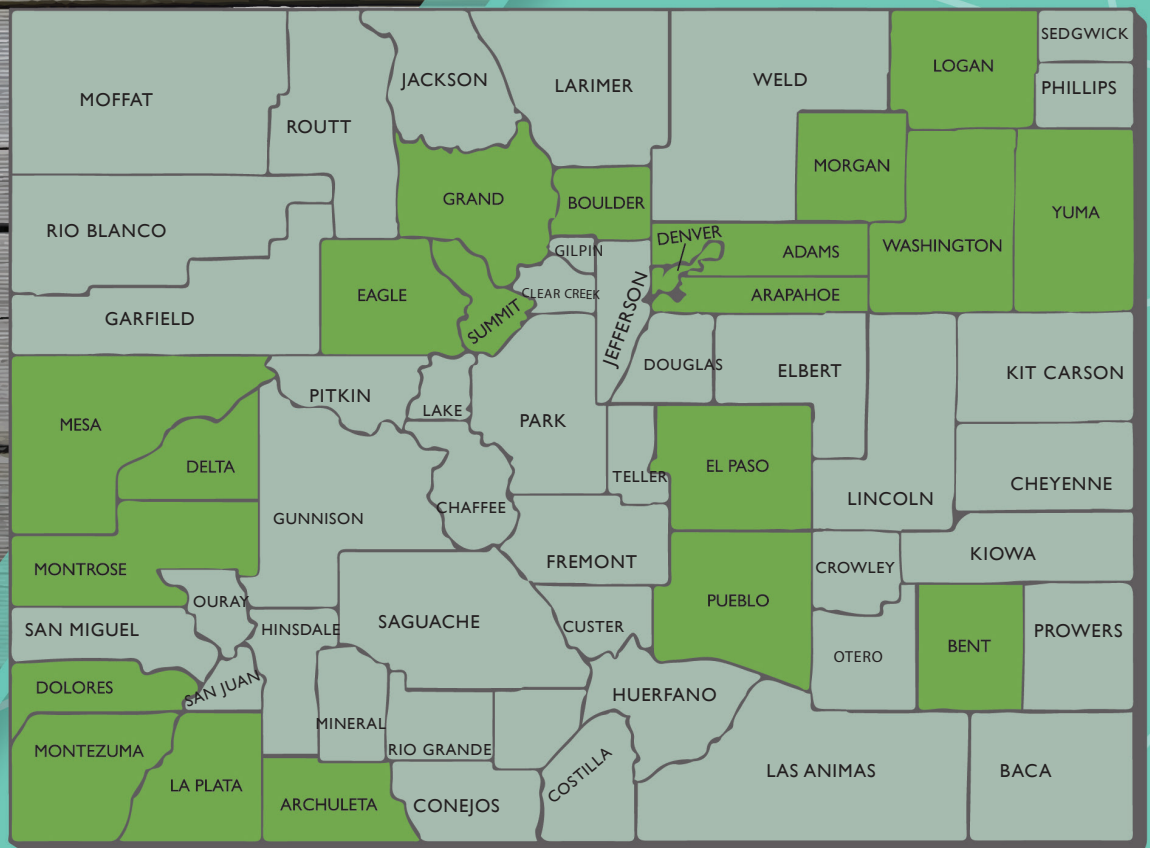




The Incredible Years[®] 2018-2019

Colorado Statewide Annual Report



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Executive Summary

During the 2018-19 program year, three of The Incredible Years® universal prevention components were offered across 21 counties in Colorado with the support of Invest in Kids. Highlights from the annual statewide evaluation include the following:

Dinosaur School

Numbers Served: 464 teachers and education staff supported the delivery of Dinosaur School to 6,599 students.

Outcomes: There was a significant increase from pre-test to post-test for student's Prosocial Communication, Emotion Regulation, Academic Skills, and overall Social Competence, as reported by teachers. In addition, there were significant increases from pre-test to post-test for all nine items that measured student progress on Dinosaur School social-emotional skills in the classroom.

Fidelity: The average observed fidelity score showed a significant increase over time for both first and second year teachers.

Teacher Classroom Management (TCM)

Numbers Served: 30 teachers were in classrooms that benefitted from training and coaching in TCM, and 428 students were in those classrooms.

Outcomes: There was a significant increase from pre-test to post-test for teacher's use of Positive Management Strategies and Planning and Support. There was also a significant increase in student's Prosocial Communication, Emotion Regulation, Academic Skills, and overall Social Competence, as reported by teachers.

Fidelity: The average observed fidelity score showed a significant increase over time for TCM teachers.

Preschool BASIC Parent Program (Parent Program)

Numbers Served: 73 Parent Program Facilitators delivered Parent Program to 595 parents across 51 unique parent groups in Colorado.

Outcomes: There was a significant increase from pre-test to post-test for parent's Appropriate Discipline, Clear Expectations, and Positive Parenting, and a significant decrease from pre-test to post-test for parent's Harsh Discipline and Inconsistent Discipline. There was also a significant increase in preschool-aged children's Prosocial Communication, Emotion Regulation, and overall Social Competence, as reported by parents.

Fidelity: The average fidelity score was consistently high (above a three on a scale of one to five) between both checklists for Parent Program Facilitators receiving Level 1 and Level 2 coaching support.

Promoting Social-Emotional Skills for Colorado's Children

Since 1999, Invest in Kids (IIK) has worked in partnership with Colorado communities to deliver high quality, evidence-based programs to improve the health and well-being of young children and their families. Our vision is for every child in Colorado to experience responsive, nurturing relationships with parents and teachers, and to be able to enter kindergarten with a high level of social-emotional competence, providing a strong foundation for learning in early childhood and beyond.

Social-emotional skills include the ability to monitor one's thoughts, feelings, and behaviors in socially and culturally appropriate ways, and communicating and forming relationships with adults and with peers¹. These skills are considered a foundational component of school readiness, and develop rapidly in early childhood, a sensitive period when a significant amount of brain development occurs. It is also a time when relationships with parents, caregivers, and teachers provide important contexts for promoting social-emotional skills.

Research indicates that exposure to socioeconomic disadvantage and other risk factors in early childhood translates to an increased likelihood of both short and long-term challenges to development^{2,3}. In the short-term, children are ill-equipped both academically and behaviorally to enter kindergarten. Long-term, they are more likely to experience mental health problems, substance abuse, lower educational attainment, lower rates of employment, and less economic stability. These individuals are also more likely to recreate risk factors for subsequent generations. However, evidence-based programs exist that leverage the protective factors of positive parent and teacher-child relationships in promoting young children's social-emotional skills. These skills are seen as optimal targets for universal, preventive interventions in early childhood because of their malleability and the implications for long-term health and well-being⁴.

RISK FACTORS (-)

- Socioeconomic disadvantage
- Family & parent stress
- Harsh and/or inconsistent parent discipline
- Low parent involvement with child's teacher/school
- Teacher stress & lack of support
- Poor teacher classroom management skills
- Poor relationships with parents, teachers, & peers
- Behavior problems & poor social-emotional skills

PROTECTIVE FACTORS (+)

- Positive, nurturing parent-child and teacher-child relationships
- Family social support
- Support for teacher classroom management
- Parent partnerships with teachers & schools
- Parent and teacher support for children's social-emotional development
- Positive teacher classroom management
- Safe and stimulating physical environments

The Incredible Years® in Colorado

The Incredible Years® (IY) is a suite of evidence-based programs that includes universal, prevention components for parents and teachers of young children. Over 35 years of rigorous research has documented that the benefits of IY include greater social-emotional competence in young children, the increased use of positive teacher classroom management strategies, and improved parenting skills. During the 2018-2019 academic year, three of these program components were delivered in schools and community-based settings to **7,027 children, 492 educational staff, 73 Parent Program Facilitators, and 595 parents** across **21 counties** in Colorado with the support of IIK. These program components include:



The **Teacher Classroom Management Program (TCM)** provides teachers training and coaching in building positive relationships with students and families, proactive teaching techniques, effective use of praise and incentives, and support strategies for children with challenging behaviors.

