Infant and Toddler Teacher and Caregiver Competencies Study: Program-Level Screening Protocol

A. INTRODUCTION AND REACHING THE PROPER PERSON

[*Use contact listed from X as the first point of contact.*]

Hello, may I speak with [NAME OF CONTACT]?

IF YOU REACH THE GATEKEEPER [*For family child cares, the gatekeeper could be an assistant or another person who lives in the home. For centers/center-based programs, the gatekeeper would be another staff person*]:

Hello, my name is _____ from Mathematica, an independent research organization. We are conducting a study called the Infant and Toddler Teacher and Caregiver Competencies Study for the Administration for Children and Families within the U.S. Department of Health and Human Services. This study aims to learn how competency frameworks for teachers and caregivers of infants and toddlers can be used to help build the capacity of the infant/toddler care and education workforce and support quality improvement. May I speak with [NAME OF CONTACT] about this study?

[*Before you are transferred, get the gatekeeper's name. If the contact is not available, ask to leave a voicemail on the contact's direct line*.]

IF YOU REACH A VOICEMAIL:

Hello, my name is _____ from Mathematica, an independent research organization. We are conducting a study called the Infant and Toddler Teacher and Caregiver Competencies Study for the Administration for Children and Families within the U.S. Department of Health and Human Services. [I/my teammate] sent you a letter on [X], which I hope you received, that requested your participation in this study. I'm calling to follow-up on that letter to tell you a little more about the study, ask you a few questions, and find out about your interest and availability in participating. It would be great to hear from you, feel free to give me a call back at [TELEPHONE NUMBER] or to respond by email at [EMAIL] at your earliest convenience. Thank you!

IF YOU REACH THE CONTACT DIRECTLY:

Hello, my name is _____. I am with Mathematica, an independent research organization that does work to inform policy and practice in early care and education. We are conducting a study called the Infant and Toddler Teacher and Caregiver Competencies Study for the Administration for Children and Families within the U.S. Department of Health and Human Services. [I/my teammate] sent you a letter on [X], which I hope you received, that requested your participation in this study. This study aims to learn how competency frameworks for teachers and caregivers of infants and toddlers can be used to help build the capacity of the infant/toddler care and education workforce and support quality improvement. I'm calling to tell

you a little more about the study, ask you a few questions, and find out about your interest and availability in participating.

[IF PERSON WHO NOMINATED RESPONDENT GAVE PERMISSION TO USE THEIR NAME, STATE:] "[INDICATE NAME] suggested you would have important information to share with our study." [OTHERWISE, IF RESPONDENT ASKS HOW WE LEARNED OF THEM/THEIR PROGRAM, STATE:] "We learned about your work while gathering information about [SPECIFY COMPETENCY FRAMEWORK]."

This discussion will take about [INDICATE LENGTH UP TO 35 MINUTES DEPENDING ON THE NUMBER OF QUESTIONS WE EXPECT TO ASK THIS RESPONDENT]. If now is not a good time or you would like to include others on the call, we can set up another time, preferably within the next 2 weeks, to continue this discussion.

May I proceed, or would you like to schedule another time to continue our discussion?

[IF THEY WANT TO SCHEDULE ANOTHER TIME] When would be the best time to talk in the next 2 weeks? [MAKE A FIRM APPOINTMENT FOR THE FOLLOW-UP CALL.]

[IF WILLING TO PROCEED WITH CALL] Great! I'll provide clarifications on some terms, a brief overview of the study (if needed), ask you a few questions, and discuss next steps.

B. BACKGROUND, PURPOSE, AND STUDY OVERVIEW

As I mentioned, we are conducting a study for the Administration for Children and Families within the U.S. Department of Health and Human Services with approval from the Office of Management and Budget, Office of Management and Budget. This collection of information is voluntary and will be used to support efforts to improve the quality of care for infants and toddlers. Public reporting burden for this collection of information is estimated to average 35 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are OMB #: 0970-XXXX, Exp: XX/XX/XXXX.

