

This appendix includes three tables that show a crosswalk between the SCOPE 2021: Follow-up qualitative interview items and research questions:

- Table D1. Crosswalk of study research questions and Coach Interview items (Instrument 4)
- Table D2. Crosswalk of study research questions and Center Director Interview items (Instrument 5)
- Table D3. Crosswalk of study research questions and Family Child Care Provider Interview items (Instrument 6)

The study's research questions outlined in Section A.2. Purpose of Supporting Statement A include the following (the bolded text in each bullet matches the column headers in the item tables):

- **RQ1 – coaching features:** What features of coaching are evident during the COVID-19 pandemic? What has changed or remained the same since COVID-19 emerged?
- **RQ2 – coaches' roles:** What is the role of coaches during the pandemic and how have they been supported?
- **RQ3 – supporting ECE:** What has been the role of coaching, and professional development more broadly, in supporting early care and education (ECE) settings during the COVID-19 pandemic? As the pandemic has progressed?
- **RQ4 – value of PD and coaching:** What is the perceived value and role of coaching, professional development (PD), and quality improvement more generally among ECE coaches, directors, and FCC providers during the COVID-19 pandemic? As the pandemic has progressed?

**Table D1. Crosswalk of study research questions and Coach Interview items (Instrument 4)**

Question	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
<p>1. For the SCOPE project, we first learned about your role as a coach when you completed a survey in 2019. You recently completed another survey to help us understand your experiences now. In the survey you mentioned some of the ways your work has changed or stayed the same since COVID-19 began in early 2020. Are there other things that have changed since you completed the survey?</p>		X		
<p>2. In the survey, you told us that you have done some remote coaching since COVID-19 began in early 2020. As a reminder, when we talk about coaching, we are referring to work that happens on a regular basis with teachers or FCC providers to provide feedback and guidance to help them improve their practices.</p> <ol style="list-style-type: none"> <li>a. What is your opinion of remote coaching?</li> <li>b. How prepared were you to work remotely with providers? Please explain.</li> <li>c. What do you feel like you are doing well in remote coaching?</li> <li>d. Is anything easier than you expected?</li> <li>e. Is anything more challenging than you expected?</li> <li>f. Are there any coaching activities that you did in-person that don't translate well to a remote format?</li> <li>g. What would help you do better at providing remote coaching?</li> </ol>	X		X	
<p>3. We know that some coaches worked with teachers and FCC providers using remote coaching since COVID-19 began in early 2020. From the survey, you reported that wasn't the case for you and that you have continued in-person coaching.</p> <ol style="list-style-type: none"> <li>a. What aspects of in-person coaching have you been able to keep doing?</li> <li>b. Has there been anything you have had to stop doing in-person?</li> <li>c. Was remote coaching something you ever considered doing?               <ol style="list-style-type: none"> <li>i. <i>[If yes]</i> What were you hoping to accomplish with remote coaching? What made you ultimately decide not to use a remote coaching approach?</li> <li>ii. <i>[If no]</i> Why didn't you consider doing remote coaching?</li> </ol> </li> </ol>	X		X	
<p>4. Have you received any kind of support, resources or training for any new or different aspects of your work since COVID-19 began in early 2020?</p> <ol style="list-style-type: none"> <li>d. <i>Prompt, if needed: Examples of support include coaching, extra or different supervision, peer mentoring, IT support, etc.</i></li> <li>e. How helpful is it and why?               <ol style="list-style-type: none"> <li>i. <i>Prompt, if needed: Increasing your knowledge? Making time more efficient? Reducing stress?</i></li> </ol> </li> <li>f. What types of support, resources or training would be useful?</li> </ol>		X		

