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APPENDIX A

COACHING SESSION OBSERVATION PROTOCOL

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## SCOPE Case Study Coach Session Observation Tool

DRAFT 1/29/18

### Observation Guidelines

- Before observation:**
- **Fill out ENTIRE cover page PRIOR** to starting the observation.
  - Both observers should plan to **arrive onsite with the coach** to observe the entire coaching session.
- During observation:**
- If coach states the goals of the visit, **indicate the goals** on this cover sheet. Observers can ask generally about goals or plans for the visit.
  - During introductions, the observers should **inform everyone of the purpose of the observation** (i.e., to better understand of what coaching is across early childhood settings, not rate the quality or anyone's individual performance). Also, observers should let all participants know that notes from this session will be used by the study team and will be **archived and stored anonymously** for future research purposes.
  - **Follow the coach** throughout the entire observation.
- After observation:**
- Observers should **complete the After-Session Questions together**, and then proceed with the **site visit interviews**.

\*Complete this section **PRIOR** to starting the observation

**Coach Name/ID:** \_\_\_\_\_ **Teacher/Provider Name/ID:** \_\_\_\_\_

**Program Name/ID:** \_\_\_\_\_ **Director Name/ID:** \_\_\_\_\_

**Program type:**  Center-based  Home-based child care  Head Start **Is this program housed in a public school?**  Yes  No

**Age range of children in classroom of teacher/provider receiving coaching?**

*(select all that apply)*

Infants  Toddlers  Preschoolers  School agers

*(0-15 months) (16-33 months) (30+ months, not yet in K) (of any age)*

**Goals for session:**

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## Coaching Session Observation Checklist

The primary observer should observe the entire coaching session, noting the start and end time, and checking the location, people involved in the session, materials used, and coaching features and content covered in the session.

### About the session *(check all that apply, providing examples where requested)*

<p><b>Start time:</b> _____ AM/PM</p> <p><b>End time:</b> _____ AM/PM</p> <p><b>Coaching Location:</b>  <b>Y N</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Teacher/provider engaged in typical routine w/ children</p> <p><input type="checkbox"/> <input type="checkbox"/> Teacher/provider talking separately w coach in</p> <p><input type="checkbox"/> <input type="checkbox"/> Own classroom</p> <p><input type="checkbox"/> <input type="checkbox"/> Another classroom</p> <p><input type="checkbox"/> <input type="checkbox"/> Office</p> <p><input type="checkbox"/> <input type="checkbox"/> Break room</p> <p><input type="checkbox"/> <input type="checkbox"/> Other location (describe)</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (describe)</p> <p><b>Teacher Coverage:</b>          Is teacher missing class time while children awake?  <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>If yes, who is covering for teacher? _____</p>	<p><b>Materials Used for Coaching: (provide examples)</b>  <b>Y N</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Coach manual/guidebook: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Goals or action plan: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Showing video of teacher/provider: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Showing video examples of another teacher/provider: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Showing photo examples of teacher/provider: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Showing photo examples of another teacher/provider: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Taking video of teacher/provider: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Taking photo of teacher/provider: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (describe): _____</p> <p><b>Technology used for Coaching:</b>  <b>Y N</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Computer/tablet: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Smart phone/camera: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p>	<p><b>Adults Present for Coaching:</b>  <b>Y N</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Teacher/provider</p> <p><input type="checkbox"/> <input type="checkbox"/> Assistant teachers/helpers</p> <p><input type="checkbox"/> <input type="checkbox"/> Director</p> <p><input type="checkbox"/> <input type="checkbox"/> Teacher supervisor</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (describe)</p> <p><b>Primary Target of Coaching:</b>  <b>Y N</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Teacher/provider</p> <p><input type="checkbox"/> <input type="checkbox"/> Assistant teachers/helpers</p> <p><input type="checkbox"/> <input type="checkbox"/> Director</p> <p><input type="checkbox"/> <input type="checkbox"/> Teacher supervisor</p> <p><input type="checkbox"/> <input type="checkbox"/> Other (describe)</p> <p><b>Next session scheduled?</b>  <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p><b>Was there a distraction that interrupted the coaching session?</b>  <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>Describe: _____</p>
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**CONTENT OF COACHING** *(check all that apply, provide examples in notes)*

**About the Teacher**

**Y N**

Professional development: \_\_\_\_\_  
\_\_\_\_\_

Conflict resolution: \_\_\_\_\_  
\_\_\_\_\_

Teacher relationships (specify): \_\_\_\_\_  
\_\_\_\_\_

Managing change: \_\_\_\_\_  
\_\_\_\_\_

Teacher's personal issues/concerns: \_\_\_\_\_  
\_\_\_\_\_

**About Coaching**

**Y N**

Logistics of next visit: \_\_\_\_\_  
\_\_\_\_\_

Goal setting: \_\_\_\_\_  
\_\_\_\_\_

Following up from last visit: \_\_\_\_\_  
\_\_\_\_\_

**About Interactions**

**Y N**

Adult-child interactions: \_\_\_\_\_  
\_\_\_\_\_

Children's peer interactions: \_\_\_\_\_  
\_\_\_\_\_

Adult-adult interactions: \_\_\_\_\_  
\_\_\_\_\_

**About the Classroom**

**Y N**

Health and safety: \_\_\_\_\_  
\_\_\_\_\_

Behavior management: \_\_\_\_\_  
\_\_\_\_\_

Classroom set up: \_\_\_\_\_  
\_\_\_\_\_

Routines and transitions: \_\_\_\_\_  
\_\_\_\_\_

Curriculum and formative assessment: \_\_\_\_\_  
\_\_\_\_\_

Lesson plans: \_\_\_\_\_  
\_\_\_\_\_

Special needs and inclusion: \_\_\_\_\_  
\_\_\_\_\_

English Language Learners/Cultural responsiveness: \_\_\_\_\_  
\_\_\_\_\_

Family engagement: \_\_\_\_\_  
\_\_\_\_\_

Community partnerships: \_\_\_\_\_  
\_\_\_\_\_

Art, music, movement, math, science, language, literacy, social studies: \_\_\_\_\_  
\_\_\_\_\_

Social-emotional development/ approaches to learning/executive functioning: \_\_\_\_\_  
\_\_\_\_\_

**Other**

**Y N**

QRIS related: \_\_\_\_\_  
\_\_\_\_\_

CLASS/ERS: \_\_\_\_\_  
\_\_\_\_\_

Other (describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COACHING FEATURES--COACH behaviors**

*(observe coach behavior, check all that apply, provide detailed examples of key features in notes, fewer notes are needed of other features)*

**KEY FEATURES**

**Y N**

- Modeling/demonstrating:** \_\_\_\_\_  
\_\_\_\_\_
- with children?
- teacher/provider watching?
- Setting goals/ action planning:** \_\_\_\_\_  
\_\_\_\_\_
- Reviewing goals/ action plan:** \_\_\_\_\_  
\_\_\_\_\_
- Encouraging reflection in the teacher/provider/staff:** \_\_\_\_\_  
\_\_\_\_\_
- Giving praise:** \_\_\_\_\_  
\_\_\_\_\_
- Giving constructive feedback:** \_\_\_\_\_  
\_\_\_\_\_
- Giving negative feedback:** \_\_\_\_\_  
\_\_\_\_\_
- Observation/Assessment:** \_\_\_\_\_  
\_\_\_\_\_

**OTHER BEHAVIORS**

**Y N**

- Answering questions of adult: \_\_\_\_\_
- Asking questions to adult: \_\_\_\_\_
- Assisting with children in classroom: \_\_\_\_\_
- Closing/ending conversation: \_\_\_\_\_
- Collecting data: \_\_\_\_\_  
a. child data    b. teacher/provider data
- Connecting teacher/provider to outside resources: \_\_\_\_\_
- Empathetic listening to teacher/provider: \_\_\_\_\_
- Greeting/opening conversation: \_\_\_\_\_
- Identify next steps: \_\_\_\_\_
- Mutual problem solving: \_\_\_\_\_
- Providing suggestions/problem solving: \_\_\_\_\_
- Providing rationale/explanation: \_\_\_\_\_
- Re-stating/summarizing statements: \_\_\_\_\_
- Relationship building (specify): \_\_\_\_\_  
\_\_\_\_\_
- Reviewing classroom or program problem: \_\_\_\_\_
- Reviewing data: \_\_\_\_\_  
a. child data    b. teacher/provider data
- Reviewing/discussing written material: \_\_\_\_\_
- Role-playing: \_\_\_\_\_
- Other (describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**TEACHER/PROVIDER behaviors**

*(observe teacher/provider behavior, check all that apply, provide examples in notes)*

**Y N**

- Answering questions from coach: \_\_\_\_\_  
\_\_\_\_\_
- Asking questions of coach: \_\_\_\_\_  
\_\_\_\_\_
- Passive listening to coach: \_\_\_\_\_  
\_\_\_\_\_
- Providing info to coach: \_\_\_\_\_  
\_\_\_\_\_
- Providing suggestions to coach: \_\_\_\_\_  
\_\_\_\_\_
- Reflecting based on coach's question or feedback: \_\_\_\_\_  
\_\_\_\_\_
  - a. verbally    b. writing    c. other (describe) \_\_\_\_\_
- Following coach instruction/suggestion: \_\_\_\_\_  
\_\_\_\_\_
- Re-stating/summarizing statements: \_\_\_\_\_  
\_\_\_\_\_
- Role-playing: \_\_\_\_\_  
\_\_\_\_\_
- Watching coach model/demonstrate a practice: \_\_\_\_\_  
\_\_\_\_\_
- Assisting/ working with children in classroom: \_\_\_\_\_  
\_\_\_\_\_

**Y N**

- Collecting data: \_\_\_\_\_  
\_\_\_\_\_
  - a. child data    b. teacher/provider data    c. video/photo
- Reviewing data: \_\_\_\_\_  
\_\_\_\_\_
  - a. child data    b. teacher/provider data    c. video/photo
- Setting goals/ action planning: \_\_\_\_\_  
\_\_\_\_\_
- Trying something new: \_\_\_\_\_  
\_\_\_\_\_
- Reviewing goals and/or action plan: \_\_\_\_\_  
\_\_\_\_\_
- Reviewing classroom or program problem: \_\_\_\_\_  
\_\_\_\_\_
- Reviewing written material: \_\_\_\_\_  
\_\_\_\_\_
- Other (describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## After Session Ratings/Questions

After the observation, both observers should come to consensus and rate the extent to which the coach and teacher/provider engaged in the following activities or strategies. Use the space under each statement to provide supporting evidence for the rating.