Before we go further, I just want to take a minute to be clear on how we are using certain words in this conversation that can sometimes mean different things to different people. We also describe how we use these words in the frequently asked questions document that we sent by email. By "competency" we mean a piece of knowledge, a skill, or an attribute essential to the practice of teaching and caring for infants and toddlers. By "competency framework" we mean a set of competencies that an organization or entity has compiled to convey the range of knowledge, skills, and attributes that a teacher or caregiver should have.

One of the competency frameworks of interest is [NAME THE COMPETENCY FRAMEWORK], and we would like to learn more about how it is being used by your program. You may have come across [NAME THE COMPETENCY FRAMEWORK] through [DESCRIBE POTENTIAL PROGRAM USES THAT WE HAVE LEARNED ABOUT FROM SYSTEM INTERVIEWS]. [*For example,* "You may have come across this through [SPECIFY

QUALITY RATING AND IMPROVEMENT SYSTEM] or in trainings you attended at [SPECIFY TRAINING]].

This study aims to gather lessons about how competency frameworks have been used in early care and education programs and how early care and education systems (such as quality rating and improvement systems, institutes of higher education, credentialing and licensing bodies, training and technical assistance organizations) help to support implementation.

We are reaching out to a variety of programs, including center-based settings and family child care homes that care for infants and toddlers, to learn more about how competency frameworks are used. [IF THE PROGRAM WAS NOMINATED BY ANOTHER RESPONDENT AND THAT RESPONDENT GAVE PERMISSION TO USE THEIR NAME:] [INSERT SYSTEM-LEVEL NOMINATOR NAME] recommended that we talk with you about how your program uses the competency framework.]

I would like to record our discussion so I can listen to it later when I write up my notes. No one besides our research team will listen to the recording. If you want to say anything that you don't want recorded, please let me know and I will be glad to pause the recorder. We will delete all recordings at the end of the study. Information you share today may be summarized in future memos and reports, but we will not identify your or your program by name. Please keep in mind that there are no right or wrong answers to any of the questions and you don't have to answer any questions you don't want to answer. Do you have any objections to being part of this conversation or to my taping of our discussion?

Do you have any questions so far about the study? [IF SO, ANSWER TO THE BEST OF YOUR ABILITY, REFERRING TO THE FAQ DOCUMENT. IF YOU ARE NOT SURE OF THE ANSWER, PLEASE SAY, "THAT IS A GOOD QUESTION. I WILL ASK THE STUDY TEAM AND GET BACK TO YOU AS SOON AS I CAN."]

I.   CONFIRMING INFORMATION AND IDENTIFYING INTERVIEW RESPONDENTS

We plan to conduct a series of in-depth telephone interviews with selected early care and education programs to learn more about how [SPECIFY COMPETENCY FRAMEWORK] is used.

First, I want to ask whether or not your program uses [SPECIFY COMPETENCY FRAMEWORK] in some way.

A. Are you familiar with [NAME THE COMPETENCY FRAMEWORK]? [*If no, go to item C.*]

B. [IF PROGRAM OR CENTER DIRECTOR:] [Does your program] [IF FAMILY CHILD CARE PROVIDER:] [Do you] directly make use of the framework in any way? [*For centers/center-based programs, examples might include as part of recruiting or hiring decisions, professional development, for planning how to provide care for children, or for assessing teachers' and caregivers' knowledge and skills. For family child care*

providers, examples might include for planning how to provide care for children and to make decisions about their own professional development.]

C. Has your program engaged in [DESCRIBE POTENTIAL PROGRAM USES OF FRAMEWORK THAT WE HAVE LEARNED ABOUT FROM SYSTEM INTERVIEWS]?

[*If respondent says "no" to all questions that were asked, state the following:* "I'm sorry, but based on that information, your program isn't eligible to participate in this study. Thank you very much for talking with us. Hopefully, we will get the opportunity to work with you again in the future."