Appendix D: Interview item by research question crosswalk

Question	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
5. Thinking about your communication with programs since COVID-19 began in early 2020, what has been challenging? g. Are the challenges the same or different for directors, teachers or family child care providers? If so, please explain. h. What, if any, topics have been challenging to discuss and why?	X		X	
6. Have you seen any promising innovations in coaching since COVID-19 began in early 2020? i. What, if any, best practices or tips have you learned about coaching since COVID-19 began in early 2020 that you would want others to know about? j. Do you have any ideas about new coaching activities you would like to try?	X			
7. Thinking about all of the challenges and opportunities facing providers right now, where do you think coaching--or working with teachers or FCC providers on a regular basis to provide feedback and guidance to help them improve their practices--falls on the list of priorities for the people you are supporting now? k. How much can they focus on coaching right now? l. How much can they focus on professional development right now?				X
8. Is there anything else that we haven't talked about that you think is important for us to know about the impacts of COVID-19 on coaching?	X	X	X	X
9. In the survey, you let us know that you are not currently coaching, but you are providing other types of professional development supports to teachers or FCC providers (Screener Qx). Have you received any kind of support, resources or training for any new or different aspects of your work since COVID-19 began in early 2020? m. <i>Prompt, if needed: Examples of support include coaching, extra or different supervision, peer mentoring, IT support, etc.</i> n. How helpful is it and why? i. <i>Prompt, if needed: Increasing your knowledge? Making time more efficient? Reducing stress?</i> o. What types of support, resources or training would be useful?		X	X	
10. Thinking about your future in coaching, do you expect to go back to coaching? p. If yes, when do you think you will coach again? q. If no, why not?		X		

RQ = Research Question; ECE = early care and education; PD = professional development.

**Table D2. Crosswalk of study research questions and Center Director Interview items (Instrument 5)**

Question	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
<p>1. For the SCOPE project, we first learned about your program's experiences with coaching when you completed a survey in 2019. You recently completed another survey to help us understand your experiences now. We realize things may have changed for you and your program since COVID-19 began in early 2020. In the survey you mentioned some of the types of professional development support that your program has received in since the COVID-19 began. Have there been any other changes since then?</p>	X	X	X	
<p>2. How would you describe the professional development supports that your program is receiving now?</p> <ul style="list-style-type: none"> <li>a. Who is providing these supports to your program?</li> <li>b. How has looking for professional development opportunities changed since COVID-19 began? Would you say it is easier or harder to find opportunities that meet your (or your staffs') needs?</li> <li>c. When you think about coaching—and by coaching we mean individuals who work with you one-on-one or with your teaching team on a regular basis to provide feedback and guidance to help you improve your practices—would you say that you are currently receiving any coaching? <ul style="list-style-type: none"> <li>i. <i>If yes:</i> In what ways has coaching changed? Are there any ways that coaching is the same as it was before COVID-19 began in early 2020?</li> <li>ii. Are you [or your teachers] receiving remote coaching? <ul style="list-style-type: none"> <li>1. If yes, tell us about what remote coaching has been like for you/your staff—what has worked well? What has been challenging?</li> <li>2. If no, are there specific reasons why you aren't receiving remote coaching right now? <i>Prompt, if needed: Not available? Too difficult to manage the technology? Teachers/I didn't want to? Focused on other priorities?</i></li> </ul> </li> <li>iii. <i>If no:</i> Could you tell us why coaching isn't happening right now?</li> </ul> </li> </ul>	X		X	X
<p>3. Thinking of the professional development supports you or your staff have received since COVID-19 began in early 2020, in what ways are they the same as the types of supports you received before the pandemic? In what ways have these supports changed, if at all?</p> <ul style="list-style-type: none"> <li>a. <i>Prompt, if needed: Are there differences in how relevant the supports are to your program? Cost? Who from your program is participating? Satisfaction of your program staff with these supports? Differences in "uptake" or impact of the practices</i></li> </ul>	X	X	X	X

Question	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
<p><i>being addressed in PD?</i></p> <p>b. <i>[If they mention working with a coach]</i> How prepared do you think your coach is to help identify program needs and address current needs of your center/classrooms?</p> <p>c. <i>[If they mention working with a coach]</i> How prepared do you think your coach is to work with you in new ways, like meeting remotely?</p>				
<p>4. Thinking of the professional development supports you/your staff have received since COVID-19 began in early 2020, in what ways have these supports been helpful to you/your teachers and classrooms?</p> <p>d. <i>Probe, if needed: Increasing your/their knowledge? Changed practices in the classroom? Reducing stress? Improving health and safety?</i></p>			X	X
<p>5. Thinking of the professional development supports you/your staff have received since COVID-19 began in early 2020, is anything missing? What other types of support do you/your teachers need?</p> <p>e. <i>Prompt, if needed: On certain topics or teaching strategies? On technology use and tech tools?</i></p>		X	X	
<p>6. <i>[If they mention working with a coach]</i> Thinking about your communication with your coach since COVID-19 began in early 2020, what has worked well? What has been challenging?</p> <p>f. <i>Prompt if not mentioned: Have you had any challenges with reaching your coach? With your coach not following through? With being unsure of what help you needed?</i></p>	X		X	X
<p>7. What are the greatest challenges your program faces in providing quality care right now?</p> <p>g. <i>Prompt, if needed: financial stability, finding or paying for materials/supplies, managing stress, supporting learning in children of various ages, supporting children's well-being, communicating with families.</i></p>			X	
<p>8. What has been the most helpful to your program in providing quality care right now?</p>			X	X
<p>9. Is there anything else that we haven't talked about that you think is important for us to know about the impacts of COVID-19 on coaching or other program supports?</p>	X	X	X	X

