

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

- Table C1. Crosswalk of study research questions and Coach Survey items (Instrument 1)
- Table C2. Crosswalk of study research questions and Center Director Survey items (Instrument 2)
- Table C3. Crosswalk of study research questions and Family Child Care Provider Survey items (Instrument 3)

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?

In addition to these research questions, the tables below include a column for “**Screeners**” questions included in the surveys. These questions will also serve as important context for interpreting responses related to the core study research questions, and highlight key subgroup analyses to pursue (e.g., coaching and professional development patterns among centers that closed during the pandemic versus those that did not).

**Table C1. Crosswalk of study research questions and Coach Survey items (Instrument 1)**

Question	Screeners	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
SC1. Are you currently providing coaching? <i>Mark one only</i>	X		X		
SC1a. Why are you no longer providing coaching? <i>Mark all that apply</i>	X		X		
SC1b. Was your departure from coaching at least partially a result of COVID-19? <i>Mark one only</i>	X		X		
SC2. Between when COVID-19 began in early 2020 and now, have you experienced any of the following changes in your work as a coach? <i>Mark yes or no for each item</i> SC2a. There were times when I took on additional coaching duties SC2b. There were times when I had fewer coaching duties SC2c. There were times I took on more non-coaching duties SC2d. I was temporarily laid off or furloughed (with or without pay) from my job as a coach SC2e. I experienced other types of changes in my work as a coach since COVID-19 began (IF YES <i>specify:</i> _____)	X		X		
SC3. How many of the following settings do you <u>currently</u> work with as a coach?	X			X	
SC3a. Please identify how many of the following staff you <u>currently</u> coach across all of the settings where you coach.	X			X	
SC4. Of the [FILL TOTAL FROM SC3a_1, SC3a_2, SC3a_3] teachers/providers you work with, how many are you working with primarily remotely, how many are you working with primarily in-person, and how many are you working with both remotely and in-person? <i>Please enter the number for each</i>				X	
SC5. Are you <u>currently</u> providing any of the following types of coaching and/or other professional development (PD) services to teachers and FCC providers who teacher and care for preschool-age children? These services could be either remote or in-person. [IF RESPONDENT NOT CURRENTLY PROVIDING COACHING] Are you <u>currently</u> providing any of the following types of professional development (PD) services, either remotely or in-person? <i>Mark yes or no for each item</i> SC1a. Providing one-on-one coaching to teachers/providers SC1b. Providing coaching to teaching teams from a classroom or FCC SC1c. Providing coaching to groups of teachers across classrooms within the same center SC1d. Providing PD workshops and/or trainings to teachers/providers SC1e. Providing PD workshops and/or trainings to ECE administrators SC1f. Facilitating a peer learning group or professional learning community for ECE educators			X	X	

Appendix C: Survey item by research question crosswalk

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
SC1g. Providing other types of technical assistance to centers and/or FCC homes SC1h. Other ( <i>specify</i> )					
SC6. Compared to before COVID-19 began in early 2020, would you say you currently spend more time, less time, or the same amount of time coaching teachers or providers in teams or small groups (instead of alone/one-on-one)? <i>Mark one only</i>		X		X	
SC7. Does your work currently involve any of the following tasks? <i>Mark yes or no for each item</i> SC7a. Providing care for children in classrooms or FCC homes SC7b. Providing other types of in-person services for children and families SC7c. Providing remote or virtual services to children and/or families SC7d. Supervising teachers SC7e. Supervising other types of staff SC7f. Other types of administrative work SC7g. Other ECE-related work ( <i>specify</i> )			X		
A1. On average, how often do you currently use the following approaches to communicate or interact with the [TEACHER: teachers/FCC: providers] who you coach? <i>Mark one only for each item</i> A1a. Regularly scheduled meetings (in-person) A1b. Regularly scheduled meetings (remote) A1c. Brief drop-in visits (in-person) A1d. Brief virtual conversations (video and/or phone) A1e. Text and/or email A1f. Other ( <i>specify</i> ):		X		X	
A2. On average, how frequently do you have regularly scheduled coaching meetings with a [TEACHER: teacher/FCC: provider] or teaching team? Please think about meetings that take place remotely or in-person. <i>Please note the average number of meetings and whether it is every week, every month or every two months.</i>		X		X	
A2a. Of those [FILL RESPONSE FROM A2] regularly scheduled meetings, what number are currently in-person and what number are currently remote?					
A3. What is the average total amount of time you spend during a month interacting with a [TEACHER: teacher/FCC: provider] or teaching team? Please include time spent during both remote and in-person interactions such as meetings, drop-in visits, brief virtual conversations, or texting and emailing. Please do NOT include time observing or preparing for meetings. <i>Please enter hours or minutes for total time.</i>		X		X	
A4. On average, how much time do you spend in a typical <u>in-person</u> coaching meeting interacting with a [TEACHER: teacher/FCC: provider] or teaching team whom you coach? Please do NOT include time or meetings focused only on observing the [TEACHER: teacher/FCC: provider] or teaching team. <i>Please enter hours or</i>		X		X	