[*If a program or center director says "yes" to at least one of the questions A, B, or C, continue with this section*.]

If a family child care provider says "yes" to at least one of the questions A, B, or C, go to Section III. PROGRAM CHARACTERISTICS, FAMILY CHILD CARE Module.]

To prepare for those interviews, we were hoping you could help us confirm some information about your program and help us identify people we can speak with to learn more.

Over the course of our interviews, we would like to speak to 2 or 3 people who work in your program to learn about how different processes like professional development or hiring might use [SPECIFY COMPETENCY FRAMEWORK] or a part of the framework in some way. We will walk through those topics now to learn from you who we should speak with; if you are the best person to speak with, please state that.

[*If the respondent is part of a larger multi-center program, for each topic make sure to probe on whether someone at the program-level or someone in a specific center that is part of the program would have more complete information, and ask them to nominate a center we should speak with. If you do not know whether this is a multi-center program, ask that question before proceeding.*]

A. Who can we talk with about how your program recruits and hires teachers/caregivers? [FOR EACH PERSON IDENTIFIED, ASK FOR: NAME, TITLE, TELEPHONE NUMBER, AND EMAIL. IF MULTIPLE PEOPLE ARE IDENTIFIED, ASK WHO WOULD BE MOST IMPORTANT TO SPEAK WITH.]

   1. In your experience, is [SPECIFY COMPTENCY FRAMEWORK] used in any way in the recruitment and hiring of teachers/caregivers (for example, for deciding what to include in written position/job descriptions, to help make decisions about hiring)?

B. Who can we talk with about how your program makes decisions about promotions or compensation? [FOR EACH PERSON IDENTIFIED, ASK FOR: NAME, TITLE, TELEPHONE NUMBER, AND EMAIL. IF MULTIPLE PEOPLE ARE IDENTIFIED, ASK WHO WOULD BE MOST IMPORTANT TO SPEAK WITH.]

     1. In your experience, is [SPECIFY COMPTENCY FRAMEWORK] used in any way to make decisions about promotions or compensation of teachers/caregivers?

C. Who can we talk with about training and professional development of teachers/caregivers? [FOR EACH PERSON IDENTIFIED, ASK FOR: NAME, TITLE, TELEPHONE NUMBER, AND EMAIL. IF MULTIPLE PEOPLE ARE IDENTIFIED, ASK WHO WOULD BE MOST IMPORTANT TO SPEAK WITH.]

     1. In your experience, is [SPECIFY COMPTENCY FRAMEWORK] used in any way to inform or implement training or professional development for teachers/caregivers?

D. Who can we talk with about how your program makes decisions about curriculum, both how the curriculum is selected and how it used? [FOR EACH PERSON IDENTIFIED, ASK FOR: NAME, TITLE, TELEPHONE NUMBER, AND EMAIL. IF MULTIPLE PEOPLE ARE IDENTIFIED, ASK WHO WOULD BE MOST IMPORTANT TO SPEAK WITH.]

     1. In your experience, is [SPECIFY COMPTENCY FRAMEWORK] used in any way to inform curriculum selection or use in your program?

E. Who can we talk with about whether and how your program assesses teachers' and caregivers' competencies in the areas included in the framework? [FOR EACH PERSON IDENTIFIED, ASK FOR: NAME, TITLE, TELEPHONE NUMBER, AND EMAIL. IF MULTIPLE PEOPLE ARE IDENTIFIED, ASK WHO WOULD BE MOST IMPORTANT TO SPEAK WITH.]

     1. In your experience, is [SPECIFY COMPTENCY FRAMEWORK] used in any way assesses teachers' and caregivers' competencies in the areas included in the framework?

