**APPENDIX A**

**Study Research Questions**

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| **Phase of Conversion** | **Research Questions** |
| 1. Motivation | **What motivates grant recipients to prepare for and convert slots?**   * What data do grant recipients use to make decisions about conversion and assess community needs? * How do grant recipients determine if they are meeting community needs? * Who is engaged in the decision to request a slot conversion? What roles and responsibilities do they have? |
| 1. Application | **What facilitates a successful conversion application?**   * What technical assistance, resources, or other supports are available and useful to grant recipients? What opportunities exist for improving these? * Who is engaged in the application process? What roles and responsibilities do they have? * What data do grant recipients leverage when preparing and applying for conversion? |
| 1. Preparation | **How do grant recipients plan for Early Head Start (EHS) service implementation?**   * How do grant recipients plan for workforce-related or facilities changes that are needed to appropriately serve infants, toddlers, and pregnant women? * Who is engaged in the preparation process? What roles and responsibilities do they have? * What facilitates or hinders successful preparation to deliver EHS services following the conversion of slots? |
| 1. Post Conversion/ Implementation | **To what extent are grant recipients successful at implementing high-quality EHS services following conversion?**   * What facilitates and hinders successful implementation of EHS services following the conversion of slots? * Who is engaged in post-conversion implementation of EHS services? What roles and responsibilities do they have? * What are the characteristics of grant recipients that successfully implement high-quality EHS services following conversion? * What technical assistance, resources, or other supports are available and useful to grant recipients? What opportunities exist for improving these? |
| **Do answers to the above questions vary based upon factors, such as:**  History or experience implementing Early Head Start;   * The proportion of enrollment slots or classrooms undergoing conversion to Early Head Start; * Community characteristics and need (e.g., enrollment supply and/or demand, availability of public pre-K or other early care and education programs); or * Program characteristics (e.g., program option(s) offered, organizational capacity, program size, or characteristics of children and families served). | |