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
<i>minutes for length of time.</i>					
A5. On average, how much time do you spend in a typical <u>remote</u> coaching meeting interacting with a [TEACHER: teacher/FCC: provider] or teaching team whom you coach? Please do NOT include time or meetings focused only on observing the [TEACHER: teacher/FCC: provider] or teaching team. <i>Please enter hours or minutes for length of meeting.</i>		X		X	
A6. Thinking about the amount of time you spend coaching remotely now compared to before COVID-19 began in early 2020, would you say you spend more time, less time, or about the same amount of time coaching [TEACHER: teachers/FCC: providers] remotely? <i>Mark one only</i>		X		X	
A7. Thinking about both the regularly scheduled coaching meetings and all the other ways you interact or communicate with the [TEACHER: teachers/FCC: providers] you coach, which <u>three</u> topics do you currently spend most of the time discussing with them? <i>Choose the three topics from the list below and rank them from 1 to 3 with 1 being the topic you spend the most time discussing with the [TEACHER: teachers/FCC: providers] you coach.</i>				X	
B1. When providing coaching to a typical [TEACHER: teacher/FCC: provider] or teaching team, how often do you currently do the following activities during your interactions? [IF B1_A, B1_B, B1_C OR B1_H=2, 3, 4 OR 5] Please note if you are currently doing each activity in-person, remotely, or both. <i>Mark one only for each item.</i> B1a. Problem solve on personal issues B1b. Provide emotional support or work on stress reduction B1c. Help with [TEACHER: classroom/FCC: provider] preparation of materials, lesson plans, or scheduling B1d. Facilitate opportunities for other professional development B1e. Help the [TEACHER: teacher/FCC: provider] connect to COVID-19 related resources B1f. Help the teacher interpret CDC and/or other health and safety guidelines related to COVID-19 B1g. Other ( <i>specify</i> )		X		X	
B1a. Have any of these activities been more difficult to do remotely than in-person? <i>Mark one only for each item</i> B1a_a: Problem solve on personal issues B1a_b: Provide emotional support or work on stress reduction B1a_c: Help with [TEACHER: classroom/FCC: provider] preparation of materials, lesson plans, scheduling B1a_g: Other coaching activity ( <i>specify</i> )			X		