The **Preschool BASIC Parent Program (Parent Program)** is delivered through a series of 14 weekly sessions that include dinner and child care to eliminate barriers to participation. Two trained co-facilitators guide each group of approximately 8 to 15 parents as they learn strategies for playing with and praising their children, setting effective limits, and promoting prosocial behavior, among other strategies and skills.

The **Dinosaur School Classroom Program** includes 60 different lessons which are delivered two to three times per week in every participating classroom. Trained staff lead the lessons using puppets, engaging activities, role-plays, and video vignettes. The lessons focus on how to solve problems, control anger, self-monitor emotions, succeed in school, and make friends.

IIK supports the continuous quality improvement and sustainability of IY throughout Colorado by using a comprehensive site selection process, providing training, coaching, and expert consultation to program implementers and site leadership, as well as regular fidelity tracking and data monitoring. **The following report summarizes outcomes from the 2018-2019 annual evaluation of IY in Colorado.**



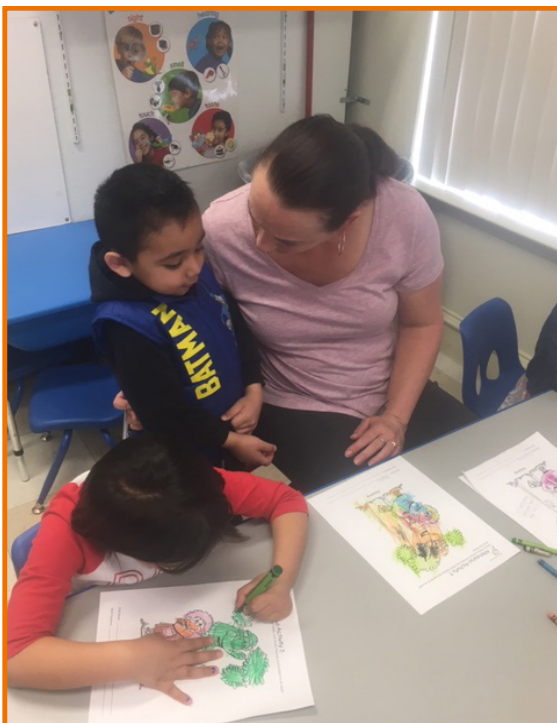
implementers

communities

**INVEST
IN KIDS**

Outcomes at a Glance

	Dinosaur School	TCM	Parent Program
Numbers Served			
Students	6,599	428	
Parents			595
Teachers	462	30	
Program Outcomes (√ = significant changes in expected direction)			
Child Prosocial Communication	√	√	√
Child Emotion Regulation	√	√	√
Child Academic Skills	√	√	
Child Social Competence	√	√	√
Child Dinosaur School Skills	√		
Positive Parenting Scales			√
Negative Parenting Scales			√



“I have one little girl [whose family] was evicted from their home... She came to school and kept saying she didn’t like school...Dina talked with her about her feelings and asked the other students how we could help her to feel better while she was at school since we couldn’t help her at home. Students had ideas like be kind to her and not be mean, play with her, and hold her hand when she was scared. For a few days when the girl said she was scared (which was awesome because she didn’t always talk that much), she would get to hold someone’s hand. This seemed to help her feel better. Dina was able to help this girl to open up way more than I had been able to when I tried to figure out why she didn’t want to come to school that day.”

-Dinosaur School Teacher

Invest in Kids' Value Added: Supporting High-Quality Implementation

Children, families, and communities will not experience the intended benefits of evidence-based programs if the programs are not delivered with fidelity. Fidelity means that when the program is used in everyday settings, it closely resembles the program as tested by the program developer in research settings. Implementation science has uncovered factors that impact fidelity, such as the match of the program to identified community needs and goals, site readiness, and implementer selection. Implementation science guides the work of IIK so that benefits for children, families, and communities are realized throughout Colorado.

Implementation science suggests that in order to successfully and sustainably use evidence-based programs with fidelity in community-based settings, resources must be devoted at multiple levels. These levels include the implementer/practitioner delivering the evidence-based program, the organization and its leadership, as well as the broader system context within which the organization exists.

Resources at the implementer/practitioner level are devoted to selecting the right implementer, providing high quality training for the implementer, and effective coaching throughout the early stages of use of the new program. Resources at the organizational level include support and barrier busting from leaders in the organization, and the existence and use of a data system for decision making, among others. Resources at the broader system context level include ensuring broad support for the program from the local, state, or other systems. These resources - among others - are devoted to purposefully supporting the program and contribute to quality implementation, continuous quality improvement, and sustainable implementation over time.

IIK devotes resources to exploring the fit of IY to the local community and local implementing organization, and to then building local implementation capacity that goes far beyond simply training implementers to use the IY curricula. IIK is dedicated to building a strong foundation of implementation supports and to assisting with intensive infrastructure development so that the benefits of IY will be available for children and families in the years to come.



Local Implementation Team (LIT) meeting

“Consensus also exists that multi-component implementation strategies are needed in order to address the challenges of effective implementation, as many different factors need to be addressed in sequence or in tandem for effective implementation that retains impact in community settings” (Aarons, Hurlburt, & Horowitz, 2011).

“If we want to accelerate uptake of evidence-based behavior change by practitioners, we need to get serious about investing in different and more intensive ways of supporting staff that go beyond education and training” (Ghate, 2016).

Supporting local sites using implementation science represents a meaningful front-end investment in service to sustained, high quality use of the program over time. IIK emphasizes quality of implementation in every community it is involved with, and remains committed to ensuring that all communities build the implementation capacity necessary to ensure the long-term success of IY. By attending to implementation supports at the implementer, organization, and systems levels, IIK is able to ensure that children and families experience the maximum benefits of IY and that they enjoy the opportunity to build the kinds of skills that set them on an improved trajectory of social-emotional well-being, school readiness, and long-term success.

Specific IIK activities targeting quality implementation include:

- ***Engaging in a collaborative exploration process with sites prior to implementation***
- ***Exploring site-level readiness to implement The Incredible Years®***
- ***Providing high quality training in The Incredible Years® components***
- ***Providing coaching for implementers to build lasting and sustainable changes in practice***
- ***Developing site-level peer coaches (high-quality local implementers trained to coach peer teachers) to sustain and enhance local support for implementers***
- ***Working with site leadership and implementers to address barriers to successful implementation***
- ***Tracking fidelity and supporting ongoing practice improvement***
- ***Providing data-informed feedback to implementers, organizations, and communities***
- ***Engaging leadership and developing Local Implementation Teams to support long-term sustainability of The Incredible Years®***

Data Collection

IJK evaluates all three program components annually in order to track outcomes, monitor fidelity to the program models, and ensure and support practice improvement for program implementers. Each program year, IJK collects data from Dinosaur School teachers, TCM teachers, and Parent Program facilitators and participants. The following summary provides an overview of the measures included in the evaluation for each program component:

Dinosaur School

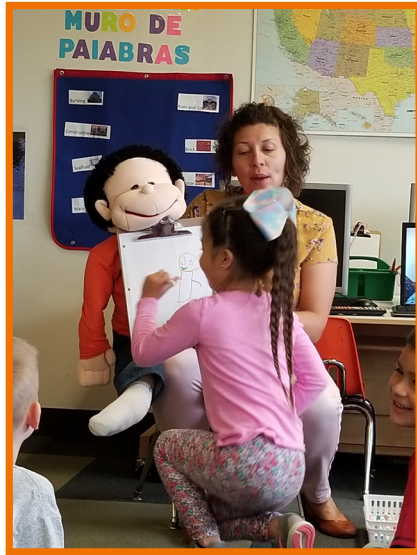
Teacher Classroom Management

At the beginning of the school year, teachers provide demographic information about themselves and their students. For both classroom programs, teachers complete the Social Competence Scale - Teacher Report (SCS-T; Conduct Problems Prevention Research Group, 1995). This measure is completed at the beginning and end of the school year, in order to provide evidence for a change in students' social competence. For Dinosaur School, teachers answer nine additional questions about students' curriculum-related skills at the beginning and end of the year, in order to provide information on the change in students' curriculum-related skills. For TCM, teachers complete the Teaching Strategies Questionnaire (TSQ; see Webster-Stratton, Reid, & Hammond, 2001) about their use of different types of classroom management strategies on the first day and last day of their TCM training. This information is used to demonstrate the change in teachers' use of different strategies from the beginning to the end of the program. IJK consultants and school-based peer coaches complete up to three fidelity observations throughout the school year, to track adherence to the programs and to inform coaching. Finally, all teachers complete pre- and post-test surveys at the beginning and end of the school year in order to assess their stress and confidence, as well as their general expectations for and use of the program in their classrooms.

Preschool BASIC Parent Program

At the beginning of each 14-week parent group, parents are asked to provide demographic information about themselves and their child. At the beginning and end of the group, parents complete a measure of their child's social competence (the Social Competence Scale - Parent Report - SCS-P; Conduct Problems Prevention Research Group, 1995) and their parenting practices (Parenting Practices Interview - PPI; see Webster Stratton, Reid, & Hammond, 2001) so that changes over the course of the program period can be assessed. Finally, parents are asked to complete a program satisfaction survey to document their experience in the program and its usefulness in helping to improve their parenting practices. Throughout the 14-week group, IJK consultants and community-based peer coaches provide multiple opportunities for support and complete up to two fidelity observations. Finally, IY Parent Program Facilitators provide information about their demographic characteristics and previous experience facilitating the IY Parent Program and other parenting programs.

Analysis and Application



Evaluation Analysis

Student, parent and implementer demographic data were analyzed by generating frequencies and averages (mean or median values) in order to summarize the characteristics of program participants and implementers for each IY program component. A pre-post design was used to evaluate the outcomes for participants in each program component. Specifically, subscale and total mean/median scores at each time point were generated and a matched sample of pre- and post-test scores was analyzed to determine if statistically significant changes between pre- and post-test were reported. Hierarchical Linear Modeling (HLM) was used to assess whether the average fidelity score for TCM and Dinosaur School implementers shows a significant change across the three checklists. To evaluate significant changes in Parent Program fidelity between the two checklists, a matched sample of pre- and post-test scores was analyzed to determine if there were statistically significant changes. The criterion for statistical significance in the social sciences that is used to define significant outcomes in our annual reports is $p < .05$.

Application of Findings

Evaluation findings are used by IIK to support continuous quality improvement for implementers, sites, and communities. In addition to this statewide report, outcomes are reported at the site, district, and county level. By gathering high-quality data to support decision making at all levels, IIK is able to ensure that positive outcomes are achieved as intended and that implementer fidelity and sustainable installation of each IY program component in Colorado communities is well supported.

IY Classroom Components: Students Served



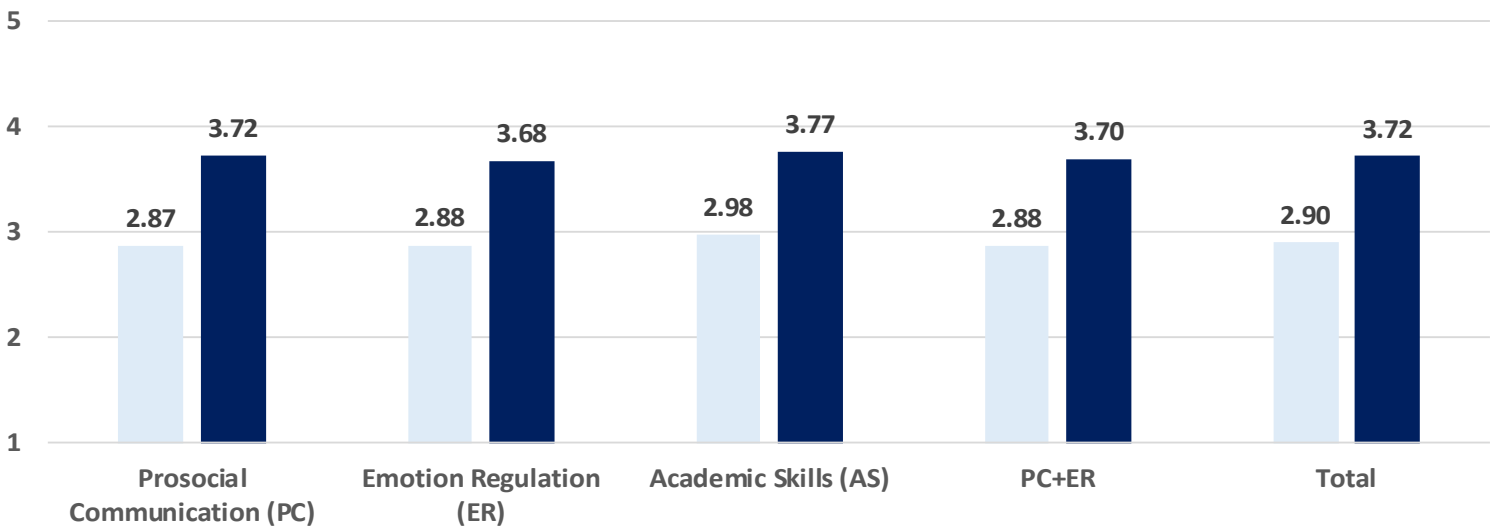
	Dinosaur School		TCM	
Student Gender	N	%	N	%
Female	3,181	48%	231	54%
Male	3,418	52%	197	46%
Student Age (years)	M = 4 (2-8)		M = 4 (2-8)	
Student Race/Ethnicity	N	%	N	%
Non-Hispanic White	2,927	44%	135	32%
Hispanic/Latino	2,884	44%	120	28%
Black/African-American	241	4%	64	15%
American Indian/Alaska Native	41	<1%	16	4%
Asian	122	2%	10	2%
Native Hawaiian, other Pacific Islander	15	<1%	1	<1%
Multi-Racial	369	6%	82	19%
Student Grade Level	N	%	N	%
Pre-K	5,615	85%	404	94%
Kindergarten	861	13%	24	6%
First Grade	123	2%	-	-
TOTAL	6,599		428	
*Note: M indicates the median age for each IY component in years. The numbers in parentheses indicate the range of ages from the lowest to the highest.				

Dinosaur School Outcomes: Children's Social Competence

Teachers rate the behavior of children at the beginning and the end of the school year using the Social Competence Scale (SCS-T). The survey consists of four subscales that measure child behavior in different domains, including Prosocial/Communication Skills, Emotion Regulation, Academic Skills, Emotion Regulation + Prosocial/Communication Skills, and a total score. Each item is scored on a 5-point scale with higher scores indicating a higher degree of child social competence. The Prosocial Communication subscale includes items such as "is helpful to others," the Emotion Regulation subscale includes items such as "can calm down," and the Academic Skills scale includes items such as "pays attention".

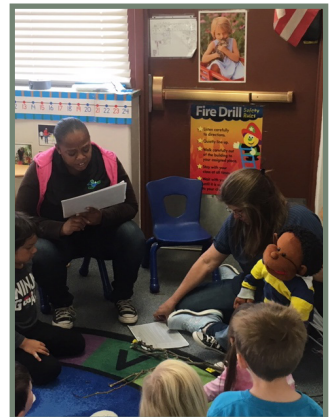
Colorado Statewide Evaluation - Dinosaur School Social Competence Scale - Teacher Report (SCS-T)

■ Average Pre-Test Score (N=6,096) ■ Average Post-Test Score (N=6,096)



The SCS-T total score and all subscales showed significant, positive changes from pre- to post-test for Dinosaur School students during the 2018-2019 school year.

