section of questions relate to your program's or agency's effort in ensuring successful transitions of your children and families to another service provider/agency. For example, transitioning children from your program to school or a child with special needs who is moving from your program or service to another service provider. With this in mind, please answer the following questions.

Do you have or provide any of the following?	No	Yes	Don't Know	Not Applicable
23. A written policy specifically related to transitioning children between your program and other service providers/agencies.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
24. A written protocol for staff to complete when transitioning children between service providers/agencies.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
25. Opportunities for the child/family to visit their new program.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
26. Service coordination for children and families in transition when appropriate.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
27. Designated staff that are specially trained to handle transitions.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
28. At least one meeting between key staff of both agencies and the family before the transition takes place, when appropriate.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
29. Training of your staff in how to create successful transitions for children and families.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

SECTION C: Governing Practices

This section of questions is about your Board of Directors in the case of not-for-profit service providers and owners in the case of for-profit agencies.

To what extent does your Board Members/Owners do the following?	Not at All	To some Extent	To a Good Extent	To a Great Extent	Don't Know
30. Conduct strategic planning	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
31. Involve themselves in the program delivery or daily operations	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
32. Keep informed about policy changes that impact your program(s)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
33. Support efforts for your agency to become a partner within the early learning and child care community	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

SECTION D: Supports for Programs

In Halton, there are many supports in place that can help service providers/agencies to provide the best service they can to children and families. These supports include things like Quality First, the Halton Resource Connection, resource consultants, behavioural consultants, occupational therapists, support facilitators, speech and language supports, professional learning funding, health and safety funding and mental health and behavioural supports.

Have you ever heard of the following supports available to your program or agency?

	No	Yes
34. Quality First	<input type="radio"/> ₁	<input type="radio"/> ₂
35. The Halton Resource Connection (THRC)	<input type="radio"/> ₁	<input type="radio"/> ₂
36. Halton Region Program Support Services Team (PSST)	<input type="radio"/> ₁	<input type="radio"/> ₂
37. Resource consultants	<input type="radio"/> ₁	<input type="radio"/> ₂
38. Behavioural consultants	<input type="radio"/> ₁	<input type="radio"/> ₂
39. Occupational therapists	<input type="radio"/> ₁	<input type="radio"/> ₂
40. Support facilitators	<input type="radio"/> ₁	<input type="radio"/> ₂
41. Speech & language supports	<input type="radio"/> ₁	<input type="radio"/> ₂
42. Mental health supports (ROCK)	<input type="radio"/> ₁	<input type="radio"/> ₂
43. Professional learning	<input type="radio"/> ₁	<input type="radio"/> ₂
44. Health & safety funding	<input type="radio"/> ₁	<input type="radio"/> ₂
45. Wage enhancement	<input type="radio"/> ₁	<input type="radio"/> ₂
46. Child care stabilization funding	<input type="radio"/> ₁	<input type="radio"/> ₂
47. Centralized intake at THRC	<input type="radio"/> ₁	<input type="radio"/> ₂

How easy are these supports to access?	Very Difficult	Difficult	Easy	Very Easy	Don't Know
48. Quality First	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
49. The Halton Resource Connection (THRC)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
50. Halton Region Program Support Services Team (PSST)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
51. Resource consultants	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
52. Behavioural consultants	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
53. Occupational therapists	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
54. Support facilitators	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
55. Speech & language supports	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
56. Mental health supports (ROCK)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
57. Professional development funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

How easy are these supports to access?	Very Difficult	Difficult	Easy	Very Easy	Don't Know
58. Quality health & safety funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
59. Wage enhancement	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
60. Child care stabilization funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
61. Centralized intake at THRC	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

How often in the past 12 months have you used these supports?	Never	1-2 times in the past year	3-11 times in the past year	Monthly	Weekly	Daily
62. Quality First	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
63. The Halton Resource Connection (THRC)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
64. Halton Region Program Support Services Team (PSST)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
65. Resource consultants	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
66. Behavioural consultants	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
67. Occupational therapists	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
68. Support facilitators	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
69. Speech & language supports	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
70. Mental health supports (ROCK)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
71. Professional development funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
72. Quality health & safety funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
73. Wage enhancement	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
74. Child care stabilization funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
75. Centralized intake at THRC	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆

How big of an impact do these supports have on your program or agency?	Very Little Impact				Very Significant Impact
76. Quality First	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
77. The Halton Resource Connection (THRC)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
78. Halton Region Program Support Services Team (PSST)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
79. Resource consultants	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
80. Behavioural consultants	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
81. Occupational therapists	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
82. Support facilitators	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

How big of an impact do these supports have on your program or agency?	Very Little Impact				Very Significant Impact
83. Speech & language supports	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
84. Mental health supports (ROCK)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
85. Professional development funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
86. Quality health & safety funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
87. Wage enhancement	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
88. Child care stabilization funding	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
89. Centralized intake at THRC	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

SECTION E: Engaging Your Families

This section of questions is interested in understanding what your program/agency does to engage and involve parents in the programs you offer for their children.