Appendix C: Survey item by research question crosswalk

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
<p>B2. When providing coaching to a typical [TEACHER: teacher/FCC: provider] or teaching team, how often do you currently use the following <i>practice and modeling</i> strategies during your interactions? Is this strategy currently done in-person, remotely, or both? <i>Mark one only for each item.</i></p> <p>B2a: Demonstrate/model skills and strategies with children</p> <p>B2b: Demonstrate/model skills and strategies by using video exemplars (either to watch together or on own)</p>		X		X	
<p>B3. When providing coaching to a typical [TEACHER: teacher/FCC: provider] or teaching team, how often do you currently use the following <i>observation/reflection and feedback</i> strategies during your interactions? <i>Mark one only for each item.</i></p> <p>B3a: Conduct in-person observation of [TEACHER: teacher's/FCC: provider's] work</p> <p>B3b: Conduct remote (live) observation of [TEACHER: teacher's/FCC: provider's] work</p> <p>B3c: Watch a pre-recorded video of the [TEACHER: teacher's/FCC: provider's] practice</p> <p>B3d: Discuss with the [TEACHER: teacher/FCC: provider] about how they implemented the observed practice</p> <p>B3e: Provide verbal or written feedback on [TEACHER: teacher/FCC: provider] strengths or areas for growth</p> <p>B3f: Ask [TEACHER: teachers/FCC: providers] to discuss what went well and what did not go well when using skills and practices targeted in coaching</p> <p>B3g: Ask [TEACHER: teachers/FCC: providers] what makes it difficult to use the skills or practices targeted in coaching</p>		X		X	
<p>B4. Do you currently set formal specified goals with [TEACHER: teachers/FCC: providers] whom you work with in-person, remotely, or both? <i>Mark one only</i></p>		X	X		
<p>B5. How prepared do you currently feel to provide coaching remotely? <i>Mark one only</i></p>			X		
<p>B6. Overall, do you feel you are able to have constructive communication with the [TEACHER: teachers/FCC: providers] you coach remotely so they can apply the guidance you've discussed? <i>Mark one only</i></p>		X	X		X
<p>B7. To what extent are the following factors currently challenging to you as a coach?</p> <p>B7a. [TEACHER] Level of support from center or program director</p> <p>B7b. [TEACHER] Teacher turnover</p> <p>B7c. [TEACHER] Staff/coach ratio (too many teachers and too few coaches)</p> <p>B7d. [TEACHER: Teacher/FCC: Provider] resistance to the coaching process</p> <p>B7e. Lack of coach time for coach-[TEACHER: teacher/FCC: provider] meetings</p> <p>B7f. Lack of teacher release time for coach-[TEACHER: teacher/FCC: provider] meetings</p> <p>B7g. Technology problems (such as internet access, availability of technology)</p>		X		X	

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Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
B7h. Communication challenges with [TEACHER: teachers/FCC: providers] (including lack of resources in other languages – not technology issues) B7i. [TEACHER: Teacher/FCC: Provider] personal crises, stress, or mental health issues B7j. Lack of training or professional development for coaching B7k. [TEACHER:/FCC: Provider] discomfort with observation B7l. Building a relationship with the [TEACHER: teacher/FCC: provider] B7m. Providing [TEACHER: teachers/FCC: providers] with the emotional support they need					
C1. How many hours do you work in a typical week? Please think about all work that you do, including coaching activities and activities not related to coaching.			X	X	
C1a. Of those [FILL HOURS IN C1] hours, how much of that time is related to your work as a coach? <i>You may answer in hours or in percentages.</i>			X	X	
C1b. Of the [FILL HOURS IN C1] hours you work in a typical week, how much of your time is spent providing other types of professional development (for example, trainings or workshops) to ECE teachers/providers? <i>You may answer in hours or in a percentage.</i>			X		
C1c. Of those [FILL HOURS IN C1] hours, how much of your time is spent working in classrooms, centers or FCC homes to teach and care for children? <i>You may answer in hours or in a percentage.</i>			X		
C2. Have you ever received training on the following topics since COVID-19 began in early 2020? <i>Mark yes or no for each topic</i> C2a. Coaching practices (structure, implementation, goals, strategies, communication, planning) C2b. Assessments and observation tools for coaching C2c. How to coach teachers/providers in specific school readiness content area domains (for example, curriculum, literacy development, children’s social-emotional development) C2d. Classroom health and safety C2e. Working with families C2f. Managing stress for teachers C2g. Managing classroom trauma C2h. COVID-19 procedures/guidelines C2i. Use of technology in coaching C2j. How to conduct coaching remotely C2k. How to support teachers in their remote instruction C2l. Other ( <i>specify</i> )			X	X	
C3. Since the start of COVID-19 in early 2020, how often have you participated in training or other professional development to support your coaching? <i>Mark one only</i>			X		