F. As part of our study, we would also like to hear directly from teachers and caregivers about their experiences with [SPECIFY COMPETENCY FRAMEWORK]. Do you have any recommendations of specific teachers or caregivers we should speak with? [*If an Early Head Start-Child Care Partnership site, probe about both a center teacher/caregiver and a family child care provider.*]

II.   IDENTIFY DOCUMENTS

As part of our study, we are also looking at resources and documents that can help us understand how [SPECIFY COMPETENCY FRAMEWORK] is being used. Are there any resources or documents you think we should look at to better understand how your program is using the competency framework? We are interested in documents related to all of the areas we just discussed:

- Recruiting and hiring (for example, job descriptions or interview questions)

- Promotions and compensation

- Training and professional development (for example, training plans that talk about how to use the competency framework or some of the competencies)

- Curriculum/classroom planning

- Teacher assessment (for example, a specific assessment, or a rating scale that coaches or professional development managers might use)

What is the best way to obtain these documents?

[IF SOME DOCUMENTS ARE AVAILABLE ONLINE, ASK FOR THE URLS.]

[IF SOME DOCUMENTS ARE NOT PUBLICLY AVAILABLE ONLINE, ASK IF THEY CAN SEND COPIES WITHIN THE NEXT 2 WEEKS.]

III.　　PROGRAM CHARACTERISTICS

Thanks for all the information you've provided so far! Now, I would like to confirm some additional information about your program.

[*From the table below, select the appropriate set of questions depending on the type of the respondent. If the respondent works at the agency/organization that oversees a multi-site program, use the program-level version. If the respondent works at a specific center where services are provided, use the center-level version. If the respondent is from a family child care, use the family child care version.*]

Topic	Program-level version	Center-level version	Family Child Care version
Years open	How long has the program been in operation?	How long has the center been in operation?	How long have you been operating your family child care?
Size (children served, infant and toddler versus preschool)	How many children does your program currently serve? How many of these children are ages 0 to 3 (that is, are infants and toddlers; please do not include children in preschool-age classrooms)?	How many children does your center currently serve? How many of these children are ages 0 to 3 (that is, are infants and toddlers; please do not include children in preschool-age classrooms)? How many classrooms are in this center? How many of these classrooms are for infants and toddlers aged 0 to 3?	How many children do you currently care for? How many of these children are: -infants (less than 1 year old)? -1 or 2 years old? -3 years old?
Multi-site organization	How many centers are in your program? How many family child cares are in your program?	Is this center part of a larger multi-site program/organization? [*Part of a larger organization means the center is part of and shares resources/staff with a larger organization, such as a YMCA, university, or other social service agency.*]	Is your family child care part of a larger multi-site program/organization? [*Part of a larger organization means the center is part of and shares resources/staff with a larger organization, such as a YMCA, university, or other social service agency.*] Is your family child care part of a family child care network?
Quality rating and improvement system participant	--	Does your center currently participate in [QUALITY RATING AND IMPROVEMENT SYSTEM]?	Does your family child care currently participate in [QUALITY RATING AND IMPROVEMENT SYSTEM]?