"This year, I am co-teaching in a program for children with intensive needs. We have some amazing things happening with all kids in our classroom. It is great to see children with a variety of social and emotional skill levels engage and practice problem-solving and friendship skills." - Dinosaur School Teacher



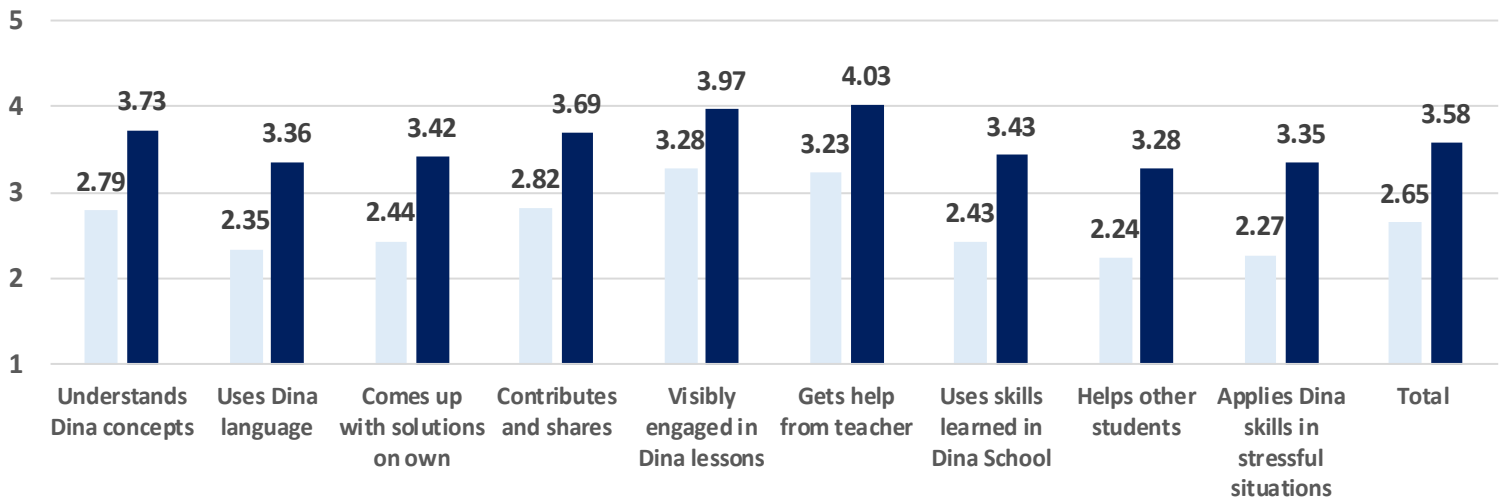
Dinosaur School Outcomes: Social-Emotional Skills in the Classroom

Teachers rate key aspects of child behavior in the classroom at the beginning and end of the school year using an additional nine-item survey that measures students' demonstration of specific elements of the Dinosaur School curriculum, with higher scores indicating greater mastery of Dinosaur School skills. This survey includes items such as:

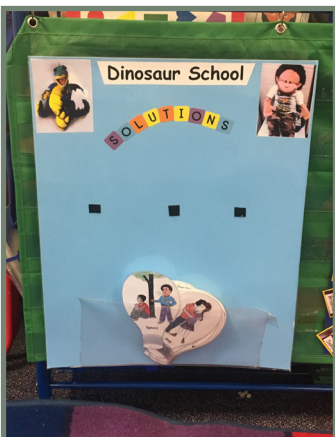
- Child is able to come up with behavioral solutions on his/her own
- Child is able to help other students identify behavioral solutions using Dinosaur School concepts
- This child uses Dinosaur School language frequently and consistently

**Colorado Statewide Evaluation - Dinosaur School
Social Emotional Skills in the Classroom**

■ Average Pre-Test Score (N = 5,813) ■ Average Post-Test Score (N = 5,813)



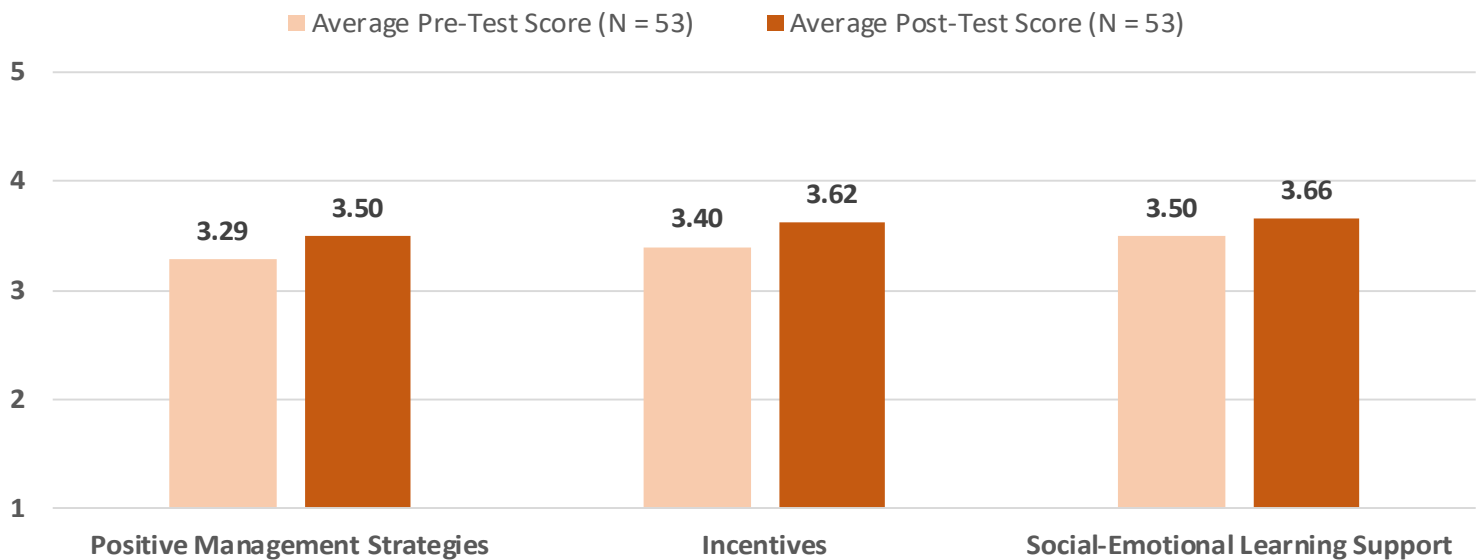
The total score and all items showed significant, positive changes from pre- to post-test for Dinosaur School students during the 2018-19 school year.



TCM Outcomes: Teacher Classroom Management Strategies

Teachers trained in TCM complete the Teaching Strategies Questionnaire (TSQ) on their first and last day of training (at approximately the beginning and end of the school year, respectively). The survey consists of seven subscales that assess how often teachers use different types of management strategies, including Positive Management Strategies, Incentives, Social-Emotional Learning Support, Parent Collaboration, Planning and Support, and Inappropriate Discipline. The last subscale, Confidence, assesses teachers' belief in their abilities to manage current and future behavior problems, and teach social-emotional skills. Higher scores indicate more frequent use of appropriate classroom management techniques and a higher level of confidence.