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

**Table C2. Crosswalk of study research questions and Center Director Survey items (Instrument 2)**

Question	Screeners	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
SC1. What is your current job status at the center? <i>Mark one only</i>	X				
SC1a. What is the name and email address of the current center director of [CENTER NAME]?	X				
SC1b. How long have you been the center director of [CENTER NAME]? <i>Mark one only</i>	X				
SC2. Thinking about the average number of hours you work at this center now (including both paid and unpaid time) compared to before COVID-19 began in early 2020, are you working more hours, fewer hours, or about the same number of hours per week? <i>Mark one only</i>	X				
SC2a. Was this change in hours related in any way to the COVID-19 pandemic? <i>Mark one only</i>	X				
SC3. What is the current operating status of your center? <i>Mark one only</i>	X				
SC4. Why is your center currently closed and not providing any services? <i>Mark yes or no for each item</i> SC4_A. Chose to close for COVID-19 health and safety precautions SC4_B. Required to close due to state or local health and safety mandates SC4_C. Financial problems related to COVID-19 SC4_D. Staff shortages related to COVID-19 SC4_E. Low family enrollment SC4_F. Other reasons ( <i>specify</i> )	X				
SC4a. Is your current closure a temporary closure or a permanent closure? <i>Mark one only</i>	X				
SC4b. When did your center close? Please provide the month and the year.	X				
SC5. Since COVID-19 began in early 2020, did your center ever... <i>Mark all that apply</i> Provide only virtual services Provide a mix of virtual and in-person services Close entirely and not offer virtual or in-person services	X				
SC6. What is the <u>total</u> amount of time your center offered <u>virtual services only</u> (no in-person services) between when COVID-19 began and today? If your center stopped in-person services more than once, please add up the total time across all instances. <i>Mark one only</i>	X				
SC7. What is the <u>total</u> amount of time your center was <u>entirely closed</u> (no in-person or virtual services) between when COVID-19 began in early 2020 and today? If your center was entirely closed more than once, please add up the total time across all closures. <i>Mark one only</i>	X				
SC8. During the time(s) your center was entirely closed, did teachers or other staff have contact with families in any of the following ways? <i>Mark yes or no for each item</i> SC8a. Checked in with families to let them know we were thinking of them	X				



Appendix C: Survey item by research question crosswalk

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
SC8b. <u>Suggested</u> resources families could use to support their children's learning and well-being					
SC8c. <u>Sent</u> information to families about other services in the community					
SC8d. <u>Sent</u> materials to families to support their children's learning					
SC8e. Communicated reopening plans					
SC8f. Center served as a pickup location for meals for children/their families					
SC8g. Contacted them for other reasons ( <i>please specify</i> )					
SC9. On a scale of 1 to 5, how problematic were any financial issues your center experienced since early 2020 as a result of COVID-19? <i>Mark one only</i>	X				
SC10. On a scale of 1 to 5, how problematic were any staff shortages your center experienced since early 2020 as a result of COVID-19? <i>Mark one only</i>	X				
SC11. What age groups does your center currently serve? <i>Mark yes or no to each item</i>					
SC11a. Infants (0 – 17 months old)					
SC11b. Toddlers (18 – 35 months old)	X				
SC11c. Preschool age (3 – 5 years old and not yet in kindergarten)					
SC11d. School age (5 years and older (kindergarten and above))					
SC11a. Compared to before COVID-19 began in early 2020, is your center currently serving more, fewer, or approximately the same number of <u>preschoolers</u> ? <i>Mark one only</i>	X				
SC11b. Compared to before COVID-19 began in early 2020, is your center currently serving more, fewer, or approximately the same number of <u>school age children</u> ? <i>Mark one only</i>	X				
SC12. Approximately how many children do you currently serve between the ages of birth to five years? Please include children in AM, PM, and full-day [programs/care]. Count both full-time and part-time children, but count each child only once.	X				
SC13. Please tell us the number of lead teachers who are <u>currently</u> working with preschool-aged children at this center. By preschool-aged children, we mean children who are 3, 4, or 5 years old but not yet in kindergarten.	X				
SC14. Please tell us the number of assistant teachers who are <u>currently</u> working with preschool-aged children at this center. By preschool-aged children, we mean children who are 3, 4, or 5 years old but not yet in kindergarten.	X				
SC15. Are any teachers of preschool-aged children in your center currently working with a coach?			X	X	
SC16. When was the last time any teachers of preschool-aged children in your center worked with a coach? <i>Please note the month and year.</i>				X	
SC17. What are the reason(s) coaching stopped for teachers of preschool age children in your center? <i>Mark yes or no for each item</i>				X	
SC17a. Teachers did not have time to participate in coaching					
SC17b. Insufficient funding to support coaching					
SC17c. Health and safety precautions or mandates					