<b>The coach...</b>	<b>Not at all (1)</b>	<b>A little (2)</b>	<b>Somewhat (3)</b>	<b>A lot (4)</b>
Worked collaboratively with the teacher/provider <i>Evidence:</i>				
Was reinforcing of the teacher/provider involved in the coaching process <i>Evidence:</i>				
Encouraged reflection from the teacher/provider <i>Evidence:</i>				
Clearly stated next steps in the coaching process <i>Evidence:</i>	No	Yes		
Appeared to trust and/or have a positive relationship with the teacher <i>Evidence (e.g., affect, body position, what is said):</i>	Negative	Neutral		
Clearly defined the goals for the teacher/provider (circle y/n) <i>Evidence:</i>	No	Yes		
<b>The teacher/provider...</b>				
Was engaged throughout the coaching session <i>Evidence:</i>				
Appeared to trust and/or have a positive relationship with the coach <i>Evidence (e.g., affect, body position, what is said):</i>	Negative	Neutral		
<b>The assistant teacher/provider...</b>				
Was engaged throughout the coaching session <i>Evidence:</i>				
Appeared to trust and/or have a positive relationship with the coach <i>Evidence (e.g., affect, body position, what is said):</i>	Negative	Neutral		

## Narrative Summary

*The narrative summary should be completed within 24 hours of the observation. It should be drafted by one observer and reviewed/supplemented by the second observer.*

What happened? Describe the “story” of this coaching session.

What was the main purpose of the coaching session?

How did the coach primarily spend her time?

How did the teacher primarily spend her time?

How did the teacher react to the coach?

What stood out for you in this coaching session?

Were there barriers that made the coaching session hard?

Were there things that seemed to make the coaching session easier?

Do you think this session was helpful or not? Explain.

Do you think this session will help strengthen instructional practices in this program/classroom? Explain.

What’s noteworthy about this coaching session?

## Definitions of Coaching Features

Coaching Feature	Definition and Examples
<b>KEY FEATURES</b>	
Modeling/demonstration	Coach demonstrates a practice that the teacher/provider should do (ex: asking complex questions of children, redirecting a child, etc.).
Setting goals/action planning	Coach works with the teacher/provider/program to create or edit goals or actions for their work together. (Also a teacher/provider behavior.)
Reviewing goals/action plan	Coach references or talks about the goals and/or action plans. (Also a teacher/provider behavior.)
Encouraging reflection in the teacher/provider/staff	Asking about perceptions, thoughts, or feelings about particular interactions or activities (e.g., “How would you do it differently next time?”, “How comfortable were you when you tried that new activity?”)
Giving praise	Verbally or nonverbally communicating approval or liking of teacher/provider behavior or comment (e.g., “great job,” “I like how you handled that,” high-five, etc.)
Giving constructive feedback	Coach communicates her perceptions or judgement about teacher/provider behavior in a way that offers ideas or suggestions for what to do differently.
Giving negative feedback	Coach communicates verbally or nonverbally her disapproval or dislike of teacher/provider behavior (e.g., “stop doing that,” “don’t,” or shaking head side to side). The communication is intended to suppress a behavior but doesn’t offer ideas about what to do instead.
Observation/assessment	Coach conducts observations or assessment of classroom or teacher/provider interacting with children.
<b>OTHER BEHAVIORS</b>	
Answering questions of adult	Coach responds to questions about a process, technique, or the program. This does not include answering personal questions about how the Coach is or other relationship based questions.
Asking questions to adult	Coach asks questions about a process, technique, situation, children, program, etc. (“What is next on your schedule?” “Have you tried the puppets in circle time yet?”). This does not include asking personal or other relationship-based questions (e.g., “how are you?”).
Assisting with children in the classroom	Coach assists the teacher/provider with needs of children (ex. tying shoes, clean up, providing instruction). Teacher/provider may also engage in assisting with children during the coaching session, perhaps to be observed by the coach.
Closing/ending conversation	Coach and teacher/provider close the coaching session by recapping key points and talking about next steps.
Collecting data	Gathering data during the coaching session. Examples of data: Coach observation notes, child assessments, center self-assessments, ERS scores. (Also a teacher/provider behavior)
Connecting teacher/provider to outside resource	Provides resources that are outside what teacher/provider has access to as part of their day-to-day activities. These can include connections to coursework, professional development, classroom materials, other experts in the community.

Coaching Feature	Definition and Examples
Empathetic listening to teacher/provider	Coach listens to the teacher/provider with empathy, compassion, and non-judgmentally. Coach does not try to solve a problem or pose a solution, instead she does things such as: listens actively, reflects back to the speaker, and asks open ended questions.
Greeting/opening conversation	Coach says “hello” or greets the teacher/provider upon arrival. Coach and teacher/provider exchange small talk before beginning with the objectives for the session.
Identify next steps	Coach talks to teacher/provider about what the coach and/or teacher/provider will do after the coaching session.
Mutual problem solving	Coach and teacher/provider work together to solve a problem. All individuals should play equal or near equal parts in the problem solving. If a Coach suggests a solution and the teacher/provider agrees, that is not mutual problem solving.
Providing suggestions	Coach or teacher/provider provides a potential solution to a problem, suggests a new behavior, etc. The comment is <b>not</b> a result of mutual problem solving nor a comment correcting/fixing behavior. Look for language such as “you could try...” “what about...” with no back-and-forth between the coach and the teacher/provider.
Providing rationale/explanation	Coach describes to teacher/provider why something is important; provides a justification; re-states something to make it clear.
Re-stating/summarizing statements	Coach rephrases or summarizes what the teacher/provider said. (Also a teacher/provider behavior. )
Reviewing classroom or program problem	Coach and teacher/provider discuss a problem occurring in the classroom or at the program. This does not necessarily need to lead to problem solving, but rather is just a conversation about the problem or a statement about the problem.
Reviewing data	Examining or talking about existing data during the coaching session. Examples of data include Coach observation notes, child assessments, center self-assessments, ERS scores. (Also a teacher/provider behavior.)
Reviewing/discussing written material	Reviews written materials such as goal setting documentation, catalogue of materials, lesson plans, etc. (Also a teacher/provider behavior.)
Role-playing	Coach acts out a situation with teacher/provider. (ex: Coach pretends to be a child so a teacher/provider can practice how she/he will respond). Both coach and teacher/provider have active role.

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 for the described information collection is 0970-0XXX and the expiration date is XX/XX/XXXX.

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**APPENDIX B**

**60-DAY FEDERAL REGISTER NOTICE  
AND COMMENTS**

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**DEPARTMENT OF HEALTH AND HUMAN SERVICES**

**Administration for Children and Families**

**Submission for OMB Review; Comment Request**

*Title:* Prenatal Alcohol and Other Drug Exposures in Child Welfare (PAODE–CW) Study.

*OMB No.:* New Collection.

*Description:* The Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS) is proposing a data collection activity as part of the Prenatal Alcohol and Other Drug Exposures in

Child Welfare (PAODE–CW) Study. The study examines the current state of child welfare practice regarding the identification and provision of services for children with prenatal substance exposures, including alcohol and other drugs.

The descriptive study will document the policies and practices of child welfare agencies and related organizations to identify, assess, and refer to services children who may have been exposed to prenatal substances and/or diagnosed with a resulting condition such as fetal alcohol spectrum disorders (FASD). The study will document procedures as well as challenges faced and lessons learned to inform the field of practice as well as

policy makers, program administrators, and funders at various levels.

The proposed information collection activities consist of semi-structured interviews and surveys conducted at 28 child welfare agency sites. Focus groups conducted at 8 of the 28 sites will gather information on needs, challenges, and strategies to support children with prenatal substance exposures and their families within the child welfare system.

*Respondents:* State and child welfare agency directors, child welfare staff and supervisors; agency partners and service providers; and family members and caregivers of children who may have been prenatally exposed to substances.

**ANNUAL BURDEN ESTIMATES**

Instrument	Number of respondents	Number of responses per respondent	Average burden hours per response	Total burden hours
Interview Protocol for Local Agency Staff—Frontline Only .....	28	1	1	28
Interview Protocol for Local Agency Staff—Ongoing Only .....	28	1	1	28
Interview Protocol for Local Agency Staff—Frontline and Ongoing .....	15	1	1.25	19
Interview Protocol for Local Agency Medical Staff .....	14	1	1	14
Interview Protocol for Local Agency Director .....	14	1	1	14
Focus Group of Caregivers .....	32	1	1.5	48
Survey Instrument for Local Agency Staff—Form A General .....	140	1	.5	70
Survey Instrument for Local Agency—Form B General .....	90	1	.5	45
Survey Instrument for Local Agency Form B Differential Response .....	50	1	.5	25
Survey Instrument for Service Providers .....	12	1	.5	6
Interview Protocol for Data Staff .....	6	1	1.5	9

*Estimated Total Annual Burden Hours:* 305.

*Additional Information:* Copies of the proposed collection may be obtained by writing to the Administration for Children and Families, Office of Planning, Research and Evaluation, 330 C Street SW, Washington, DC 20201. Attention Reports Clearance Officer. All requests should be identified by the title of the information collection. Email address: [infocollection@acf.hhs.gov](mailto:infocollection@acf.hhs.gov).

*OMB Comment:* OMB is required to make a decision concerning the collection of information between 30 and 60 days after publication of this document in the **Federal Register**. Therefore, a comment is best assured of having its full effect if OMB receives it within 30 days of publication. Written comments and recommendations for the proposed information collection should be sent directly to the following: Office of Management and Budget, Paperwork Reduction Project, Email: [OIRA\\_SUBMISSION@OMB.EOP.GOV](mailto:OIRA_SUBMISSION@OMB.EOP.GOV), Attn:

Desk Officer for the Administration for Children and Families.

**Robert Sargis,**

*Reports Clearance Officer.*

[FR Doc. 2017–27600 Filed 12–21–17; 8:45 am]

**BILLING CODE 4184–01–P**

**DEPARTMENT OF HEALTH AND HUMAN SERVICES**

**Administration for Children and Families**

**Proposed Information Collection Activity; Comment Request**

*Title:* Study of Coaching Practices in Early Care and Education Settings (SCOPE).

*OMB No.:* New Collection.