Colorado Statewide Evaluation - Teacher Classroom Management
Teacher Classroom Management Strategies



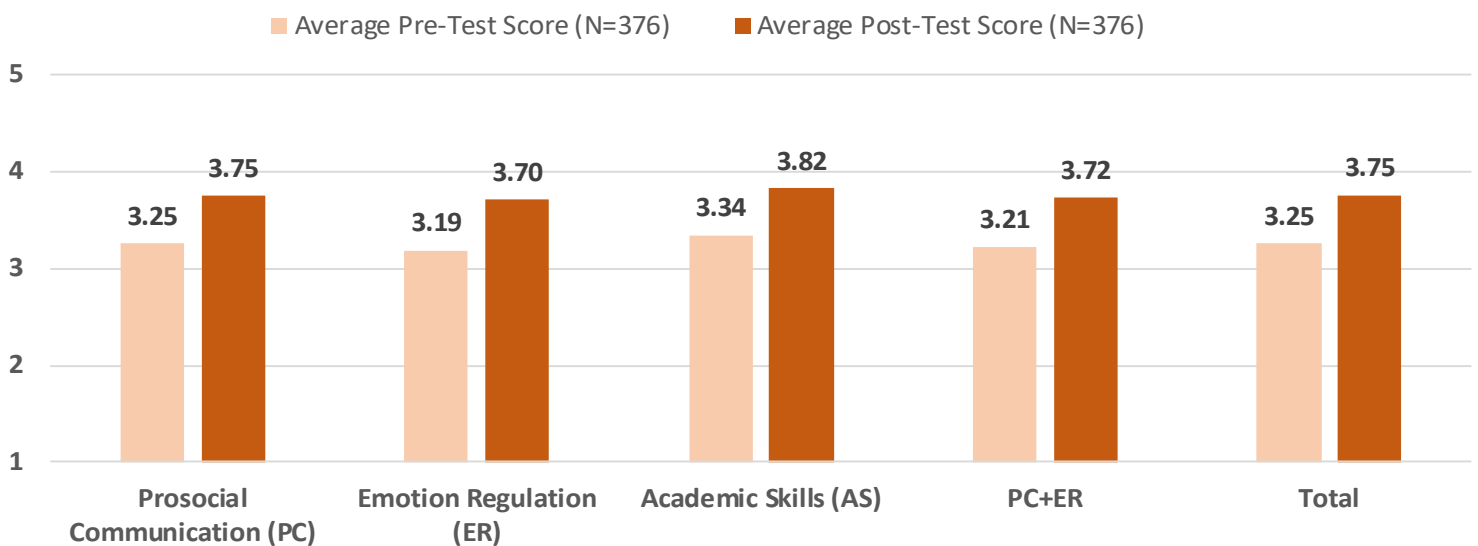
The Positive Management Strategies and Planning and Support subscales showed significant, positive changes from pre- to post-test for TCM-trained teachers during the 2018-2019 school year.

According to the Colorado Early Childhood Workforce Survey (Schaack & Le, 2017), educators commonly reported feeling unprepared to address the needs of students demonstrating challenging behaviors. Teachers and educational staff trained in TCM in 2018-2019 reported a significant increase in their confidence in their ability to manage current and future behavior problems, as well as their ability to promote social, emotional, and problem solving skills in the classroom.

TCM Outcomes: Children's Social Competence

As with Dinosaur School, TCM teachers rate the behavior of children at the beginning and the end of the school year using the SCS-T. The survey consists of four subscales that measure child behavior in different domains, including Prosocial/Communication Skills, Emotion Regulation, Academic Skills, Emotion Regulation + Prosocial/Communication Skills, and a total score. Each item is scored on a 5-point scale with higher scores indicating a higher degree of child social competence.

Colorado Statewide Evaluation - Teacher Classroom Management
Social Competence Scale - Teacher Report (SCS-T)



The SCS-T total score and all subscales showed significant and positive changes from pre- to post-test for students in TCM classrooms during the 2018-2019 school year.

"I found that the trainings and coaching were very useful. I implemented a lot of strategies right away. [The most useful were] incentives, spur of the moment prizes for children listening, the First/Then rule, and questions to build relationships with parents." -TCM Teacher

Preschool BASIC Parent Program: Participants Served

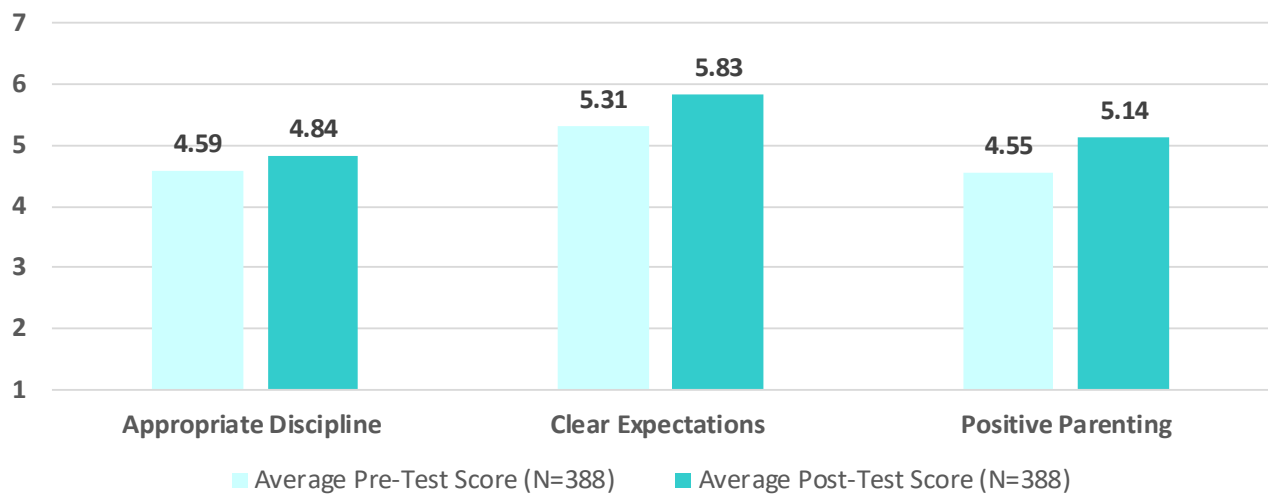
	Parent Program Participants (N = 595)	
Role	N	%
Mother	391	66%
Father	146	25%
Grandmother	18	3%
Grandfather	2	<1%
Other	36	6%
Missing	2	<1%
Race/Ethnicity	N	%
Non-Hispanic White	328	55%
Hispanic/Latino	202	34%
Black/African-American	13	2%
American Indian/Alaska Native	12	2%
Asian	6	1%
Native Hawaiian/Other Pacific Islander	2	<1%
Multiracial	32	5%
Primary Language	N	%
English	436	73%
Spanish	145	24%
Other	14	3%

“[This program] gave me tools and strategies to use with all of my kids... I liked that it spanned a semester so I wasn’t just told about a strategy and allowed to walk away and forget -- instead, we got to try out the tools from class and check in each week and ask questions and talk about how it went. I really liked that we got to see videos of actual families interacting -- I think it made things click in my head a bit better than hearing abstractly about scenarios and strategies. I also really appreciated that they provided dinner and childcare -- we could not have made it work for our family without those services.” - IY Parent