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Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
SC17d. The organization that provided coaching no longer provides coaches to the center SC17e. Unable to find/hire qualified coaches SC17f. The coach(es) have been doing other kinds of work at this center (instead of coaching) SC17g. Other ( <i>specify</i> )					
SC18. How many lead and assistant teachers working with preschool-aged children in your center [are currently receiving coaching/were receiving coaching before it ceased]?			X	X	
SC19. In all, how many coaches are currently working with teachers of preschool-age children in your center?				X	
SC20. Is the coach/are these coaches on the staff of your center (or the larger organization your center is a part of), or from outside of your organization? <i>Mark all that apply</i>				X	
SC21. Since COVID-19 began in early 2020, have any of the following been consistent challenges for your center? By consistent, we mean something that is encountered on a frequent or ongoing basis. <i>Mark all that apply</i>	X				X
A1. Since the onset of COVID-19 in early 2020, have teachers at your center participated in any of the following types of professional development activities? These activities could take place virtually or in-person. <i>Mark yes or no for each item</i> A1a. One-time workshops or trainings A1b. Workshops or training that are part of a larger series or have multiple sessions A1c. College courses A1d. Mental health consultation A1e. A community of learners (may also be called a peer learning group (PLG) or professional learning community (PLC)) A1f. Membership in professional organizations at center expense A1g. Attendance at conferences (virtual or in-person) A1h. Received other types of support for earning an AA or BA degree (such as tuition support) A1i. Other ( <i>please specify</i> )				X	
A2. Since the onset of COVID-19 in early 2020, have teachers participated in this professional development virtually (that is, by phone call, text, or through video conference), in-person, or both? A2a. One-time workshops or trainings A2b. Workshops or trainings that are part of a larger series or have multiple sessions A2c. College courses A2d. Mental health consultation A2e. A community of learners (may also be called a peer learning group (PLG) or professional learning community (PLC)) A2g. Attendance at conferences				X	

Question	Screeners	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
A2i. Other (specify): _____					
A3. Since the onset of COVID-19 in early 2020, which of the following topics have been a focus of the coaching or professional development for teachers from your center? <i>Mark whether each topic has been a focus of coaching and/or PD or if it has not been covered by either.</i> [IF SC15=0 USE THIS LANGUAGE; ONLY SHOW COLUMNS FOR PD AND NA]: Since the onset of COVID-19 in early 2020, which of the following topics have been a focus of the professional development for teachers from your center? <i>Mark whether each topic has been a focus of PD or if it has not been covered by PD</i> A3a. Culture, diversity, and equity A3b. Behavior management/guidance			X	X	X

Appendix C: Survey item by research question crosswalk

Question	Screeners	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
A3c. Teacher-child interactions (individual or small group) A3d. Family engagement A3e. Children's learning/academic development (literacy, math, curriculum, etc.) A3f. Children's social-emotional development and well-being A3g. Child trauma, stress, and coping A3h. Staff stress and coping A3i. Ways to address family stress and coping A3j. Child health and safety A3k. Staff health and safety A3l. Remote learning A3m. Ways to provide virtual services A3n. Emergency preparation A3o. COVID-19 related procedures for centers A3p. Other ( <i>specify</i> )					
A4. Does your center (or the larger organization your center is part of) plan to have any teachers participate in any type of professional development activity (e.g., workshops, trainings, coaching, conferences, etc.) within the next six months? <i>Mark one only</i>				X	X
A5. Early care and education center directors must manage numerous priorities. For your center, please rank the following program priorities in order of importance, with 1 being the most important and 9 being the least.					X
A6. On a scale of 1 to 5, how easy or difficult has it been to <u>provide</u> professional development opportunities to teachers since COVID-19 began in early 2020?					X
B1. What information [is used/was used] to determine which teaching staff in your center [will/would] receive coaching? <i>Mark all that apply</i>		X		X	
B2. [Are/Were] the [coach/coaches] who [serve/served] your center holding regularly-scheduled meetings with teachers only remotely (that is, by phone calls, texting, online or through video conference), only in-person, or a mix of both remote and in-person? <i>Mark one only</i>		X			
B3. How much of the coaching at your center [is currently/was] done remotely? <i>Mark one only</i>		X			
B4. How effective [is/was] remote coaching for improving teacher practices? <i>Mark one only</i>				X	X
B5. [Do/Did] any of the following technical issues cause consistent challenges for conducting remote coaching at your center? <i>Please mark yes or no for each item</i> [IF B2=2 ASK] Are any of the following technical issues reasons why your center did not pursue remote coaching opportunities? <i>Please mark yes or no for each item</i>		X			

