**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?
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| 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?
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| 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?
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| 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?
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| **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).
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