Topic	Program-level version	Center-level version	Family Child Care version
		[IF YES:] What is the current rating? [IF NO:] Are you currently working toward participating in (and being rated by) [QUALITY RATING AND IMPROVEMENT SYSTEM]? [IF STATE CENTER IS IN/HAS OTHER MAJOR EARLY CARE AND EDUCATION QUALITY INITIATIVES, ASK THE FOLLOWING QUESTION:] Does your center currently participate in [QUALITY INITIATIVE]?	[IF YES:] What is the current rating? [IF NO:] Are you currently working toward participating in (and being rated by) [QUALITY RATING AND IMPROVEMENT SYSTEM]? [IF STATE FAMILY CHILD CARE IS IN/HAS OTHER MAJOR EARLY CARE AND EDUCATION QUALITY INITIATIVES, ASK THE FOLLOWING QUESTION:] Does your FAMILY CHILD CARE currently participate in [QUALITY INITIATIVE]?
Accreditation	-	Is your center accredited by the National Association for the Education of Young Children or by another accrediting entity?	Is your family child care accredited by the National Association for Family Child Care or by any other accrediting entity?
For-profit status	Is your program for-profit or not-for-profit?	Is your center for-profit or not-for-profit?	--
Funding sources	Does your program receive funding or payment from any of the following sources? • Head Start or Early Head Start or Early Head Start-Child care Partnership • Child care subsidy programs that support care of children from low-income families (through vouchers/certificates or state contracts for specific number of children) [NOTE TO INTERVIEWER: *Name the specific subsidy program for this state.*] • Publicly funded pre-K (that is, pre-K paid for with funds from the state, or with funds from a local school board or other local agency) • Tuition paid by parents • Other source (please describe) Which of these are your two largest	Does your center receive funding or payment from any of the following sources? • Head Start or Early Head Start or Early Head Start-Child care Partnership • Child care subsidy programs that support care of children from low-income families (through vouchers/certificates or state contracts for specific number of children) [NOTE TO INTERVIEWER: *Name the specific subsidy program for this state.*] • Publicly funded pre-K (that is, pre-K paid for with funds from the state, or with funds from a local school board or other local agency) • Tuition paid by parents • Other source (please describe) Which of these are your two largest	Do you receive funding or payment from any of the following sources? • Head Start or Early Head Start or Early Head Start-Child care Partnership • Child care subsidy programs that support care of children from low-income families (through vouchers/certificates or state contracts for specific number of children) [NOTE TO INTERVIEWER: *Name the specific subsidy program for this state.*] • Publicly funded pre-K (that is, pre-K paid for with funds from the state, or with funds from a local school board or other local agency) • Tuition paid by parents • Other source (please describe)

Topic	Program-level version	Center-level version	Family Child Care version
	sources of funding/payment?	sources of funding/payment?	Which of these are your two largest sources of funding/payment?
	Does your program have any other sources of revenue that are larger than these? [IF YES:] What are those sources?	Does your center have any other sources of revenue that are larger than these? [IF YES:] What are those sources?	
Operating months	What months of the year do settings in your program operate?	What months of the year does the center operate?	What months of the year do you provide care for children?
Operating days/hours	--	What time does the center's program start and end each day? Does the center provide full-day care, part-day care, or both full-day and part-day care?	What time do you provide care for children each day? In other words, what time does your family child care open in the morning and close at the end of the day?
Curriculum	What curriculum/curricula do you use for your infant/toddler program/classrooms? [IF ALSO SERVES PRESCHOOL-AGE CHILDREN:] What curriculum/curricula do you use for your preschool-age program/classrooms? [NOTE TO INTERVIEWER: *Do not ask about all these options. If the respondent is uncertain, you can provide examples from this list. This list can be used to help clarify whether preschool versus infant/toddler versions of curricula are in use*.] • Assessment, Evaluation and Programming System Core Knowledge • Creative Curriculum (Early Childhood) • Creative Curriculum (Infant & Toddler) • Creative Curriculum (Preschool) • Creative Curriculum for Infants, Toddlers, and Twos • Developmental Learning Materials	What curriculum/curricula do you use for your infant/toddler program/classrooms? [IF ALSO SERVES PRESCHOOL-AGE CHILDREN:] What curriculum/curricula do you use for your preschool-age program/classrooms? [NOTE TO INTERVIEWER: *Do not ask about all these options. If the respondent is uncertain, you can provide examples from this list. This list can be used to help clarify whether preschool versus infant/toddler versions of curricula are in use*.] • Assessment, Evaluation and Programming System Core Knowledge • Creative Curriculum (Early Childhood) • Creative Curriculum (Infant & Toddler) • Creative Curriculum (Preschool) • Creative Curriculum for Infants, Toddlers, and Twos • Developmental Learning Materials	What curriculum/curricula do you use in teaching and caring for infants and toddlers? [IF NO CURRICULUM:] Are there other resources—like books, manuals, or websites—that you use to guide your work teaching and caring for infants and toddlers? [IF ALSO SERVES PRESCHOOL-AGE CHILDREN:] What curriculum/curricula do you use in teaching and caring for preschool-age children? [IF NO CURRICULUM:] Are there other resources—like books, manuals, or websites—that you use to guide your work teaching and caring for preschool-age children? [NOTE TO INTERVIEWER: *Do not ask about all these options. If the respondent is uncertain, you can provide examples from this list. This list can be used to help clarify whether preschool versus infant/toddler versions of curricula are in*