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Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
B2a. Lack of computer equipment B2b. lack of equipment for video conferencing/video calls B2c. Lack of equipment of recording teacher practice B2d. Lack of email access B2e. A lack of sufficiently fast internet or cellular service B2f. The expense of sufficiently fast internet or cellular data plans					
B6. How often [does the coach currently/do coaches currently] [did coach/coaches] in your center... B6a. Coach teachers one-on-one? B6b. Coach teaching teams together (such as a teacher with an assistant teacher)?		X			
C1. Since COVID-19 began in early 2020, to what extent were any of the following factors a challenge to coaching? C1a. Qualifications, skills, and abilities of coaches C1b. Staff/coach ratio (too many teachers and too few coaches) C1c. Lack of coach time for coach-teacher meetings C1d. Lack of teacher time for coach-teacher meetings C1e. Availability of additional training for the coach C1f. Teacher turnover C1g. Teacher resistance to the coaching process C1h. Teacher-coach communication challenges (including language barriers – NOT technology issues) C1i. Teacher personal crises, stress, or mental health issues C1j. Cost or available funding C1k. Coaches and teachers building or maintaining relationships C1l. Coaches being able to provide teachers with the emotional support they need		X		X	
C2. On a scale of 1 to 5, how easy or difficult [has it been/was it] to maintain coaching for teachers at your center since COVID-19 began in early 2020? <i>Mark one only</i>		X		X	
D2. Are you available at the email that received this survey link over the summer if we want to contact you for an interview? <i>Mark one only</i>	X				
D3. Can you please provide an email or phone number we could use during the summer?	X				

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

**Table C3. Crosswalk of study research questions and Family Child Care Provider Survey items (Instrument 3)**

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
SC1. At <u>any time</u> since COVID-19 began in early 2020, has your FCC home offered any virtual services to children or their families? Virtual services, which can also be called remote services, happen through phone (text or voice), via video (like Zoom or FaceTime), or using another online method. These services could include virtual instruction to children (one-on-one or in groups), virtual home visits or family meetings, or virtual family activities or events. <i>Mark one only</i>	X				
SC1a. What is the current operating status of your FCC? <i>Mark one only</i>	X				
SC2. Is your current closure a temporary closure or a permanent closure? <i>Mark one only</i>	X				
SC2a. Why is your FCC currently closed and not providing any services? <i>Mark yes or no for each item</i> SC2a_a. Chose to close for COVID-10 health and safety precautions SC2a_b. Required to close due to state or local health and safety mandates SC2a_c. Financial problems related to COVID-19 SC2a_d. Staff shortages related to COVID-19 SC2a_e. Low family enrollment SC2a_f. Other reasons ( <i>specify</i> )	X				
SC2b. When did your FCC close? Please provide the month and the year.	X				
SC3. Since COVID-19 began in early 2020, did your FCC ever... <i>Mark all that apply</i>	X				
SC4. What is the <u>total</u> amount of time your FCC was entirely closed (no in-person or virtual services) between when COVID-19 began and today? If your FCC closed more than once, please add up the total time across all closures. <i>Mark one only</i>	X				
SC4a. Thinking about all the times your FCC closed entirely and/or your FCC provided only virtual services, did this happen for any of the following reasons? <i>Mark yes or no for each item</i> SC4a_a. Chose to close due to COVID-19 health and safety precautions SC4a_b. Required to close due to state or local health and safety mandates SC4a_c. Financial problems related to COVID-19 SC4a_d. Staff shortages related to COVID-19 SC4a_e. Low family enrollment SC4a_f. Other reasons ( <i>specify</i> )	X				
SC5. During the time(s) your FCC was closed, did staff contact families in any of the following ways? <i>Mark yes or no for each item</i> SC5a. Checked in with the families to let them know we were thinking about them SC5b. <u>Suggested</u> resources families could use to support their children's learning	X				