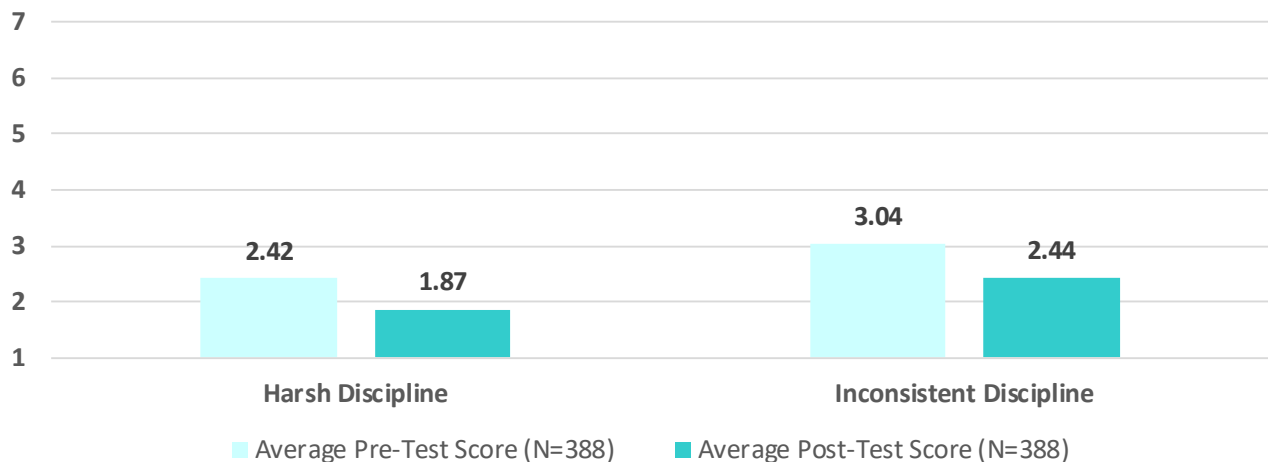
Parent Program Outcomes: Parenting Practices

Parent participants complete the Parenting Practices Interview (PPI), rating their own parenting practices on a 7-point scale in a variety of domains, including three positive parenting subscales (Appropriate Discipline, Clear Expectations, and Positive Parenting) and two negative parenting subscales (Harsh Discipline and Inconsistent Discipline). *The positive and negative parenting subscales showed significant, positive changes from pre- to post-test for participants in the Preschool BASIC Parent Program in 2018-2019.*

Colorado Statewide Evaluation - IY Parent Program
Parenting Practices Interview - Positive Parenting Scales



Colorado Statewide Evaluation - IY Parent Program
Parenting Practices Interview - Negative Parenting Scales

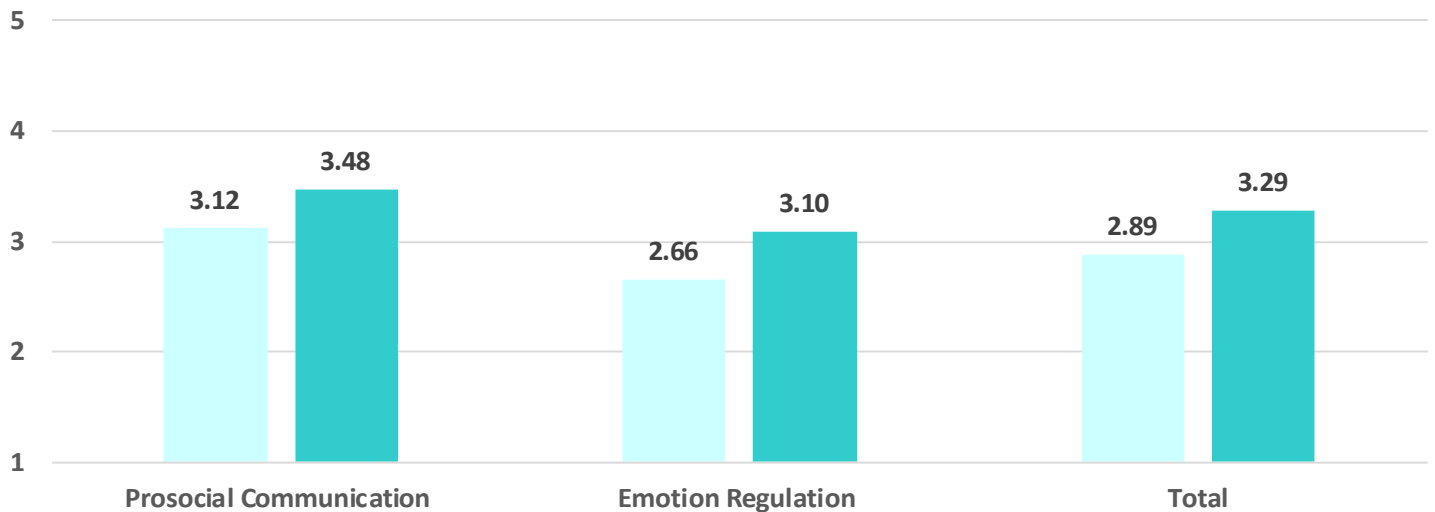


Parent Program Outcomes: Children's Social Competence

Parents rate the behavior of their preschool-aged child at the beginning and the end of the group using the Social Competence Scale (SCS-P). The survey includes two of the four subscales previously described that measure child behavior in different domains, including Prosocial Communication and Emotion Regulation, as well as a total SCS-P score. Each item is scored on a 5-point scale with higher scores indicating a higher degree of child social competence.

Colorado Statewide Evaluation - IY Parent Program Social Competence Scale - Parent Report (SCS-P)

■ Average Pre-Test Score (N=384) ■ Average Post-Test Score (N=384)



The SCS-P total score and both subscales showed significant and positive changes from pre- to post-test for Parent Program participants during the 2018-2019 school year.

“I found it very empowering to learn about the benefits of positive reinforcement. My son really is awesome (and I always knew this) but before the class, I did not do nearly as much praising. It feels really good for me to express to him how great he is (especially after he does something well), and I think it has been good for him, too.” - IY Parent



Description of Implementers



	Dinosaur School		TCM		Parent Program	
	N	%	N	%	N	%
Gender						
Female	454	98%	28	93%	64	88%
Male	7	<2%	2	7%	6	8%
Missing	1	<1%	-	-	3	4%
Age (years)	M = 40 (18-71)		M = 43 (17-70)		M = 37 (27-69)	
Race/Ethnicity	N	%	N	%	N	%
Non-Hispanic White	322	70%	17	57%	46	63%
Hispanic/Latino	116	25%	6	20%	22	30%
Black/African-American	4	1%	5	17%	1	1%
American Indian/Alaska Native	5	1%	-	-	-	-
Asian	4	1%	-	-	-	-
Multiracial	11	2%	2	7%	1	1%
Missing	-	-	-	-	3	4%
Highest Degree	N	%	N	%	N	%
GED/High School Diploma	19	4%	2	7%	2	3%
Some College	103	22%	8	27%	12	16%
Associate's Degree	91	20%	8	27%	6	8%
Bachelor's Degree	149	32%	10	33%	16	22%
Master's Degree	100	22%	2	7%	34	47%
Missing	-	-	-	-	3	4%
TOTAL	462		30		73	
*Note: M indicates the median age for each IY component in years. The numbers in parentheses indicate the range of ages from the lowest to the highest.						