*Description:* The Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS) seeks approval to collect descriptive information for the Study of Coaching Practices in Early Care and Education Settings (SCOPE) project. The goal of this information collection is to identify how professional development coaching practices for early care and

education (ECE) providers are implemented and vary in ECE classrooms serving children supported by Child Care and Development Fund (CCDF) subsidies or Head Start grants. This study will focus primarily on coaching used for delivering professional development services to ECE teachers and caregivers to improve knowledge and practice in center-based classrooms and family child care (FCC) homes serving preschool-age children. This study aims to advance understanding of how core features of coaching are implemented in ECE classrooms, how the features may vary by key contextual factors and implementation drivers, and which are ripe for more rigorous evaluation. The study tasks will include gathering information to inform selection of states in which to conduct the study, designing and conducting a descriptive study to examine the occurrence and variability of coaching features in ECE classrooms, and conducting case studies to examine program or systems-level drivers of coaching and the features being implemented.

*Respondents:* State administrators knowledgeable about coaching and

coaching funders or providers, ECE center directors, coaches, teachers, and FCC providers.

ANNUAL BURDEN ESTIMATES

Instrument	Total number of respondents	Annual number of respondents	Number of responses per respondent	Average burden hours per response	Annual burden hours
State coaching informant interview protocol .....	45	23	1	1	23
ECE setting eligibility screener .....	173	87	1	0.25	22
Center director survey .....	60	30	1	0.5	15
Coach survey .....	90	45	1	0.5	23
Teacher/FCC provider survey .....	172	86	1	0.58	50
Center director semi-structured interview protocol .....	12	6	1	1.5	9
Coach semi-structured interview protocol .....	12	6	1	1	6
Teacher/FCC provider semi-structured interview protocol ..	12	6	1	1	6
Coach supervisor semi-structured interview protocol .....	12	6	1	0.5	3

*Estimated Total Annual Burden Hours:* 157.

In compliance with the requirements of Section 3506(c)(2)(A) of the Paperwork Reduction Act of 1995, the Administration for Children and Families is soliciting public comment on the specific aspects of the information collection described above. Copies of the proposed collection of information can be obtained and comments may be forwarded by writing to the Administration for Children and Families, Office of Planning, Research, and Evaluation, 330 C Street SW, Washington, DC 20201, Attn: OPRE Reports Clearance Officer. Email address: [OPREinfocollection@acf.hhs.gov](mailto:OPREinfocollection@acf.hhs.gov). All requests should be identified by the title of the information collection.

The Department specifically requests comments on (a) whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information shall have practical utility; (b) the accuracy of the agency's estimate of the burden of the proposed collection of information; (c) the quality, utility, and clarity of the information to be collected; and (d) ways to minimize the burden of the collection of information on respondents, including through the use of automated collection techniques or other forms of information technology. Consideration will be given to comments and suggestions submitted within 60 days of this publication.

**Mary Jones,**  
ACF/OPRE Certifying Officer.  
[FR Doc. 2017-27578 Filed 12-21-17; 8:45 am]

**BILLING CODE 4184-22-P**

**DEPARTMENT OF HEALTH AND HUMAN SERVICES**

**Food and Drug Administration**

[Docket No. FDA-2012-D-0307]

**Amendment to “Revised Preventive Measures To Reduce the Possible Risk of Transmission of Creutzfeldt-Jakob Disease and Variant Creutzfeldt-Jakob Disease by Blood and Blood Products; Guidance for Industry;” Draft Guidance for Industry; Availability**

**AGENCY:** Food and Drug Administration, HHS.

**ACTION:** Notice of availability.

**SUMMARY:** The Food and Drug Administration (FDA or Agency) is announcing the availability of a draft document entitled “Amendment to ‘Revised Preventive Measures to Reduce the Possible Risk of Transmission of Creutzfeldt-Jakob Disease and Variant Creutzfeldt-Jakob Disease by Blood and Blood Products; Guidance for Industry;’ Draft Guidance for Industry.” The draft guidance document provides blood collection establishments with revised recommendations intended to reduce the possible risk of transmission of variant Creutzfeldt-Jakob Disease (vCJD) by blood and blood products by revising and removing certain recommended deferrals for geographic risk of bovine spongiform encephalopathy (BSE) exposure and recommending deferral for individuals with a history of blood transfusion in Ireland from 1980 to the present. The recommendations apply to the collection of Whole Blood and blood components intended for transfusion or for use in further manufacturing into injectable and non-injectable products, including recovered plasma, Source Leukocytes and Source Plasma.

The draft guidance, when finalized, will amend the document entitled “Revised Preventive Measures to

Reduce the Possible Risk of Transmission of Creutzfeldt-Jakob Disease and Variant Creutzfeldt-Jakob Disease by Blood and Blood Products; Guidance for Industry” updated January 2016 (“2016 vCJD Guidance”) by incorporating into an updated final guidance any new recommendations adopted. All other recommendations in the 2016 vCJD Guidance will remain unchanged.

**DATES:** Submit either electronic or written comments on the draft guidance by March 22, 2018 to ensure that the Agency considers your comment on this draft guidance before it begins work on the final version of the guidance.

**ADDRESSES:** You may submit comments on any guidance at any time as follows:

*Electronic Submissions*

Submit electronic comments in the following way:

- **Federal eRulemaking Portal:** <https://www.regulations.gov>. Follow the instructions for submitting comments. Comments submitted electronically, including attachments, to <https://www.regulations.gov> will be posted to the docket unchanged. Because your comment will be made public, you are solely responsible for ensuring that your comment does not include any confidential information that you or a third party may not wish to be posted, such as medical information, your or anyone else's Social Security number, or confidential business information, such as a manufacturing process. Please note that if you include your name, contact information, or other information that identifies you in the body of your comments, that information will be posted on <https://www.regulations.gov>.

- If you want to submit a comment with confidential information that you do not wish to be made available to the public, submit the comment as a written/paper submission and in the

**APPENDIX B.1**

**RESPONSES TO COMMENTS RECEIVED ON  
60-DAY FEDERAL REGISTER NOTICE  
FOR SCOPE**

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## **Response to Comments Received on 60-Day Federal Register Notice**

We received two comments to the 60-day Federal Register Notice for SCOPE.

First, the National Head Start Association (NHSA) submitted a letter of support for the study that also included suggestions for types of programs to include in the sample. The sample design for SCOPE includes center-based settings and family child care homes that serve preschool-age children. NHSA suggests that the study consider also including home-based providers (home visitors), settings that serve children birth-to-five, and settings that reflect the full diversity of who Head Start serves (including American Indian/Alaska Native [AI/AN] and Migrant and Seasonal Head Start [MSHS]). We gave careful consideration to these important suggestions and determined we cannot purposively integrate them into the sample (given the planned size of the sample) and still meet the government's goals related to describing how coaching features vary in preschool-age classrooms serving children supported by Child Care and Development Fund (CCDF) subsidies or in settings that receive Head Start grants. The coaching features selected and used to support teachers' and caregivers' professional development are likely to differ depending on the context in which coaching takes place, the type of staff receiving coaching, and the needs of the children and families they serve. If we include the full range of settings suggested by NHSA, we will not be able to adequately describe coaching in any of them. Depending on the range of coaching approaches and settings identified in the states selected for the study, it is possible that the study will include some settings that serve children birth-to-five, and we would report this. It is unlikely our study will include AI/AN or MSHS settings. Our study may include coaches who serve home visitors, but respondent burden for coaches would be too high if we also asked them to report on coaching for home visitors (in addition to center teachers and FCC providers).

Second, a program coach for Clay County Child Care Inc. submitted suggestions for topics to include in the surveys (frequency of coaching, the coaching model used, number of years of experience in using coaching within the program, and a teacher satisfaction survey for staff) and the recommendation that SCOPE include early care and education (ECE) settings in rural areas. Regarding the suggested topics, we have included all of the suggested topics in the surveys for the descriptive study and will also address them in the case studies. Regarding the suggestion for the sample, it is possible the study will include ECE settings in rural areas. However, the final set of settings selected for the SCOPE sample will ultimately depend on which states are selected for the study and the range of coaching approaches and settings receiving coaching in that state.

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**APPENDIX B.2**

**COMMENTS RECEIVED FROM THE NATIONAL HEAD START ASSOCIATION**

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February 20, 2018

Administration for Children and Families  
Office of Planning, Research, and Evaluation  
330 C Street SW  
Washington, DC 20201

Attn: OPRE Reports Clearance Officer

To Whom It May Concern:

Thank you for the opportunity to submit comments regarding the Study of Coaching Practices in Early Care and Education Settings (SCOPE), submitted for review and comments in the Federal Register (Volume 82, Number 245, page 60746-60747, Friday, December 22, 2017).

The National Head Start Association (NHSA) is a nonprofit organization committed to the belief that every child, regardless of circumstances at birth, has the ability to succeed in life. NHSA is the voice for more than one million children, 250,000 staff, and 1,600 Head Start grantees.

Given the revised requirements in the Head Start Program Performance Standards, NHSA appreciates the attention being given to coaching practices in early childhood education. Understanding the features of coaching in early childhood is the first step towards improvement of the practice. With the time and resources Head Start programs commit to coaching, and the impact it has on high-quality instruction for young children, it is critical that both researchers and practitioners understand how to best support and improve these efforts.

NHSA's main concern regarding this study is the decision to focus on only center-based and family child care settings and on only services for preschool-age children. Because Head Start is a birth-to-five program serving children in a variety of settings, we urge the researchers to reconsider exclusion of coaching practices for home-based providers and those serving children birth through three. The birth-to-five and two-generation nature of the Head Start model is critical to the work we do to serve vulnerable children and families and it would be a disservice to unnecessarily restrict the findings to only a segment of the Head Start population.

Similarly, we wish to highlight that Head Start serves diverse populations and employs a diverse staff, including Migrant/Seasonal and American Indian/Alaska Native families and staff. We encourage the researchers to consider how to include these populations in the study as well as to be sensitive to how the findings apply to various culturally diverse communities.

We at NHSA would also like to offer to assist or advise this project to the extent that our expertise and organizational support could contribute to its success.

1651 Prince Street, Alexandria, VA 22314  
Tel: (703) 739-0875 - Fax: (703) 739-0878 - [www.nhsa.org](http://www.nhsa.org)

The National Head Start Association, an independent membership organization, advocates on behalf of the entire Head Start community and provides training and resources to Head programs nationwide.