To what extent are the following being achieved in your program?	Not at all	To Some Extent	To a Good Extent	To a Great Extent	Don't Know
90. New families receive written information on your program philosophy, policies, procedures.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
91. Your program offers information on parenting practices and child development.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
92. Your program provides information and activities to families to extend children's learning experiences to home.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
93. Your program provides information to families on community resources /activities.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
94. Your program provides opportunities for staff and families to get to know one another.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
95. Your program shares information with families regularly about their child's activities, interests, and behaviour in the program.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
96. Families receive information on their child's progress on a regular basis, using a formal mechanism such as a report or parent conference.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
97. Families are included in planning and decision making for your program.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
98. Your program asks families about their child's activities, interests, and behaviour at home.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
99. Families have a variety of opportunities available to take part in their child's program.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

To what extent are the following being achieved in your program?	Not at all	To Some Extent	To a Good Extent	To a Great Extent	Don't Know
100. Your program staff take time to get to know what the family's goals are for their children.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
101. Families understand how your program works to support their child's development and learning.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
102. Families feel that their concerns are taken seriously and that their questions are answered.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
103. Families are kept informed of changes in your program.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
104. All staff members within the program communicate well with each other about needs of individual children.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
105. Families are asked to evaluate the program at least annually.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

SECTION F: Professional Learning

What is your level of agreement with the following statements?	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
106. I am confident in my skills to build a quality program	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
107. My professional learning needs are met	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
108. My needs for professional learning are easily accessed	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
109. I have done a lot of searching to find good professional learning opportunities	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
110. There are plenty of quality professional learning opportunities available in Halton	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
111. I have a strong preference for professional learning offered by The Halton Resource Connection and/or Halton Region	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

How interested are you in receiving professional learning opportunities on the following topics?	Not at all Interested	Somewhat Interested	Interested	Very Interested	Don't Know
112. Leadership	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

How interested are you in receiving professional learning opportunities on the following topics?	Not at all Interested	Somewhat Interested	Interested	Very Interested	Don't Know
113. Child Care Early Years Act for leaders	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
114. How Does Learning Happen for leaders	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
115. Customer service excellence	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
116. Building strong connections	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
117. Budgeting	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
118. Performance measures	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
119. Inclusion for leaders	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
120. Staff performance management	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
121. Dealing with difficult situations	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
122. Building a Culture of Excellence	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
123. Components of quality early learning and child care for leaders	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
124. Business leadership	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
125. Occupational standards for administrators	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
126. College of Early Childhood Educators	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
127. Policy writing	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
128. Business writing	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
129. Coaching	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
130. Other (please specify)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

SECTION G: About Your Agency

To help us understand the agencies who are participating in this study, we would like to ask a few questions about your agency. When we ask about your agency, we are referring to your organization or child care centre or program. If you have multiple sites or locations that are all operated by a single agency, please consider this as one agency.

131. What best describes your agency? (select only one)

- ₁ Licensed child care centre
- ₂ Licensed home-based child care
- ₃ Early learning program (e.g., kindergarten programs, family resource programs, drop-in programs, literacy programs)

- ₄ Service support to agencies and families (e.g., resource consultants, psychologists, social workers, speech pathologists, resource supports to programs)

132. About how many full-time equivalent (FTE) staff does your agency/child care centre employ? *For example, if you have 10 people working full-time, count that as 10. If you have 10 people all working half-time, count that as 5.*

- ₁ 1 - 5 FTEs
 ₂ 6 – 25 FTEs
 ₃ 26 – 50 FTEs
 ₄ 51– 100 FTEs
 ₅ More than 100 FTEs

133. Is your agency considered “not-for-profit” or “for-profit”.

- ₁ Not-for-profit ₂ For-profit

134. Do you currently offer any of the following programs? (*check all that apply*)

- ₁ Full-day child care program
 ₂ Before/After school child care program
 ₃ Nursery school program

135. How long has your agency been in operation?

- ₁ Less than 5 years
 ₂ 5 – 10 years
 ₃ 10 – 15 years
 ₄ 15 - 20 years
 ₅ More than 20 years

136. Do you provide transportation to your services?

- ₁ No
 ₂ Yes

137. Do you currently offer a full day child care program for JK/SK aged children

- ₁ No
 ₂ Yes

138. How many children under the age of 12 months are you currently serving?

_____ (enter number)

139. If the proposed regulations related to age groupings change to 0-12 months for the infant room, what is the likelihood that you would continue to offer infant spaces?

- ₁ Not at all likely
- ₂ Somewhat likely
- ₃ Likely
- ₄ Very Likely
- ₅ Don't know
- ₆ We do not currently offer infant spaces

140. The province is proposing regulation changes that would allow recreation programs to be licensed to provide care for children 9-12 years as an alternative to before/after school care. If this regulation was available, how interested would your agency be in providing licensed recreational programming for children 9-12 years?

- ₁ Not at all interested
- ₂ Somewhat interested
- ₃ Interested
- ₄ Very Interested
- ₅ Don't know

141. The province is proposing regulation changes that would allow recreation programs to be licensed to provide care for children 9-12 years as an alternative to before/after school care. If this regulation was available, how interested would your agency be in partnering with a recreation provider to offer licensed recreational programming for children 9-12 years?

- ₁ Not at all interested
- ₂ Somewhat interested
- ₃ Interested
- ₄ Very Interested
- ₅ Don't know

142. How many 24-space preschool rooms do you currently operate? _____ (enter number)

143. How many 16-space preschool rooms do you currently operate? _____ (enter number)

If you have anything further you would like to add, please provide your comments below.