Topic	Program-level version	Center-level version	Family Child Care version
	• Frog Street Infant • Frog Street Toddler • High Reach • High Scope (Infant & Toddler) • High Scope (Preschool) • Innovations • Scholastic • Locally designed • Does not have a curriculum	• Frog Street Infant • Frog Street Toddler • High Reach • High Scope (Infant & Toddler) • High Scope (Preschool) • Innovations • Scholastic • Locally designed • Does not have a curriculum	*use*.] • Assessment, Evaluation and Programming System Core Knowledge • Creative Curriculum (Early Childhood) • Creative Curriculum (Infant & Toddler) • Creative Curriculum (Preschool) • Creative Curriculum for Infants, Toddlers, and Twos • Developmental Learning Materials • Frog Street Infant • Frog Street Toddler • High Reach • High Scope (Infant & Toddler) • High Scope (Preschool) • Innovations • Scholastic • Locally designed • Does not have a curriculum
Staffing structure and turnover	--	[IF PROGRAM SERVES CHILDREN AGES 0 TO 5, PROBE ON THE DIFFERENCES FOR INFANT/TODDLER VERSUS PRESCHOOL TEACHERS.] How many lead/head/co-teachers work in this center? How many lead/head/co-teachers left and had to be replaced in the last year? How many assistant teachers/aides/teaching assistants work in this center? How many assistant teachers/aides/teaching assistants left and had to be replaced in the last year?	Are you the main teacher/caregiver in your family child care? Do you have any co-teachers working with you in your family child care? [IF YES:] How many? Do you have any assistant teachers/aides/teaching assistants working with you in your family child care? [IF YES:] How many?

Topic	Program-level version	Center-level version	Family Child Care version
Education and credentials of teachers/caregivers	Does your program have education or credential requirements for lead/head/co-teachers who work in infant/toddler classrooms? [IF YES:] What are the requirements? Does your program have education or credential requirements for assistant teachers/aides/teaching assistants who work in infant/toddler classrooms? [IF YES:] What are the requirements? Does your program have education or credential requirements for lead/head/co-teachers who work in preschool-age classrooms? [IF YES:] What are the requirements? Does your program have education or credential requirements for assistant teachers/aides/teaching assistants who work in preschool-age classrooms? [IF YES:] What are the requirements?	How many of the lead/head/co-teachers who work in infant/toddler classrooms in this center have: • at least a Bachelor of Arts degree? • at least an Associate in Arts degree? [IF CENTER IS INDEPENDENT/NOT PART OF A MULTI-SITE ORGANIATION:] How many of the lead/head/co-teachers who work in infant/toddler classrooms in this center have at least a credential of some type? For example, a Child Development Associate or specific state credential related to caring for young children. Does your program have education or credential requirements for lead/head/co-teachers who work in infant/toddler classrooms? [IF YES:] What are the requirements? Does your program have education or credential requirements for assistant teachers/aides/teaching assistants who work in infant/toddler classrooms? [IF YES:] What are the requirements? Does your program have education or credential requirements for lead/head/co-teachers who work in preschool-age classrooms? [IF YES:] What are the requirements? Does your program have education or credential requirements for assistant teachers/aides/teaching assistants who work in preschool-age	-- (program interview protocol includes a question to the respondent about their own education)

