

# Considerations for Selecting Child Care Providers

## FOR ROOTED IN RELATIONSHIPS COHORTS

Communities will work with stakeholders and Pyramid work groups to select the 12–15 child care providers who will participate in each Rooted in Relationships (RiR) cohort. This document outlines the required parameters, clarifies who qualifies as a provider, and offers practical considerations to support thoughtful, collaborative selection.

### Requirements for Rooted in Relationships Providers

To participate in Rooted in Relationships, programs and educators must meet the following requirements:

**Cohort Composition:** Cohorts must include a mix of family child care (home-based) and center-based providers.

**Child Population:** Participating providers should serve children birth through age 5.

**Commitment to Participation:** Providers must commit to full participation in the two-year implementation process, as outlined in the Rooted in Relationships Provider Application.

**Definition of a Rooted in Relationships Provider:** A *Rooted in Relationships Provider* is defined as an educator working in a center-based, preschool, or family child care (home-based) setting.

#### To qualify, the educator must:

- Have primary instructional responsibility for a group of children
- Have practices that can be observed and included in Rooted in Relationships data collection

#### Role Clarifications

- **Center-Based Directors** do not count as a Rooted in Relationships Provider unless they:
  - Regularly teach in a classroom, and
  - Have instructional practices that can be included in data collection
- **Assistant Teachers** may participate in professional learning opportunities; however, they are only considered a Rooted in Relationships Provider if they:
  - Have primary instructional responsibility for a group of children, and
  - Have practices that can be included in data collection

For center-based or public preschool programs, administrative involvement is required for Pyramid Model implementation. Directors, administrators, or other assigned administrative support professionals are encouraged to participate in training, coaching, and/or implementation planning.



## Community-Level Decisions

In addition to meeting the required elements listed on page one, communities will need to make several decisions based on local needs and goals. Below are examples of community based decisions that can guide recruitment and selection. These considerations can be used to support thoughtful discussion and planning, adapting them as needed to fit the community's context.

- Program licensing status (licensed, unlicensed, provisional, etc.)
- Prioritization of programs based on participation in Step Up to Quality or other program improvement strategies
- Prioritization of programs based on resource availability (e.g., programs with limited resources vs. those with greater capacity)
- Geographic service area such as one or more counties, certain towns, or specific neighborhoods
- Center-wide implementation versus spreading participation across multiple cohorts
- Requiring directors or administrators to attend Module trainings.
  - At a minimum, directors/administrators should receive some level of coaching or check-ins from the coach to ensure PM work is being connected and there is understanding about classroom changes, PM implementation, and their role as program leadership.

**Consider Using a Scoring Matrix. Contact Rooted in Relationships staff to review sample matrices.**