Appendix C: Survey item by research question crosswalk

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
and well-being SC5c. <u>Sent</u> materials to families to support their children's learning SD5d. <u>Sent</u> information to families about other services in the community SC5e. Communicated reopening plans SC5f. Distributed meals to children/families SC5g. Contacted them for other reasons ( <i>specify</i> )					
SC6. Approximately how many children [do you currently serve/did you serve] between the ages of birth to five years? Please include children in AM, PM and full-day care. Count both full-time and part-time children, but count each child only once.	X				
SC7. What age groups does your FCC currently serve? <i>Mark yes or no to each item</i> SC7a. Infants (0 – 17 months old) SC7b. Toddlers (18 – 35 months old) SC7c. Preschool age (3 – 5 years old and not yet in kindergarten) SC7d. School age (5 years and older (kindergarten and above))	X				
SC7a. Compared to before COVID-19 began in early 2020, is your FCC currently serving more, fewer, or approximately the same number of <u>preschoolers</u> (3-5 years old and not yet in kindergarten)? <i>Mark one only</i>	X				
SC7b. Compared to before COVID-19 began in early 2020, is your FCC currently serving more, fewer, or approximately the same number of <u>school age children</u> (5 years and older (kindergarten and above))? <i>Mark one only</i>	X				
SC8. How many staff are usually in your family child care home, including you?	X				
SC9. As you may recall, when we reached out to you in 2019 we wanted to learn about the coaching that was taking place at your FCC. As a reminder, when we refer to coaches in this survey, 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. You may use other terms for coaches, such as mentors, mentor-coaches, mentor-teachers or consultants.  Do you currently receive coaching to support your work with children in your FCC?			X	X	
SC10. When was the last time you worked with a coach/coaches? <i>Please note the month and year.</i>				X	
SC11. What are the reason(s) why you stopped working with a coach? <i>Mark yes or no for each item</i> SC11a. I did not have time to participate in coaching SC11b. Insufficient funding to support coaching SC11c. Health and safety precautions or mandates SC11d. The organization that provided coaching no longer provides coaches to my FCC SC11e. Unable to find/hire qualified coaches				X	

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
SC11f. Other ( <i>specify</i> )					
SC12. How many coaches are you currently working with?				X	
SC13. Since COVID-19 began in early 2020, have any of the following been consistent challenges for your FCC? By consistent, we mean something that is encountered on an ongoing basis. <i>Select all that apply</i>	X				X
<p>A1. Since the onset of COVID-19 in early 2020, have [you/you or your staff] at your FCC participated in any of the following types of professional development activities? These activities could take place virtually or in-person. <i>Mark yes or no for each item</i></p> <p>A1a. One-time workshops or training</p> <p>A1b. Workshops or trainings that are part of a larger series or have multiple sessions</p> <p>A1c. Mental health consultation</p> <p>A1d. Certificate, credential, or college coursework</p> <p>A1e. A community of learners (may also be called a peer learning group (PLG) or professional learning community (PLC))</p> <p>A1f. Membership in professional organizations</p> <p>A1g. FCC network meetings</p> <p>A1h. Conferences</p> <p>A1i. Other (<i>specify</i>)</p>				X	
<p>A2. Since the onset of COVID 19 in early 2020, have you participated in this professional development virtually (that is, by phone calls, texting, online or through video conference), in-person, or both?</p> <p>A2a. One-time workshops or trainings</p> <p>A2b. Workshops or trainings that are part of a larger series or have multiple sessions</p> <p>A2c. Mental health consultation</p> <p>A2d. Certificate, credential, or college coursework</p> <p>A2e. A community of learners, (may also be called a peer learning group (PLG) or professional learning community (PLC))</p> <p>A2f. FCC network meetings</p> <p>A2g. Conferences</p> <p>A2h. Other (<i>specify</i>)</p>				X	
<p>A3. Since the onset of COVID-19 in early 2020, which of the following topics have been a focus of the coaching or professional development [you/you and your staff] participate in? <i>Mark whether each topic has been a focus of coaching and/or PD or if it has not been covered by either</i></p>			X	X	X