Topic	Program-level version	Center-level version	Family Child Care version
		classrooms? [IF YES:] What are the requirements	
Experience of teachers/caregivers	--	Thinking about the [REFER TO NUMBER GIVEN IN EARLIER QUESTION] lead/head/co-teachers who work in infant/toddler classrooms, how many have worked as a teacher/caregiver in any type of early care and education setting for: • Less than 1 year? • 1 or 2 years? • 3 or 4 years • 5 years or more? [IF RESPONDENT IS UNCERTAIN ABOUT EXACT NUMBERS IN EACH CATEGORY, ASK:] Your best estimate is fine. About what percentage of these teachers/caregivers have worked as a teacher/caregiver for: • Less than 1 year? • 1 or 2 years? • 3 or 4 years • 5 years or more?	How long have you been operating your family child care? How many years in total have you worked in early care and education?

Professional development offered/available	Programs can support staff's professional development in a lot of different ways. Has your program offered the following to teachers/caregivers in the last year?
	• Support for attendance at conferences
	• Paid substitutes to allow teachers time to prepare, train, and/or plan
	• Mentoring or coaching
	   o by program staff
	   o by external providers
	• Workshops/trainings online or in-person
		[*IF MULTI-SITE PROGRAM:*] [PROGRAMS AND CENTERS] [*IF INDEPENDENT CENTER:*] [CENTERS] can support staff's professional development in a lot of different ways. Has your [*IF MULTI-SITE PROGRAM:*] [PROGRAM OR CENTER] [*IF INDEPENDENT CENTER:*] [CENTER] offered the following to teachers/caregivers in the last year?
		• Support for attendance at conferences
		• Paid substitutes to allow teachers time to prepare, train, and/or plan
		• Mentoring or coaching
			Sometimes professional organizations or networks provide professional development for early childhood teachers and caregivers. Have you been able to participate in any of the following professional development activities in the last year?
			• Conferences
			• Mentoring or coaching
			• Workshops/trainings online or in-person
			• Training on and/or from the Program for Infant Toddler Care
			• A community of learners, also

Topic	Program-level version	Center-level version	Family Child Care version
	o provided by program staff o provided by other organizations • Training on and/or from the Program for Infant Toddler Care • A community of learners, also called a peer learning group or a professional learning community • Tuition assistance for Associate's or Bachelors' courses • Tuition assistance for courses toward getting a credential	o by program staff o by external providers • Workshops/trainings o provided by program staff o provided by other organizations • Training on and/or from the Program for Infant Toddler Care • A community of learners, also called a peer learning group or a professional learning community • Tuition assistance for Associate's or Bachelors' courses • Tuition assistance for courses toward getting a credential	called a peer learning group or a professional learning community • Coursework toward earning an Associate in Arts or Bachelor of Arts degree • Coursework toward getting a credential

CLOSING SCRIPT

Thank you for this extremely helpful information. [*For family child care providers, go straight to question 3.*]

1. Here are the resources and documents you identified for us during our call [LIST]. Aside from those listed, are there other resources and documents that you think would be helpful for us to look at?

2. And here are the people you recommended [LIST]. Are there other people that you think would be helpful for us to speak with to learn more about the topics we discussed today? [FOR EACH PERSON IDENTIFIED, ASK FOR: NAME, ORGANIZATION, TITLE, TELEPHONE NUMBER, EMAIL, AND TOPICS. CONFIRM IF WE CAN USE THE CURRENT RESPONDENT'S NAME WHEN WE REACH OUT TO THE PERSON/PEOPLE.]

3. Before we end the call, can you confirm your contact information? [CONTACT INFO]

[REVIEW NEXT STEPS FOR RESPONDENTS, INCLUDING TIMELINE FOR WHEN WE WILL MAKE DECISIONS ABOUT WHO TO INCLUDE IN THE STUDY AND WHAT WILL HAPPEN IF SELECTED.]

Do you have any questions for me?

Thank you so much for your time.