Thank you again for the opportunity to share our comments about the SCOPE project. If you have any questions, please contact [yvinci@nhsa.org](mailto:yvinci@nhsa.org).

Sincerely,

A handwritten signature in cursive script that reads "Yasmine Visci".

Executive Director  
National Head Start Association

1651 Prince Street, Alexandria, VA 22314  
Tel: (703) 739-0875 - Fax: (703) 739-0878 - [www.nhsa.org](http://www.nhsa.org)

The National Head Start Association, an independent membership organization, advocates on behalf of the entire Head Start community and provides training and resources to Head programs nationwide.

**APPENDIX B.3**

**COMMENTS RECEIVED FROM CLAY COUNTY CHILD CARE INC.**

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**From:** Chrissy Lindsley [<mailto:dr.chrissylindsley@gmail.com>]  
**Sent:** Friday, February 09, 2018 1:11 PM  
**To:** ACF OPREInfoCollection  
**Subject:** re Coaching study

I think we really need the data to show that coaching is extremely important in terms of professional development for teachers and Home Visitors as well as the Day Care staff which we partner with in our EHS programs. I hope it will include both frequency and the model used, number of years of experience in using coaching within the program, and a teacher satisfaction survey for staff.

I would also like to see the more rural areas taking part in this survey. PBC might be good in urban areas but due to the 2 week turnaround it is impossible to implement with fidelity in rural programs.

We have used the Benner coaching model for about 7 years and it has really shown benefit in improved CLASS scores on the Head Start side. One of the things we like about the model is the 4-6 week turnaround , giving more time to practice new skills before reevaluation and the fact we are required to do an annual baseline – so everyone gets some coaching and we can identify where more intensive coaching is needed much more easily.

Day Care and EHS are new additions but the lack of a really comprehensive tool such as CLASS in these areas do make it difficult to evaluate progress as effectively as I would like. I am finding that day care due to lower credentialing requirements do prove to be more problematic in assessing, since many Day Care workers have little or no background in the field.

Dr, Chrissy Lindsley PhD  
Program Coach  
Clay County Child Care Inc.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.  
Malcolm X

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**APPENDIX C**

**STUDY RECRUITMENT MATERIALS**

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# The Study of Coaching Practices in Early Care and Education (SCOPE)

## The purpose of this project:

*To understand the different ways that coaching can be implemented to improve teachers' and caregivers' classroom practices in centers and family child care homes.*

The SCOPE project is sponsored by the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. It is being conducted by Mathematica Policy Research, an independent research organization, in partnership with Child Trends and the Children's Learning Institute at the University of Texas.



## What we are doing:

- First, we will ask center directors, family child care providers, coaches, and teachers in 100 early care and education (ECE) settings across the United States to complete web-based surveys about their experiences with coaching. **Participants will receive a \$20 Visa gift card.**
- Following the survey, 12 centers and family child care homes will be selected for in-depth case studies. We will visit the settings to conduct in-depth interviews and observations about the coaching that takes place at each site. **The centers and family child care homes that participate in the case studies will receive a \$250 check, and people who participate in the in-depth interviews will receive a \$20 Visa gift card.**

## What kind of ECE settings are eligible to participate in SCOPE?

SCOPE will include both centers and family child care homes that:

- Receive Head Start funding or serve children with Child Care and Development Fund (CCDF) subsidies
- Serve preschool-age children
- Currently are providing coaching to improve the classroom practice of teachers or caregivers of preschool-age children

## What types of coaching is SCOPE studying?

For our study, coaching includes a teacher or caregiver who is receiving support and guidance from another professional to improve the teacher's knowledge or skills. Coaching is done either one-on-one or with a small teaching team from the same classroom. Sometimes, coaching might go by another name, like mentoring or consultation. Coaching might be delivered by someone called a coach or by other kinds of professionals like specialists, consultants, mentors, education managers, and center directors. In addition, coaching may be delivered by someone who is part of the staff of an early childhood program, or by someone who works for another organization. SCOPE is interested in learning about all of these types of coaching.

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## For information about participating in this project, please contact:

**Timothy Bruursema, Mathematica Policy Research:** [TBruursema@mathematica-mpr.com](mailto:TBruursema@mathematica-mpr.com), 1-000-000-0000 or 202-484-3097

**Wendy DeCoursey, Administration for Children and Families:** [wendy.decoursey@acf.hhs.gov](mailto:wendy.decoursey@acf.hhs.gov), 202-260-2039

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# The Study of Coaching Practices in Early Care and Education (SCOPE)

## WE NEED FAMILY CHILD CARE PROVIDERS' HELP!

### The purpose of this project:

*To understand the different ways that coaching can be implemented to improve teachers' and caregivers' classroom practices in centers and family child care homes.*

The SCOPE project is sponsored by the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. It is being conducted by Mathematica Policy Research, an independent research organization, in partnership with Child Trends and the Children's Learning Institute at the University of Texas.



### What we are doing:

- First, we will ask center directors, family child care providers, coaches, and teachers in 100 early care and education (ECE) settings across the United States to complete web-based surveys about their experiences with coaching. **Family child care providers will receive a \$40 Visa gift card.**
- Following the survey, 12 centers and family child care homes will be selected for in-depth case studies. We will visit the settings to conduct in-depth interviews and observations about the coaching that takes place at each site. **The centers and family child care homes that participate in the case studies will receive a \$250 check, and people who participate in the in-depth interviews will receive a \$20 Visa gift card.**

## What kind of ECE settings are eligible to participate in SCOPE?

SCOPE will include both centers and family child care homes that:

- Receive Head Start funding or serve children with Child Care and Development Fund (CCDF) subsidies
- Serve preschool-age children
- Currently are providing coaching to improve the classroom practice of teachers or caregivers of preschool-age children

## What types of coaching is SCOPE studying?

For our study, coaching includes a teacher or caregiver who is receiving support and guidance from another professional to improve the teacher's knowledge or skills. Coaching is done either one-on-one or with a small teaching team from the same classroom. Sometimes, coaching might go by another name, like mentoring or consultation. Coaching might be delivered by someone called a coach or by other kinds of professionals like specialists, consultants, mentors, education managers, and center directors. In addition, coaching may be delivered by someone who is part of the staff of an early childhood program, or by someone who works for another organization. SCOPE is interested in learning about all of these types of coaching.

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### For information about participating in this project, please contact:

**Timothy Bruursema, Mathematica Policy Research:** [TBruursema@mathematica-mpr.com](mailto:TBruursema@mathematica-mpr.com), 1-000-000-0000 or 202-484-3097

**Wendy DeCoursey, Administration for Children and Families:** [wendy.decoursey@acf.hhs.gov](mailto:wendy.decoursey@acf.hhs.gov), 202-260-2039

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## Fact Sheet

### The Study of Coaching Practices in Early Care and Education (SCOPE)

#### What is the SCOPE study?

The main purpose of the study is to help the early childhood field understand the different ways that coaching is being implemented to improve teachers' and caregivers' classroom practices. This study is being conducted for the Office of Planning, Research, and Evaluation, of the Administration for Children and Families in the U.S. Department of Health and Human Services.

#### Why do we need your help?

We need your help to make sure the experiences and knowledge of center directors, coaches, teachers, and family child care providers are represented in this important study.

#### How are ECE centers and family child care homes (FCCs) selected for the study?

Our research team is conducting outreach to center directors and family child care providers by phone to learn more about their center or family child care home and the coaching that takes place to make sure they are eligible for SCOPE. Following those phone calls, we will invite 60 centers and 40 family child care homes from across the country to participate in the study so that we can learn about their unique experiences with coaching in more detail.

#### What will participants be asked to do?

The participants selected for this study will be asked to engage in the following activities. Participation in this study is completely voluntary.

1. Center directors, family child care providers, coaches, and teachers will be asked to complete a web-based survey in fall 2018. The topics of each survey will vary based on each respondent's role in the coaching process. Center directors, coaches, and teachers will receive a \$20 Visa gift card for completing the survey.
  - The center director survey will ask about each center and the coaching and professional development opportunities in the center. The center director survey will take approximately 30 minutes to complete.
  - The coach survey will ask about the strategies coaches use to work with teachers, the different kinds of support they receive to do their job, and their background. The coach survey will take approximately 30 minutes to complete.
  - The teacher survey will ask for their perspective on the coaching experience and activities, their attitudes and beliefs about working in an ECE classroom, and their background. The teacher survey will take approximately 35 minutes to complete.
  - The family child care provider survey will ask about their setting, their perspective on the coaching experience and activities, their attitudes and beliefs about working in an ECE classroom, and their background. The family child care provider survey will take approximately 35 minutes to complete.
2. In the year following the survey, 12 sites (centers and family child care homes) will be asked to participate in case studies. Our team will conduct site visits to learn more about how coaching unfolds through a coaching observation and in-depth interviews with center directors, family child care providers, teachers, coaches, and coach supervisors. The 12 centers and family child care homes that are selected will receive a \$250 check, and individuals who participate in the in-depth interviews will receive a \$20 Visa gift card.

**Fact Sheet**  
**The Study of Coaching Practices in Early Care and Education (SCOPE)**

**How does the SCOPE study define “coaching”?**

**Who is conducting this study?**

**How will Mathematica protect the privacy of study participants?**

**How can I get more information about the study?**

For SCOPE, **coaching includes a teacher or caregiver receiving support and guidance from another professional to improve his or her knowledge or skills. Coaching is either one-on-one, or with a small teaching team from the same classroom.** Sometimes, coaching might go by another name, like mentoring or consultation. Coaching might be delivered by someone called a coach, or by other kinds of professionals like specialists, consultants, mentors, education managers, and center directors. In addition, coaching may be delivered by someone who is part of the staff of an early childhood program or by someone who works for another organization. SCOPE is interested in learning about all of these types of coaching for teachers and caregivers of preschool-age children.

The Office of Planning, Research, and Evaluation of the Administration of Children and Families in the U.S. Department of Health and Human Services selected Mathematica Policy Research to conduct this study. Mathematica is an independent research organization regarded as one of the nation’s top early childhood policy research firms. Mathematica’s partners in this research are Child Trends, a research nonprofit focused on improving the lives of children, youth, and their families, and the Children’s Learning Institute at the University of Texas.