Program Coaching & Fidelity

In addition to training, IIK provides regular coaching and monitors the quality of fidelity to the IY program components in order to ensure that implementers have the support they need to deliver IY as intended. As part of this process, IIK consultants and community-based peer coaches complete three fidelity checklists across the year for first and second year implementers in Dinosaur School, and three fidelity checklists for teachers receiving TCM coaching. IIK consultants complete up to two fidelity checklists during the course of the 14-week Parent Program, depending on the facilitators' level of support from IIK. ***In 2018-19, the average fidelity ratings for the IY classroom components showed significant improvement over time, and the average fidelity ratings for Parent Program were consistent between the first and second fidelity checklists.***

Coaching visits by IIK consultants and peer coaches with implementers include:

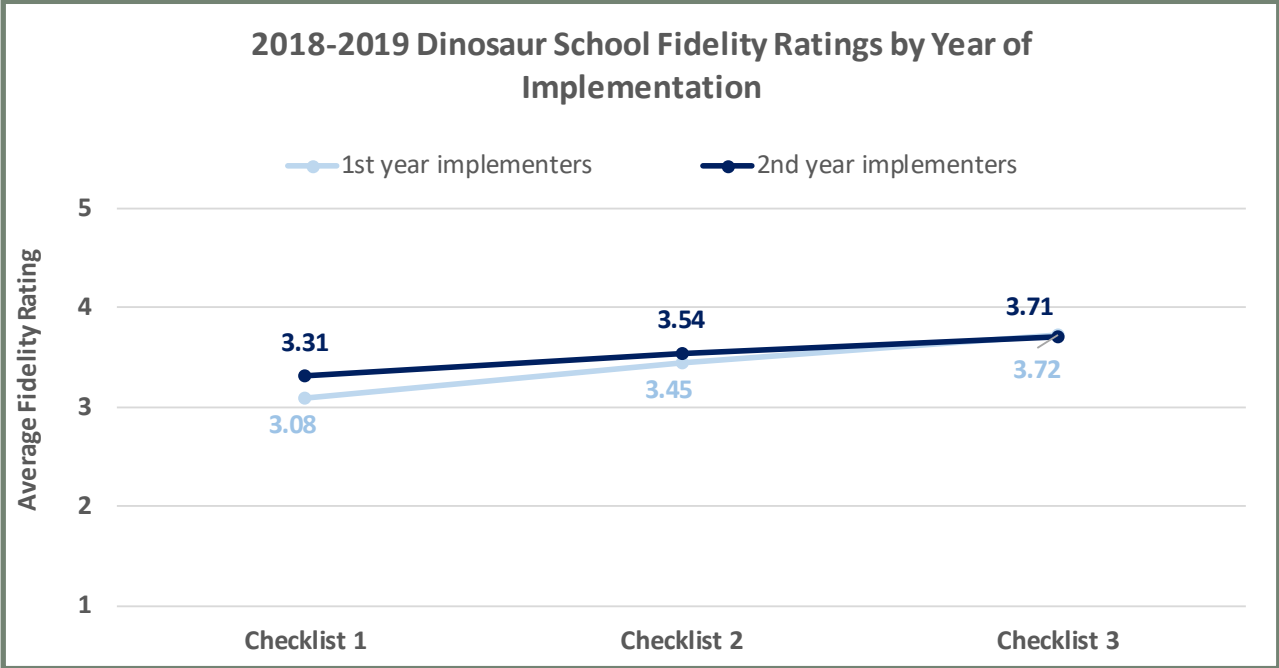
- *Direct observation of implementers engaged in program delivery*
- *Regular fidelity assessments to ensure that the core components of the IY curriculum are being followed*
- *Collaborative goal setting with implementers*
- *Targeted coaching for implementers to improve specific domains of practice*
- *Discussion with implementers about implementation barriers and the creation of problem-solving strategies*

"I think the coaching has been very valuable. My coach is a gem. She is very supportive and helps us focus on ways to improve our teaching of Dinosaur School. I really appreciate the support she has given to me and will miss her when she is done. She also shared great resources, such as a problem-solving poster with velcro lightbulbs that students can manipulate, among other things."

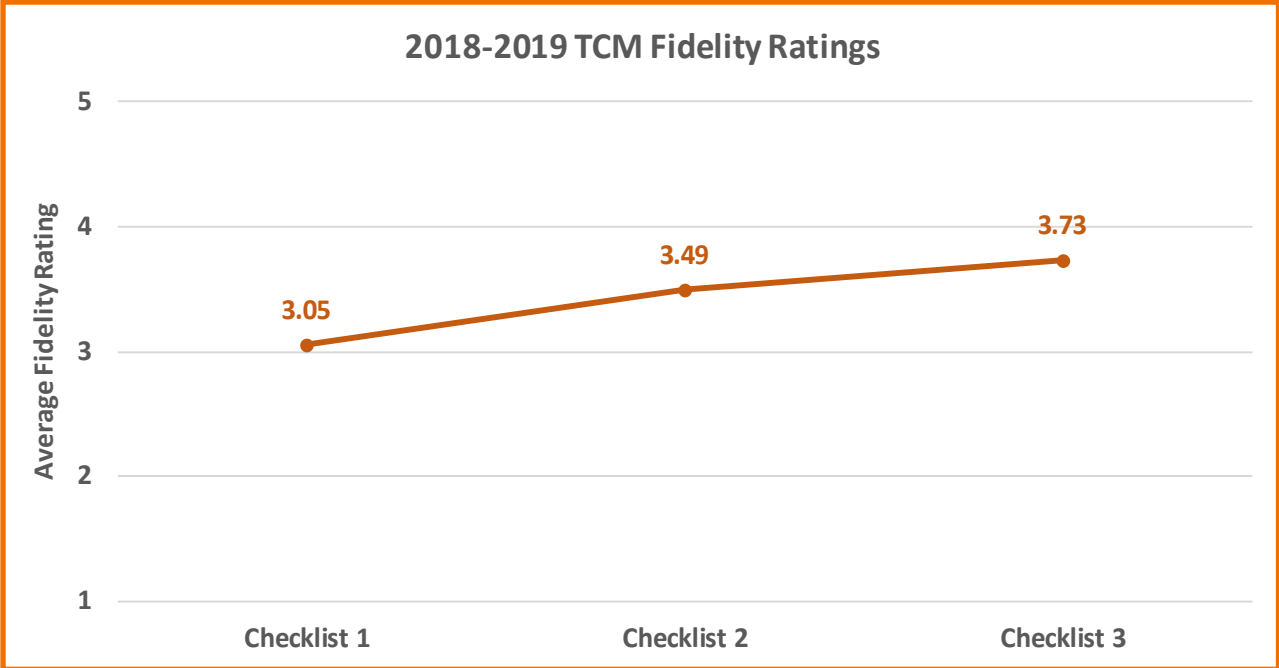
-Dinosaur School Teacher



Fidelity Ratings by IY Component: 2018-2019 Classroom Fidelity

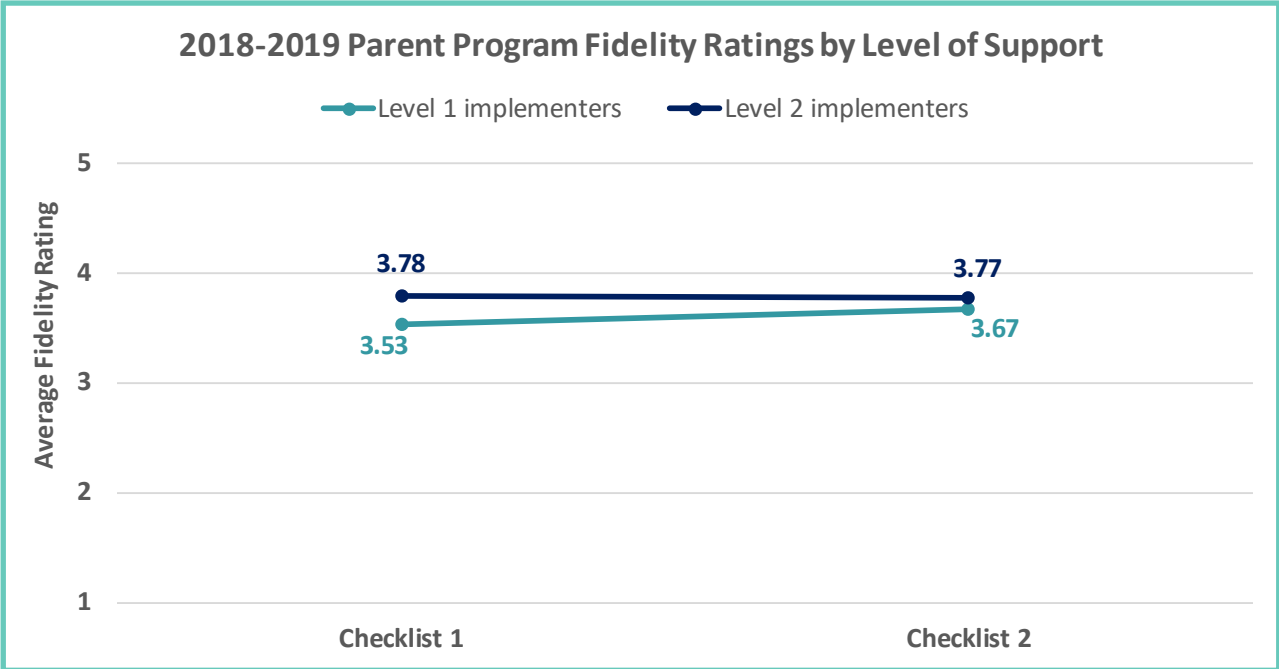


Dinosaur School	T1	T2	T3
1st year implementers	N = 79	N = 74	N = 66
2nd year implementers	N = 58	N = 55	N = 49