Appendix C: Survey item by research question crosswalk

Question	Screeners	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
<p>[IF SC9=0 USE THIS LANGUAGE; ONLY SHOW COLUMNS FOR PD AND NA]: Since the onset of COVID-19 in early 2020, which of the following topics have been a focus of the professional development [you/you and your staff] participate in? <i>Mark whether each topic has been a focus of PD or if it has not been covered by PD</i></p> <p>A3a. Culture, diversity, and equity            A3b. Behavior management/guidance            A3c. Provider-child interactions (individual or small group)            A3d. Family engagement            A3e. Children's learning/academic development (literacy, math, etc.)            A3f. Children's social-emotional development and well-being            A3g. Child trauma, stress, and coping            A3h. Emotional well-being of staff            A3i. Ways to address family stress and coping            A3j. Child health and safety            A3k. Staff health and safety            A3l. Remote learning            A3m. Ways to provide virtual services            A3n. Emergency preparation            A3o. COVID-19 related procedures for FCCs            A3p. Other (<i>specify</i>)</p>					
<p>A4. Do you or anyone who works at your FCC have a plan to participate in any type of professional development activity (e.g., workshops, trainings, coaching, conferences, etc.) within the next six months? <i>Mark one only</i></p>				X	X
<p>A5. On a scale of 1 to 5, how easy or difficult has it been for [you/you and your staff] to participate in professional development opportunities since COVID-19 began in early 2020?</p>					X
<p>B1. On average, how often do [you/you and your staff] currently use the following approaches to communicate or interact with your coach? <i>Mark one only for each item</i></p> <p>B1a. Regularly scheduled meetings (in-person)            B1b. Regularly scheduled meetings (remote)            B1c. Brief drop-in visits (in-person)            B1d. Brief virtual conversations by video and/or phone            B1e. Text and/or email            B1f. Other (<i>please specify</i>)</p>		X		X	
<p>B2. On average, how much time does your coach currently spend with you in a typical, regularly scheduled <i>in-person</i> coaching meeting? Please enter hours or minutes per coaching meeting.</p>		X		X	
<p>B3. During regularly scheduled <i>in-person</i> coaching meetings, do you meet with your coach</p>		X		X	

Appendix C: Survey item by research question crosswalk

Question	Screeners	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
alone or with other staff too?					
B4. On average, how much time does your coach currently spend with you in a typical, regularly scheduled <i>remote</i> coaching meeting? Please enter hours or minutes per coaching meeting.		X		X	
B5. During regularly scheduled <i>remote</i> coaching meetings, do you meet with your coach alone or with other teachers or staff too?		X		X	
B6. How easy or difficult is it for you to reach your coach during the day if you have a question or if a problem comes up? <i>Mark one only</i>		X		X	
C1. How useful is it to you when your coach does the following? Please mark "Not applicable" if your coach does not do this activity with you. <i>Mark one for each item.</i> C1a. Problem solves on personal issues C1b. Provides emotional support		X		X	X
C2. Please indicate how strongly you agree or disagree with the following statements. <i>Mark one for each statement.</i> C2a. The focus of this coaching is the right focus for me C2b. My coach has improved my skills working with children C2c. The coaching I receive is useful to me		X		X	X
C3. Since COVID-19 began, how supported have you felt <i>by your coach</i> in these areas? If you did not need help in an area, please select "Not applicable – did not need support from my coach." <i>Mark one for each area.</i> C3a. Child health and safety C2b. Staff health and safety C2c. Teacher/staff stress and coping C2d. Family stress and coping C2e. Children's social and emotional development C2f. Children's academic development (literacy, math, etc.) C2g. Child trauma, stress, and coping C2h. Family engagement C2i. COVID-19 related procedures for FCCs C2j. Providing children/families with remote instruction/support C2k. Other ( <i>specify</i> )		X		X	X
C4. Overall, how easy or difficult has it been to have a constructive relationship with your coach even when you are working with your coach remotely? <i>Mark one only</i>		X		X	X
C5. When your coach provides support remotely, do you feel you are able to apply the guidance or lessons that they provide? <i>Mark one only</i>		X		X	X
C6. Have you developed any goals with your coach since COVID-19 began in early 2020?		X		X	
D1. Sometimes there are challenges to participating in coaching. How challenging or not challenging are each of the following for [you/you and your staff] when receiving		X		X	

Question	Screener	RQ1: coaching features	RQ2: coaches' roles	RQ3: supportin g ECE	RQ4: value of PD and coaching
coaching? <i>Please note how challenging each item is; please mark not applicable for any item that does not apply to you and your FCC.</i> D1a. Coaching disrupts the care I provide D1b. Lack of coach time to meet with me D1c. Lack of my time to meet with my coach D1d. Communication challenges with coach (including language barriers – NOT technology issues) D1e. Observations are uncomfortable D1f. Building a relationship with coach D1g. Technology problems (such as internet access, availability of technology) D1h. Obtaining the emotional support I need D1i. Me/my staff's personal crises, stress, or mental health issues D1j. Other ( <i>specify</i> )					
D2. On a scale of 1 to 5, how easy or difficult has it been for [you/you and your staff] to participate in coaching since COVID-19 began in early 2020?		X		X	

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