Mathematica is committed to respecting the privacy of everyone who contributes to this study. We follow strict procedures to maintain the privacy of the information we collect. Mathematica has done many studies like this, and we are experienced in following strict procedures to guarantee this protection. All information from this study and the contact information you provide will be kept private to the extent permitted by law. We will not present information about center directors, coaches, FCC providers, teachers or classrooms that anyone could connect to specific individuals, classes, FCCs or centers. In this way, the privacy of staff will be carefully guarded.

If you have questions about the study or your rights as a research volunteer in this study, please contact Tim Bruursema toll-free at [PHONE NUMBER] or [STUDY EMAIL ADDRESS].

P.O. Box 2393 Princeton, NJ 08543-2393 Phone: (609) 799-3535	1100 First Street, NE, 12 <sup>th</sup> Floor Washington, DC 20002-4221 Phone: (202) 484-9220	955 Massachusetts Ave., Suite 801 Cambridge, MA 02139 Phone: (617) 491-7900
505 14th Street, Suite 800 Oakland, CA 94612-1475 Phone: (510) 830-3700	111 East Wacker Dr., Suite 920 Chicago, IL 60601 Phone: (312) 994-1002	220 East Huron Street, Suite 300 Ann Arbor, MI 48104-1912 Phone: (734) 794-1120

Visit our website at <http://www.mathematica-mpr.com>



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**Fact Sheet for Family Child Care Providers**  
**The Study of Coaching Practices in Early Care and Education (SCOPE)**

**What is the SCOPE study?**

The main purpose of the study is to help the early childhood field understand the different ways that coaching is being implemented to improve teachers' and caregivers' classroom practices. This study is being conducted for the Office of Planning, Research, and Evaluation, of the Administration for Children and Families in the U.S. Department of Health and Human Services.

**Why do we need your help?**

We need your help to make sure the experiences and knowledge of family child care providers are represented in this important study.

**How are ECE centers and family child care homes (FCCs) selected for the study?**

Our research team is conducting outreach to center directors and family child care providers by phone to learn more about their center or family child care home and the coaching that takes place to make sure they are eligible for SCOPE. Following those phone calls, we will invite 60 centers and 40 family child care homes from across the country to participate in the study so that we can learn about their unique experiences with coaching in more detail.

**What will participants be asked to do?**

The participants selected for this study will be asked to engage in the following activities. Participation in this study is completely voluntary.

1. Family child care providers, coaches, center directors, and teachers will be asked to complete a web-based survey in fall 2018. The topics of each survey will vary based on each respondent's role in the coaching process. Family child care providers will receive a \$40 Visa gift card for completing the survey.
  - The family child care provider survey will ask about their setting, their perspective on the coaching experience and activities, their attitudes and beliefs about working in an ECE classroom, and their background. The family child care provider survey will take approximately 35 minutes to complete.
  - The center director survey will ask about each center and the coaching and professional development opportunities in the center. The center director survey will take approximately 30 minutes to complete.
  - The coach survey will ask about the strategies coaches use to work with teachers, the different kinds of support they receive to do their job, and their background. The coach survey will take approximately 30 minutes to complete.
  - The teacher survey will ask for their perspective on the coaching experience and activities, their attitudes and beliefs about working in an ECE classroom, and their background. The teacher survey will take approximately 35 minutes to complete.
  
2. In the year following the survey, 12 sites (centers and family child care homes) will be asked to participate in case studies. Our team will conduct site visits to learn more about how coaching unfolds through a coaching observation and in-depth interviews with center directors, family child care providers, teachers, coaches, and coach supervisors. The 12 centers and family child care homes that are selected will receive a \$250 check, and individuals who participate in the in-depth interviews will receive a \$20 Visa gift card.

**Fact Sheet for Family Child Care Providers**  
**The Study of Coaching Practices in Early Care and Education (SCOPE)**

**How does the SCOPE study define “coaching”?**

For SCOPE, **coaching includes a teacher or caregiver receiving support and guidance from another professional to improve his or her knowledge or skills. Coaching is either one-on-one, or with a small teaching team from the same classroom.** Sometimes, coaching might go by another name, like mentoring or consultation. Coaching might be delivered by someone called a coach, or by other kinds of professionals like specialists, consultants, mentors, education managers, and center directors. In addition, coaching may be delivered by someone who is part of the staff of an early childhood program or by someone who works for another organization. SCOPE is interested in learning about all of these types of coaching for teachers and caregivers of preschool-age children.

**Who is conducting this study?**

The Office of Planning, Research, and Evaluation of the Administration of Children and Families in the U.S. Department of Health and Human Services selected Mathematica Policy Research to conduct this study. Mathematica is an independent research organization regarded as one of the nation’s top early childhood policy research firms. Mathematica’s partners in this research are Child Trends, a research nonprofit focused on improving the lives of children, youth, and their families, and the Children’s Learning Institute at the University of Texas.

**How will Mathematica protect the privacy of study participants?**

Mathematica is committed to respecting the privacy of everyone who contributes to this study. We follow strict procedures to maintain the privacy of the information we collect. Mathematica has done many studies like this, and we are experienced in following strict procedures to guarantee this protection. All information from this study and the contact information you provide will be kept private to the extent permitted by law. We will not present information about center directors, coaches, FCC providers, teachers or classrooms that anyone could connect to specific individuals, classes, FCCs or centers. In this way, the privacy of staff will be carefully guarded.

**How can I get more information about the study?**

If you have questions about the study or your rights as a research volunteer in this study, please contact Tim Bruursema toll-free at [PHONE NUMBER] or [STUDY EMAIL ADDRESS].

P.O. Box 2393  
 Princeton, NJ 08543-2393  
 Phone: (609) 799-3535

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505 14th Street, Suite 800  
 Oakland, CA 94612-1475  
 Phone: (510) 830-3700

111 East Wacker Dr., Suite 920  
 Chicago, IL 60601  
 Phone: (312) 994-1002

220 East Huron Street, Suite 300  
 Ann Arbor, MI 48104-1912  
 Phone: (734) 794-1120

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Timothy Bruursema  
SCOPE Survey Director  
Mathematica Policy Research



[DATE]

Dear [Director]:

We request your help! We are seeking early care and education (ECE) centers and family child care homes for an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching.

We think your program could be one of the 60 centers and 40 family child care homes from across the country that take part in this important study.

**SCOPE wants to learn about your center's unique experience with coaching.**

Coaching can happen in a lot of different ways. For the purposes of SCOPE, coaching includes a teacher or caregiver receiving support and guidance from another professional to improve her or his knowledge or skills. Coaching is either one-on-one, or with a small teaching team from the same classroom. Sometimes, coaching might go by another name, like mentoring or consultation. Coaching might be delivered by someone called a coach, or by other kinds of professionals like specialists, consultants, mentors, education managers, and center directors. In addition, coaching may be delivered by someone who is on your program's staff or by someone who works for another organization. SCOPE is interested in learning about all of these variations on coaching for teachers and caregivers of preschool-age children. We want to understand your center's unique experience.

**How can I participate in SCOPE?**

As a participant in this study, we will ask you, one coach who works with teachers in your center, and 1, 2, or 3 teachers who work with that coach to complete a 30 to 35 minute web survey. The center directors, coaches, and teachers who complete the survey will each receive a \$20 Visa gift card. For more information about these surveys, please see the Fact Sheet sent with this letter.

In the year following the web survey, we will also ask 12 sites (centers and family child care homes) from across the country to participate in case studies. If your center is selected for a case study, members of our team will visit your site to learn more about how coaching unfolds through in-depth interviews and an observation of a coach-teacher session. Those who participate in interviews will receive a \$20 Visa gift card, and we will offer \$250 to each site for allowing us to interview staff and conduct observations.

Participation in this study is completely voluntary and participants may decide to withdraw at any time. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

LETTER TO:  
FROM:  
DATE:  
PAGE: 2

**Who is conducting this study?**

SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study is being conducted by Mathematica Policy Research, an independent research organization. Mathematica has conducted social policy research for more than 40 years and has frequently conducted research in early childhood settings. Mathematica's partners in this research are Child Trends, a research nonprofit focused on improving the lives of children, youth, and their families, and the Children's Learning Institute at the University of Texas.

**What are the next steps?**

**We will call you soon to discuss this study further.** During that call, we will tell you more about the study and ask a few questions about your center and the coaching that takes place in your center. We are looking forward to the opportunity to speak with you. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX).

Sincerely,

Timothy Bruursema  
SCOPE Survey Director

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**Timothy Bruursema**  
SCOPE Survey Director  
Mathematica Policy Research



[DATE]

Dear [FCC provider]:

We request your help! We are seeking early care and education (ECE) centers and family child care homes for an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches work together with teachers and caregivers of preschool-age children to improve classroom practices and what components are considered core to effective coaching.

We think your program could be one of the 60 centers and 40 family child care homes from across the country that take part in this important study. Your perspective as a family child care provider is especially important, because the ECE field has so much to learn about your professional development needs and preferences.

**SCOPE wants to learn about your unique experience with coaching.**

Coaching can happen in a lot of different ways. For the purposes of SCOPE, coaching includes a teacher or caregiver receiving support and guidance from another professional to improve her or his knowledge or skills. Coaching is either one-on-one, or with a small teaching team from the same classroom. Sometimes, coaching might go by another name, like mentoring or consultation. Coaching might be delivered by someone called a coach, or by other kinds of professionals like specialists, consultants, mentors, education managers, and center directors. In addition, coaching may be delivered by someone who is on your program's staff or by someone who works for another organization. SCOPE is interested in learning about all of these variations on coaching for teachers and caregivers of preschool-age children. We want to understand your unique experience.

**How can I participate in SCOPE?**

As a participant in this study, we will ask you and your coach to complete a 30 to 35 minute web survey. The FCC providers who complete the survey will each receive a \$40 Visa gift card. For more information about these surveys, please see the Fact Sheet sent with this letter.

In the year following the web survey, we will also ask 12 sites (centers and family child care homes) from across the country to participate in case studies. If your family child care home is selected for a case study, members of our team will visit your site to learn more about how coaching unfolds through in-depth interviews and an observation of a coach-family child care provider session. Those who participate in interviews will receive a \$20 Visa gift card, and we will offer \$250 to each site for allowing us to interview staff and conduct observations.

Participation in this study is completely voluntary and participants may decide to withdraw at any time. The data we collect will be used for research and educational purposes only. All information from this

LETTER TO:  
FROM:  
DATE:  
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study and the contact information you provide will be **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

**Who is conducting this study?**

SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study is being conducted by Mathematica Policy Research, an independent research organization. Mathematica has conducted social policy research for more than 40 years and has frequently conducted research in early childhood settings. Mathematica's partners in this research are Child Trends, a research nonprofit focused on improving the lives of children, youth, and their families, and the Children's Learning Institute at the University of Texas.

