

## APPENDIX A

### Study Research Questions

Phase of Conversion	Research Questions
1. Motivation	<p><b>What motivates grant recipients to prepare for and convert slots?</b></p> <ul style="list-style-type: none"> <li>• What data do grant recipients use to make decisions about conversion and assess community needs?</li> <li>• How do grant recipients determine if they are meeting community needs?</li> <li>• Who is engaged in the decision to request a slot conversion? What roles and responsibilities do they have?</li> </ul>
2. Application	<p><b>What facilitates a successful conversion application?</b></p> <ul style="list-style-type: none"> <li>• What technical assistance, resources, or other supports are available and useful to grant recipients? What opportunities exist for improving these?</li> <li>• Who is engaged in the application process? What roles and responsibilities do they have?</li> <li>• What data do grant recipients leverage when preparing and applying for conversion?</li> </ul>
3. Preparation	<p><b>How do grant recipients plan for Early Head Start (EHS) service implementation?</b></p> <ul style="list-style-type: none"> <li>• How do grant recipients plan for workforce-related or facilities changes that are needed to appropriately serve infants, toddlers, and pregnant women?</li> <li>• Who is engaged in the preparation process? What roles and responsibilities do they have?</li> <li>• What facilitates or hinders successful preparation to deliver EHS services following the conversion of slots?</li> </ul>
4. Post Conversion/ Implementation	<p><b>To what extent are grant recipients successful at implementing high-quality EHS services following conversion?</b></p> <ul style="list-style-type: none"> <li>• What facilitates and hinders successful implementation of EHS services following the conversion of slots?</li> <li>• Who is engaged in post-conversion implementation of EHS services? What roles and responsibilities do they have?</li> <li>• What are the characteristics of grant recipients that successfully implement high-quality EHS services following conversion?</li> <li>• What technical assistance, resources, or other supports are available and useful to grant recipients? What opportunities exist for improving these?</li> </ul>
<p><b>Do answers to the above questions vary based upon factors, such as:</b></p> <ul style="list-style-type: none"> <li>History or experience implementing Early Head Start;</li> <li>• The proportion of enrollment slots or classrooms undergoing conversion to Early Head Start;</li> <li>• Community characteristics and need (e.g., enrollment supply and/or demand, availability of public pre-K or other early care and education programs); or</li> <li>• Program characteristics (e.g., program option(s) offered, organizational capacity, program size, or characteristics of children and families served).</li> </ul>	