**Table D3. Crosswalk of study research questions and Family Child Care Provider Interview items (Instrument 6)**

Question	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
<p>1. For the SCOPE project, we first learned about your program's experiences with coaching when you completed a survey in 2019. You recently completed another survey to help us understand your experiences now. We realize things may have changed for you and your program since COVID-19 began in early 2020. In the survey you mentioned some of the types of professional development support that your program has received since COVID-19 began in early 2020. Have there been any other changes since then?</p>	X	X	X	
<p>2. How would you describe the professional development supports that your program is receiving now?</p> <ol style="list-style-type: none"> <li>a. Who is providing these supports to your program?</li> <li>b. How has looking for professional development opportunities changed since COVID-19 began? Would you say it is easier or more difficult to find opportunities that meet your needs?</li> <li>c. When you think about coaching—and by coaching we mean individuals who work with you one-on-one on a regular basis to provide feedback and guidance to help you improve your practices—would you say that you are currently receiving any coaching?               <ol style="list-style-type: none"> <li>i. <i>If yes:</i> In what ways has coaching changed? Are there any ways that coaching is the same as it was before COVID-19 began in early 2020?</li> <li>ii. Are you receiving remote coaching?                   <ol style="list-style-type: none"> <li>1. If yes, tell us about what remote coaching has been like for you—what has worked well? What has been challenging?</li> <li>2. If no, are there specific reasons why you aren't receiving remote coaching right now? <i>Prompt, if needed: Not available? Too difficult to manage the technology? I didn't want to? Focused on other priorities?</i></li> </ol> </li> <li>iii. <i>If no:</i> Could you tell us why coaching isn't happening right now?</li> </ol> </li> </ol>	X		X	X
<p>3. Thinking of the professional development supports you have received since COVID-19 began in early 2020, in what ways are they the same as the types of supports you received before the pandemic? In what ways have these supports changed, if at all?</p> <ol style="list-style-type: none"> <li>a. <i>Prompt, if needed: Are there differences in: how frequently you receive supports? In the ways you receive supports, such as by phone or video? In the topics that are being covered? In your satisfaction with the supports you're receiving? In how relevant the supports are to your program? In the cost?</i></li> </ol>	X	X	X	X

Appendix D: Interview item by research question crosswalk

Question	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
b. <i>[If they mention working with a coach]</i> How prepared do you think your coach is to help identify program needs and address current needs of your program? c. <i>[If they mention working with a coach]</i> How prepared do you think your coach is to work with you in new ways, like meeting remotely?				
4. Thinking of the professional development supports you have received since COVID-19 began in early 2020, in what ways have these supports been helpful to you and your program? d. <i>Probe, if needed: Increasing your/their knowledge? Making time more efficient? Reducing stress? Improving health and safety?</i>			X	X
5. Thinking of the professional development supports you have received since COVID-19 began in early 2020, is anything missing? What other types of support do you need? e. <i>Prompt, if needed: From peers? On certain topics or teaching/caregiving strategies? On technology use and tech tools?</i>		X	X	
6. <i>[If they mention working with a coach]</i> Thinking about your communication with your coach since COVID-19 began in early 2020, what has worked well? What has been challenging? f. <i>Prompt if not mentioned: Have you had any challenges with reaching your coach? With your coach not following through? With being unsure of what help you needed?</i>	X		X	X
7. What are the greatest challenges your program faces in providing quality care right now? g. <i>Prompt, if needed: financial stability, finding or paying for materials/supplies, managing stress, supporting learning in children of various ages, supporting children's well-being, communicating with families.</i>			X	
8. What has been the most helpful to your program in providing quality care right now?			X	X
9. Is there anything else that we haven't talked about that you think is important for us to know about the impacts of COVID-19 on coaching or other program supports?	X	X	X	X