**What are the next steps?**

**We will call you soon to discuss this study further.** During that call, we will tell you more about the study and ask a few questions about your FCC home and the coaching taking place. We are looking forward to the opportunity to speak with you. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX).

Sincerely,

Timothy Bruursema  
SCOPE Survey Director

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**Timothy Bruursema**  
SCOPE Survey Director  
Mathematica Policy Research



[DATE]

Dear <<Coach Name>>:

We request your help! You are one of 90 coaches from across the country selected to be part of an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches work with teachers and caregivers of preschool-age children to improve classroom practices and what components are considered core to effective coaching.

**SCOPE wants to learn about your unique approach to coaching.**

**[FOR CENTER COACHES:** Coaching can happen in a lot of different ways. For this study to be successful, we need to hear from coaches about their unique approaches. As part of the study, we are asking you; 1, 2, or 3 teachers you support; and the center director to complete a 30-minute web-based survey in the fall of 2018. Your survey will ask about the strategies you use to work with teachers and caregivers, the different kinds of support you receive to do your job, and your background. You will receive a \$20 Visa gift card for completing the survey.]

**[FOR FCC COACHES:** Coaching can happen in a lot of different ways. For this study to be successful, we need to hear from coaches about their unique approaches. As part of the study, we are asking you and one or two family child care providers you support to complete a 30-minute web-based survey in the fall of 2018. Your survey will ask about the strategies you use to work with family child care providers, the different kinds of support you receive to do your job, and your background. You will receive a \$20 Visa gift card for completing the survey.

Participation in this study is completely voluntary and participants may decide to withdraw at any time. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

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LETTER TO:  
FROM: Timothy Bruursema  
DATE:  
PAGE: 2

**What are the next steps?**

**We will call you soon to discuss this study further.** During that call, we will tell you more about the study and ask a few questions about your coaching. We look forward to speaking with you. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX).

Sincerely,

Timothy Bruursema  
SCOPE Survey Director

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**Timothy Bruursema**  
SCOPE Survey Director  
Mathematica Policy Research



[DATE]

Dear <<Teacher Name>>:

We request your help! Your center is one of 60 selected to be part of an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching.

**SCOPE wants to learn about your unique experience with coaching.**

Coaching can happen in a lot of different ways. For this study to be successful, we need to hear from teachers about their unique experiences with coaching. As part of the study, we are asking you, your coach, and your center director to complete a web-based survey in the fall of 2018. Your survey will ask for your perspective on the coaching experience and activities, your attitudes and beliefs about working in an early care and education classroom, and your background. The survey will take approximately 35 minutes to complete. You will receive a \$20 Visa gift card for completing the survey.

Participation in this study is completely voluntary and participants may decide to withdraw at any time. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

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**What are the next steps?**

**We will call you soon to discuss this study.** During that call, we will tell you more about the study and ask a few questions about the coaching you are receiving. We look forward to speaking with you. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX).

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**Tim Bruursema**  
Survey Director

1100 1st Street, NE, 12th Floor  
Washington, DC 20002-4221  
Telephone (202) 484-9220  
Fax (202) 863-1763  
www.mathematica-mpr.com

[DATE]

Dear <<Center Director Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. SCOPE aims to help the early childhood field understand how coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching. We need your help to make sure the experiences and knowledge of early care and education administrators are represented in this important study. Your help is vital to the study's success.

We would like you to complete a 30-minute web-based survey. You will receive a \$20 Visa gift card for completing the survey. Your survey will ask about your center, the staff who work in your center (for example, the number of teachers on staff and their educational backgrounds, the number of coaches), the number of children served (including those who speak a language other than English at home), supports for and challenges to coaching and professional development in your program, and the structure and process for coaching in your program including which staff are involved in overseeing and making decisions about coaching.

When you visit the website, you will use the login ID and password below. These are secure and will not be shared with anyone. All information you provide will be kept private to the extent permitted by law. No one from your program will see your individual responses, and your name and your program's name will never be associated with or identified in study reports. Using the login ID and password below ensures that your responses will be protected.

**We encourage you to complete the survey online at:**

**[SURVEY URL]**

**LOGIN ID: XXXXXX**

**PASSWORD: XXXXXX**

We are also asking a coach in your program and the teacher(s) they work with to complete web-based surveys. We hope you are willing to encourage the teacher(s) and coach from your program participating in the study to complete their web-based surveys.

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Your participation is voluntary. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX). Thank you in advance for your help with this important research.

Sincerely,

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1100 1st Street, NE, 12th Floor  
Washington, DC 20002-4221  
Telephone (202) 484-9220  
Fax (202) 863-1763  
www.mathematica-mpr.com

[DATE]

Dear <<Coach Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. SCOPE aims to help the early childhood field understand how coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching. We need your help to make sure the experiences and knowledge of professional development coaches are represented in this important study. Your help is vital to the study's success.

We would like you to complete a 30-minute web-based survey. You will receive a \$20 Visa gift card for completing the survey. Your survey will ask about your background and experiences as a coach, your approach to coaching, support for your work as a coach, and factors that might make coaching challenging.

When you visit the website, you will use the login ID and password below. These are secure and will not be shared with anyone. All information you provide will be kept private to the extent permitted by law. No one outside of the study team will see your individual responses, and your name and your program's name will never be associated with or identified in study reports. Using the login ID and password below ensures that your responses will be protected.

**We encourage you to complete the survey online at:**

**[SURVEY URL]**

**LOGIN ID: XXXXXX**

**PASSWORD: XXXXXX**

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Your participation is voluntary. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX). Thank you in advance for your help with this important research.

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Washington, DC 20002-4221  
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www.mathematica-mpr.com

[DATE]

Dear <<Teacher Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. SCOPE aims to help the early childhood field understand how coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching. We need your help to make sure the experiences and knowledge of teachers are represented in this important study. Your help is vital to the study's success.

We would like you to complete a 35-minute web-based survey. You will receive a \$20 Visa gift card for completing the survey. Your survey will ask about your background and experiences as a teacher in an early care and education setting, the supports for and coaching in your program, and the structure and process for coaching in your program. It will also ask you about your attitudes and beliefs about the coaching you receive.

When you visit the website, you will use the login ID and password below. These are secure and will not be shared with anyone. All information you provide will be kept private to the extent permitted by law. No one outside the study team will see your individual responses, and your name and your program's name will never be associated with or identified in study reports. Using the login ID and password below ensures that your responses will be protected.

**We encourage you to complete the survey online at:**

**[SURVEY URL]**

**LOGIN ID: XXXXXX**

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Your participation is voluntary. If you have any questions about the study or your rights as a research volunteer in this study, you can contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX). Thank you in advance for your help with this important research.

Sincerely,

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[DATE]

Dear <<FCC Provider Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. SCOPE aims to help the early childhood field understand how teachers and caregivers of preschool-age children work together with coaches to improve classroom practices and what components are considered core to effective coaching. We need your help to make sure the experiences and knowledge of family child care providers are represented in this important study. Your participation is vital to the success of this study.

We would like you to complete a 35-minute web-based survey. You will receive a \$40 Visa gift card for completing the survey. Your survey will ask about your background and experiences as a family child care provider, and about the characteristics of your family child care setting. It will also ask about the structure and process for coaching in your setting, and about your attitudes and beliefs about the coaching you receive.

When you visit the website, you will use the login ID and password below. These are secure and will not be shared with anyone. All information you provide will be kept private to the extent permitted by law. No one outside the study team will see your individual responses, and your name and your program's name will never be associated with or identified in study reports. Using the login ID and password below ensures that your responses will be protected.

**We encourage you to complete the survey online at:**

**[SURVEY URL]**

**LOGIN ID: XXXXXX**

**PASSWORD: XXXXXX**

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Sincerely,

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[RECRUITER NAME AND TITLE]



<<DATE>>

Dear <<Coach Supervisor Name>>,

We request your help! You are from one of 12 sites across the country selected to be part of an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching.

### **How was I selected for a SCOPE case study?**

In late 2018, the SCOPE study conducted surveys with coaches, center directors, teachers, and family child care providers to learn about their experiences with coaching. As you may already know, one of the coaches from your organization completed a survey. We are now conducting 12 in-depth case studies in centers and family child care homes so we can learn even more about the factors that influence the coaching process. Based on what we learned from the surveys, your organization's coaching approach has been identified as important to include in our case studies.

### **What will happen in the case study?**

The case study involves two types of activities: (1) in-depth interviews with you, a coach, a center director and teacher or a family child care provider supported by the coach and (2) an observation of a coaching session between the coach and teacher or FCC provider. These activities will both occur during a 1.5 day site visit to the center or FCC home by two members of the SCOPE team. The in-depth interview with you will take approximately 30 minutes to complete. All interview participants will receive a \$20 Visa gift card. Participation in this study is completely voluntary. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

### **Who is conducting this study?**

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**What are the next steps?**

We will soon call to talk about your participation in the case study. During that call, we will answer your questions, talk about who will take part, and find a time to schedule our team's site visit. We know you are extremely busy. We will schedule the site visit at a time that is convenient for you and other participating staff. Please contact me with any questions about the study or your rights a research volunteer in this study via e-mail (XXX@XXXX.com) or phone (XXX-XXX-XXXX).

Sincerely,

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[RECRUITER NAME AND TITLE]



<<DATE>>

Dear <<Coach Name>>,

Thank you for your participation in the Study of Coaching Practices in Early Care and Education (SCOPE). Based on what we learned about coaching in the surveys, we are identifying 12 sites from across the country where we will conduct in-depth case studies. We would like to include you and one of the early care and education settings you work with. These case studies are critical for helping the early childhood field understand how coaching can have the maximum possible benefit for teachers and caregivers, and ultimately the children they serve. We hope you will agree to participate.

**What will happen in the case study?**

The case study involves two types of activities: (1) in-depth interviews with you, a center director and teacher or a family child care provider you support, and your supervisor and (2) an observation of a coach-teacher or coach-family child care provider session. These activities will both occur during a 1.5 day site visit to the early care and education setting by two members of the SCOPE team. The in-depth interview with you will take approximately 60 minutes to complete. All interview participants will receive a \$20 Visa gift card. Participation in this study is completely voluntary. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

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[RECRUITER NAME AND TITLE]



<<DATE>>

Dear <<Coach Name>>,

We request your help! You are from one of 12 sites across the country selected to be part of an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching.

### **How was I selected for a SCOPE case study?**

In late 2018, the SCOPE study conducted surveys with coaches, center directors, teachers, and family child care providers to learn about their experiences with coaching. One of the coaches from your organization completed a survey. We are now conducting 12 in-depth case studies in centers and family child care homes so we can learn even more about the factors that influence the coaching process. Based on what we learned from the surveys, your organization's coaching approach has been identified as important to include in our case studies.

### **What will happen in the case study?**

The case study involves two types of activities: (1) in-depth interviews with you, a center director and teacher or a family child care provider you support, and your supervisor and (2) an observation of a coach-teacher or coach-family child care provider session. These activities will both occur during a 1.5 day site visit to the early care and education setting by two members of the SCOPE team. The in-depth interview with you will take approximately 60 minutes to complete. All interview participants will receive a \$20 Visa gift card. Participation in this study is completely voluntary. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

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DATE:  
PAGE: 2

**What are the next steps?**

We will soon call to talk about your participation in the case study. During that call, we will answer your questions, talk about who will take part, and find a time to schedule our team's site visit. We know you are extremely busy. We will schedule the site visit at a time that is convenient for you and other participating staff. Please feel free to contact me with any questions about the study or your rights as a research volunteer in this study via e-mail (XXX@XXXX.com) or phone (XXX-XXX-XXXX).

Sincerely,



[RECRUITER NAME AND TITLE]



<<DATE>>

Dear <<Center Director Name>>,

Thank you for your center’s participation in the Study of Coaching Practices in Early Care and Education (SCOPE). Your center has been selected as one of 12 sites from across the country where we will conduct in-depth case studies. These case studies are critical for helping the early childhood field understand how coaching can have the maximum possible benefit for teachers and caregivers, and ultimately the children they serve. We hope you will agree to participate.

**What will happen in the case study?**

The case study involves two types of activities: (1) in-depth interviews with you, a teacher in your center who is receiving coaching, the coach, and the coach’s supervisor and (2) an observation of a coach-teacher session. These activities will both occur during a 1.5 day site visit to your center by two members of the SCOPE team. The in-depth interview will take approximately 90 minutes to complete. Your center will receive a \$250 check for your participation, and all interview participants will receive a \$20 Visa gift card. Participation in this study is completely voluntary. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

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**What are the next steps?**

We will call you soon to talk about your center’s participation in the case study. During that call, we will answer your questions, talk about who will take part, and find a time to schedule our team’s site visit. We know you are extremely busy. We will schedule the site visit at a time that is convenient for you. Please contact me with any questions about the study or your rights as a research volunteer in this study via e-mail (XXX@XXXX.com) or phone (XXX-XXX-XXXX).

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[RECRUITER NAME AND TITLE]



<<DATE>>

Dear <<Center Director Name>>,

We request your help! Your center is one of 12 sites across the country selected to be part of an important project, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching.

### **How was I selected for a SCOPE case study?**

In late 2018, the SCOPE study conducted surveys with coaches, center directors, teachers, and family child care providers to learn about their experiences with coaching. We are now conducting 12 in-depth case studies in centers and family child care homes so we can learn even more about the factors that influence the coaching process. Based on what we learned from the surveys, we identified the approach used by your center's coach as important to include in the study. We need your help too so that this study can be a success.

### **What will happen in the case study?**

The case study involves two types of activities: (1) in-depth interviews with you, a teacher in your center who is receiving coaching, the coach, and the coach's supervisor and (2) an observation of a coach-teacher session. These activities will both occur during a 1.5 day site visit to your center by two members of the SCOPE team. The in-depth interview will take approximately 90 minutes to complete. Your center will receive a \$250 check for your participation, and all interview participants will receive a \$20 Visa gift card. Participation in this study is completely voluntary. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

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DATE:  
PAGE: 2

**What are the next steps?**

We will call you soon to talk about your center's participation in the case study. During that call, we will answer your questions, talk about who will take part, and find a time to schedule our team's site visit. We know you are extremely busy. We will schedule the site visit at a time that is convenient for you. Please contact me with any questions about the study or your rights as a research volunteer in this study via e-mail (XXX@XXXX.com) or phone (XXX-XXX-XXXX).

Sincerely,

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 for the described information collection is 0970-0XXX and the expiration date is XX/XX/XXXX.



[RECRUITER NAME AND TITLE]



<<DATE>>

Dear <<FCC Provider Name>>,

Thank you for participating in the Study of Coaching Practices in Early Care and Education (SCOPE). You have been selected as one of 12 sites from across the country where we will conduct in-depth case studies. These case studies are critical for helping the early childhood field understand how coaching can have the maximum possible benefit for teachers and caregivers, and ultimately the children they serve. We hope you will agree to participate.

**What will happen in the case study?**

The case study involves two types of activities: (1) in-depth interviews with you, your coach, and the coach’s supervisor and (2) an observation of a coaching session between you and your coach. These activities will both occur during a site visit to your location by two members of the SCOPE team. The in-depth interview will take approximately 60 minutes to complete. Your family child care will receive a \$250 check for your participation, and all interview participants will receive a \$20 Visa gift card. Participation in this study is completely voluntary. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

**Who is conducting this study?**

As a reminder, SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study is being conducted by Mathematica Policy Research, an independent research organization that has frequently conducted research in early childhood settings. Mathematica’s partners in this research are Child Trends, a research nonprofit focused on improving the lives of children, youth, and their families, and the Children’s Learning Institute at the University of Texas.

**What are the next steps?**

We will call you soon to talk about your participation in the case study. During that call, we will answer your questions, talk about who will take part, and find a time to schedule our team’s site visit. We know you are extremely busy. We will schedule the site visit at a time that is convenient for you. Please contact me with any questions about the study or your rights as a research volunteer in this study via e-mail (XXX@XXXX.com) or phone (XXX-XXX-XXXX).

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[RECRUITER NAME AND TITLE]



<<DATE>>

Dear <<FCC Provider Name>>,

We request your help! Your family child care home is one of 12 sites across the country selected to be part of an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches and teachers of preschool-age children work together to improve classroom practices and what components are considered core to effective coaching. Your perspective as a family child care provider is especially important, because the ECE field has so much to learn about your professional development needs and preferences.

#### **How was I selected for a SCOPE case study?**

In late 2018, the SCOPE project conducted surveys with coaches, family child care providers, center directors, and teachers to learn about their experiences with coaching. We are now conducting 12 in-depth case studies in family child care homes and centers so we can learn even more about the factors that influence the coaching process. Based on what we learned from the surveys, we identified the approach used by your coach as important to include in the study. We need your help too so that this study can be a success.

#### **What will happen in the case study?**

The case study involves two types of activities: (1) in-depth interviews with you, your coach, and the coach's supervisor and (2) an observation of a coaching session between you and your coach. These activities will both occur during a site visit to your location by two members of the SCOPE team. The in-depth interview will take approximately 60 minutes to complete. Your family child care will receive a \$250 check for your participation, and all interview participants will receive a \$20 Visa gift card. Participation in this study is completely voluntary. The data we collect will be used for research and educational purposes only. All information from this study and the contact information you provide will be kept **private** to the extent permitted by law. Any opinions and practices will not be attributed to specific individuals or programs.

#### **Who is conducting this study?**

SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study is being conducted by Mathematica Policy Research, an independent research organization. Mathematica has conducted social policy research for more than 40 years and has frequently conducted research in early childhood settings. Mathematica's partners in this research are Child Trends, a research nonprofit focused on improving the lives of children, youth, and their families, and the Children's Learning Institute at the University of Texas.

LETTER TO:  
FROM: RECRUITER NAME  
DATE:  
PAGE: 2

**What are the next steps?**

We will call you soon to talk about your participation in the case study. During that call, we will answer your questions, talk about who will take part, and find a time to schedule our team's site visit. We know you are extremely busy. We will schedule the site visit at a time that is convenient for you. Please contact me with any questions about the study or your rights as a research volunteer in this study via e-mail (XXX@XXXX.com) or phone (XXX-XXX-XXXX).

Sincerely,

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Subject: SCOPE coaching study

Dear <<Center Director Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. Your help is vital to the study's success.

This is a reminder to please complete the 30-minute survey. You will receive a \$20 Visa gift card for completing the survey.

[SURVEY URL]

LOGIN ID: XXXXXX

PASSWORD: XXXXXX

All information you provide will be kept private to the extent permitted by law. No one from your program will see your individual responses, and your name and your program's name will never be associated with or identified in study reports.

SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study project is being conducted by Mathematica Policy Research, an independent research organization.

Your participation is voluntary. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX). Thank you in advance for your help with this important research.

Sincerely,

Tim Bruursema  
SCOPE Survey Director

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Subject: SCOPE coaching study

Dear <<Coach Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. Your help is vital to the study's success.

This is a reminder to please complete the 30-minute survey. You will receive a \$20 Visa gift card for completing the survey.

[SURVEY URL]  
LOGIN ID: XXXXXX  
PASSWORD: XXXXXX

All information you provide will be kept private to the extent permitted by law. No one from your program will see your individual responses, and your name and your program's name will never be associated with or identified in study reports.

SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study project is being conducted by Mathematica Policy Research, an independent research organization.

Your participation is voluntary. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX). Thank you in advance for your help with this important research.

Sincerely,

Tim Bruursema  
SCOPE Survey Director

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Subject: SCOPE coaching study

Dear <<Teacher Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. Your help is vital to the study's success.

This is a reminder to please complete the 35-minute survey. You will receive a \$20 Visa gift card for completing the survey.

[SURVEY URL]  
LOGIN ID: XXXXXX  
PASSWORD: XXXXXX

All information you provide will be kept private to the extent permitted by law. No one from your program will see your individual responses, and your name and your program's name will never be associated with or identified in study reports.

SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study project is being conducted by Mathematica Policy Research, an independent research organization.

Your participation is voluntary. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX). Thank you in advance for your help with this important research.

Sincerely,

Tim Bruursema  
SCOPE Survey Director

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Subject: SCOPE coaching study

Dear <<FCC Provider Name>>:

Thank you for taking part in the Study of Coaching Practices in Early Care and Education Settings (SCOPE). We are excited about the study and hope you are too. Your help is vital to the study's success.

This is a reminder to please complete the 35-minute survey. You will receive a \$40 Visa gift card for completing the survey.

[SURVEY URL]  
LOGIN ID: XXXXXX  
PASSWORD: XXXXXX

All information you provide will be kept private to the extent permitted by law. No one from your program will see your individual responses, and your name and your program's name will never be associated with or identified in study reports.

SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services. The SCOPE study project is being conducted by Mathematica Policy Research, an independent research organization.

Your participation is voluntary. If you have any questions about the study or your rights as a research volunteer in this study, please contact us either by e-mail (STUDY EMAIL) or phone (toll free at XXX-XXX-XXXX). Thank you in advance for your help with this important research.

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Tim Bruursema  
SCOPE Survey Director

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OMB No.: XXXXXXXX  
Expiration Date: XX/XX/XXXX

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## **SCOPE VERIFICATION SCRIPT FOR TEACHERS AND COACHES**

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### **Instructions for caller:**

Please use the following script below to recruit teachers and coaches.

In advance of the screening call, review information already gathered about the teacher or coach. Use this to confirm their contact information.

### **I. Introduction**

Hi, my name is \_\_\_\_\_. I am calling from Mathematica Policy Research/Child Trends about a research project for the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services. May I please speak with [TEACHER/COACH]?

[Your coach/center director FCC setting recommended that I contact you/I am contacting you] to request your help. We are seeking [teachers/coaches who work in] early care and education (ECE) centers and family child care homes for an important project, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). As you know, coaching is a rapidly growing effort across early childhood settings, and early childhood leaders are developing a great variety of coaching approaches. SCOPE will help the early childhood field understand the different ways that coaches and teachers of preschool-age children work together to improve classroom practices. You should have received a packet of information about the study. Did you receive these materials?

[HAVE LETTER AVAILABLE TO PROVIDE INFORMATION IF PERSON IS NOT FAMILIAR WITH THE STUDY]

If possible, I would like to review the purpose of the study and discuss your potential participation.

[IF NOT A GOOD TIME, SCHEDULE A TIME TO CALL BACK. IF A GOOD TIME TO TALK, CONTINUE WITH STUDY PURPOSE.]

### **II. Study Purpose**

This study is called SCOPE, which is short for the Study of Coaching Practices in Early Care and Education Settings. The study is being conducted by Mathematica Policy Research in partnership with Child Trends and the Children's Learning Institute at the University of Texas. It is being conducted on behalf of the Administration for Children and Families in the U.S. Department of Health and Human Services. Mathematica, Child Trends, and the University of Texas all have experience with research in early care and education and coaching in particular.

As I mentioned, the goal of the study is to help the early childhood field understand the different ways that coaching is being used to improve teachers' and caregivers' practices. **When we refer to coaching or coaches in this study, we mean individuals who regularly meet one-**

**on-one with teachers or providers or with their teaching team to provide feedback and guidance to help them improve their teaching.** Coaching may also be called other names like mentoring or consultation. To meet the goals of our study, we need to learn about the unique way coaching is carried out [by you as a coach/for you as a teacher.]

Coaching can also happen for a lot of different reasons. For SCOPE, we are focusing on coaching to improve the knowledge and practice of teachers and caregivers of preschool age children.

[IF THE RESPONDENT PREVIOUSLY SAID HE/SHE IS NOT FAMILIAR WITH THE STUDY: In the letter and fact sheet we sent you, we described the different activities of the study and how we will thank you for participating. Would it be helpful to review that information together?]

[CONFIRM THE CONTACT INFORMATION WE HAVE FOR RESPONDENT IS CORRECT].

Thank you for confirming your contact information. You will receive an email from us sometime in [FALL DATA COLLECTION DATE] with a link to the survey. You will receive a [CENTER DIRECTOR/COACH/TEACHER: \$20 Visa gift card] [FCC PROVIDER: \$40 Visa gift card] for completing the survey.

All information from this study and the contact information you provide will be kept private to the extent permitted by law. We will not present information about center directors, coaches, family child care providers, teachers or classrooms that anyone could connect to specific individuals, classes, family child care programs, or centers. In this way, the privacy of staff will be carefully guarded. 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 for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX.

We look forward to your participation in the study. If you have any questions please contact me at [PROVIDE STUDY EMAIL AND PHONE NUMBER].



OMB No.: XXXXXXXX  
Expiration Date: XX/XX/XXXX

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**SCOPE REMINDER CALL SCRIPT FOR TEACHERS, COACHES, FCC PROVIDERS AND CENTER DIRECTORS**

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**Instructions for caller:**

Please use the following script below to remind teachers, coaches, FCC providers and center directors to complete the survey.

In advance of the screening call, collect respondent contact information and survey login information to provide to the respondent.

You can also leave a brief message if the respondent doesn't answer.

**I. Introduction**

Hi, my name is \_\_\_\_\_. I am calling from Mathematica Policy Research for the Study of Coaching Practices in Early Care and Education Settings (SCOPE) being conducted for the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services. May I please speak with [TEACHER/COACH/FCC PROVIDER/CENTER DIRECTOR]?

I wanted to thank you for taking part in the SCOPE study and this is just a reminder to please complete the [CENTER DIRECTOR/COACH: 30-minute survey] [TEACHER/FCC PROVIDER: 35-minute survey.] You should have received an email recently with a link to the survey and your login information.

[IF THEY SAY THEY DIDN'T RECEIVE AN EMAIL VERIFY THEIR EMAIL ADDRESS. OFFER TO RESEND EMAIL ONCE THE EMAIL ADDRESS IS CONFIRMED]

As a reminder, you will receive a [CENTER DIRECTOR/COACH/TEACHER: \$20 Visa gift card] [FCC PROVIDER: \$40 Visa gift card] for completing the survey. Let me provide you with the survey web address and your login information.

[PROVIDE THEM WITH THE URL, LOGIN ID AND PASSWORD]

We are excited about the study and hope you are too. Your help is vital to the study's success.

As a reminder, all information from this study will be kept private to the extent permitted by law. We will not present information about center directors, coaches, family child care providers, teachers or classrooms that anyone could connect to specific individuals, classes, family child care programs, or centers. In this way, the privacy of staff will be carefully guarded. 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 for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX.

Do you have any questions about the study or accessing the survey?

[RESPOND TO ANY QUESTIONS ABOUT THE STUDY OR SURVEY AND THANK THEM FOR THEIR TIME.]

Dear [INSERT NAME]:

I am writing to request your assistance for an important study, the Study of Coaching Practices in Early Care and Education Settings (SCOPE). SCOPE is being conducted for the Office of Planning, Research, and Evaluation of the Administration for Children and Families in the U.S. Department of Health and Human Services, and it will help the early childhood field understand the different ways that coaching is being implemented to improve teachers' and caregivers' practices with children. SCOPE is being conducted by Mathematica Policy Research in partnership with Child Trends and the Children's Learning Institute at the University of Texas. There are multiple components of the study, which runs from 2016 through 2020

As part of SCOPE, we will be gathering information from coaches, center directors, teachers, and family child care (FCC) providers from seven states about their experiences with coaching. In SCOPE, we aim to learn about coaching focused on improving the practice of teachers and FCC providers who care for preschool-age children. The study will include Head Start programs as well as centers and FCC homes that serve children with Child Care and Development Fund (CCDF) subsidies.

Right now, we are making decisions about which states to include in the study, and we think [NAME OF STATE] would be a great state to include in this study because of the coaching that is taking place in the state. To help us plan for the study, we would like to speak with you about the coaching that is [taking place/that your organization provides]. We would like to schedule a call with you to discuss this further, and to tell you more about the study. Here are several possible times in the next two weeks that I am available for a call:

- TIME 1
- TIME 2
- TIME 3
- TIME 4

Please feel free to respond to this email, or to call me directly at XXX-XXX-XXX. If I don't hear from you in the next couple of days, I will check-in again. I have attached (1) a flyer about our study that will be shared with coaches, center directors, teachers, and FCC providers, (2) a fact sheet that describes the data collection we are planning in more detail, and (3) a letter from ACF about the study.

Sincerely,

[NAME]

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**APPENDIX D**

**MATHEMATICA CONFIDENTIALITY PLEDGE**

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# MATHEMATICA

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## CONFIDENTIALITY PLEDGE

I understand that the names, and any other identifying facts or information, of individuals, businesses, organizations, and families participating in projects conducted by Mathematica, Inc. or its subsidiaries are confidential information. I agree that I will not reveal such confidential information, regardless of how or where I acquired it, to any person unless such person has been authorized by the cognizant Mathematica Project Director or the Mathematica Project Manager to have access to the information.

I further understand that the unauthorized access to, use, or disclosure of any confidential information is a breach of the terms of my employment, or my consultant agreement with Mathematica and may subject me to court action by any interested party or to other sanctions by Mathematica. I acknowledge that this agreement shall continue to bind me even after the project(s) is (are) completed and/or even though my employment or my consultant agreement with Mathematica has terminated.

In addition, in the course of my employment I may have access to personal information, electronic and otherwise, about fellow employees. I agree that I will treat that information as having the highest confidentiality, and not communicate it to fellow employees or others outside Mathematica. Final determination of whether or not there is a business purpose requiring that I access a fellow employees' records will be made in consultation with the Director of Human Resources. Failure to uphold this standard is a breach of trust and may subject me to disciplinary action, including termination of employment.

Other than in the course of my authorized employment or my consultant agreement, I further agree that I will not use, nor facilitate the use by any third party, in any way any information deemed confidential by the terms of any contract or other written agreement between Mathematica and any other organization, except by written authorization by both parties. It is my understanding that Mathematica and the contracting organization(s) have the exclusive right to all information acquired or developed under such a contract or other written agreement. I acknowledge that I acquire no right, title, or interest in and to any data or information to which I have access by reason of my employment or my consultant agreement and that I may not remove such data from my assigned work location without prior authorization.

I agree to promptly notify the cognizant Mathematica Project Director or Project Manager, the Survey Operations Center Manager or Supervisor for survey work, and the Mathematica Security Officer of any unauthorized disclosure, use, or alteration of confidential information that I observe.

Nothing herein shall be construed to prevent divulgence of information to any court or governmental agency, provided such divulgence is required by law. However, if I am subpoenaed, or if I have reason to believe that I may be called upon to make such divulgence, I agree to notify the President of Mathematica promptly in writing and, upon his request, to cooperate in all lawful efforts to resist such divulgence.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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