TCM	T1	T2	T3
Implementers	N = 26	N = 23	N = 28

Fidelity Ratings by IY Component: 2018-2019 Parent Program Fidelity



Parent Program	T1	T2
Level 1 implementers	N = 16	N = 11
Level 2 implementers	N = 16	N = 11

2018-2019 Fidelity Summary

The average fidelity rating for Dinosaur School and TCM demonstrated significant, positive changes across time. For Dinosaur School, this finding applied to the average score for first year and second year implementers. For Parent Program, the average fidelity rating was maintained between checklists one and two. The average Parent Program fidelity rating for Level 1 and Level 2 implementers was considered high for each checklist, with scores greater than three on a scale of one to five. These findings highlight the observed improvement in fidelity that classroom implementers showed as they received training and coaching in Dinosaur School or TCM throughout the course of the school year, and the consistency with which Parent Program facilitators delivered the 14-week program sessions with fidelity.

Fidelity to the IY model is critical to ensure that meaningful program outcomes are achieved, and to promote sustainability for IY in classrooms, schools, and communities across Colorado.

Summary & Future Directions

Summary

The 2018-2019 evaluation shows that IY participants and implementers continue to report significant positive outcomes. Specifically, teachers report that children receiving Dinosaur School or benefitting from TCM demonstrate significant improvements in Emotion Regulation, Prosocial Communication, Academic Skills, and overall Social-Emotional competence. Teachers also report that Dinosaur School students show significant gains in Dinosaur School-related social-emotional skills. Teachers in the TCM program report significant improvements in their use of Positive Classroom Management Strategies, their Planning and Support, as well as a significant increase in their confidence in addressing behavior problems and promoting social-emotional skills in the classroom. Parents enrolled in the Parent Program report significant improvements in their use of more positive parenting practices and less negative parenting practices. These parents also report a significant improvement in their preschool-aged children's Social Competence. Average fidelity ratings show improvement across the 2018-2019 program year for teachers implementing Dinosaur School and TCM, and facilitators implementing the 14-week Parent Program demonstrated consistency in delivering the program with a high level of fidelity.

Future Directions

IJK remains committed to high-quality implementation, sustainability, and scale of the IY program components across Colorado. As IJK reflects on the 2018-2019 IY program year and transitions to 2019-2020, there are four key areas IJK continues to emphasize as part of our implementation supports:

- **Readiness:** *Engage with sites in exploration and pre-implementation work, including assessing need and fit with IY, and the site's capacity to implement IY with fidelity*
- **Training and coaching:** *Provide high quality training and coaching to local implementers, ensuring that the program is delivered as intended with a high level of fidelity*
- **Process and outcomes evaluation:** *Monitor program fidelity regularly and report program outcomes annually*
- **Ongoing quality improvements to ensure high-quality scale and sustainability:** *Continue to refine our system of supports in service of long-term, high quality use of the program across CO*



With respect to these key areas, IIK made a number of significant enhancements to implementation supports for Colorado communities during the 2018-2019 program year, with a plan to continue these efforts in 2019-2020:

- As the Implementation Partner for IY in Colorado, IIK worked with the Colorado Department of Human Services (CDHS) to create a thoughtful and purposeful IY exploration and application process. Fifty-nine sites submitted Letters of Interest, and 34 RFPs were received that totaled \$1.2 million in requested funds. CDHS was able to award \$234,000 to 13 sites for IY implementation with support from IIK for the 2019-20 program year.
- The Director of the IIK Peer Coach Initiative started training a third cohort of community-based peer coaches, who collectively will extend IIK's capacity to support IY in the following counties: Adams, Arapahoe, Delta, El Paso, Grand, and Summit.
- IY Program Consultants successfully used IRIS Connect (a remote, video-based coaching platform) to provide coaching for 24 classroom-based implementers and 10 unique parent groups. They also used the platform to provide feedback for peer coaches.
- We expanded the use of our fidelity self-reflection tool for all first year Dinosaur School teachers. In 2019-20, the tool will be used with all first and second year Dinosaur School teachers.
- The Director of Implementation used the Stages of Implementation Completion (SIC) tool to track our implementation process and document how sites progress through our model of supports. This information will be used to identify predictors of sustainability, so that we can identify targeted areas to improve our support for sites.
- In 2018-19, we fully integrated Local Implementation Teams (LITs) into our system of supports. These LITs met up to three times throughout the program year to plan and provide context-specific support for local sustainability of IY.
- Together with our evaluation partner, Augenblick, Palaich and Associates (APA), we completed the pilot year of IY implementation and evaluation in Aurora Public Schools and Sheridan School District, as part of an Outcomes-Based Funding (OBF) project. The goal of this project is to create an OBF model for IY; if the target outcomes are achieved (as measured by APA after the first four years), the districts will sign agreements committing to continue to implement and pay for IY to the extent already occurring, for an additional five-year term.

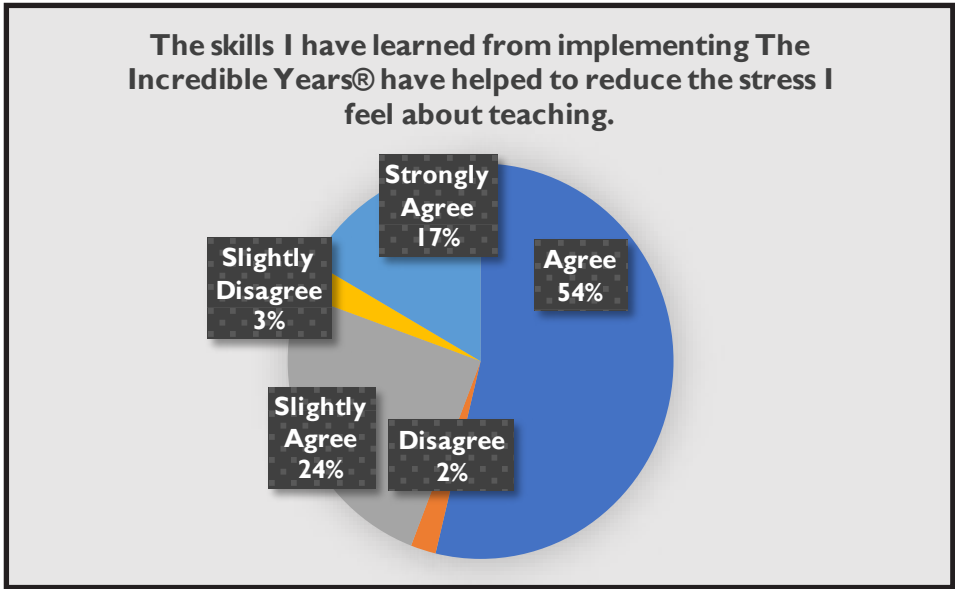
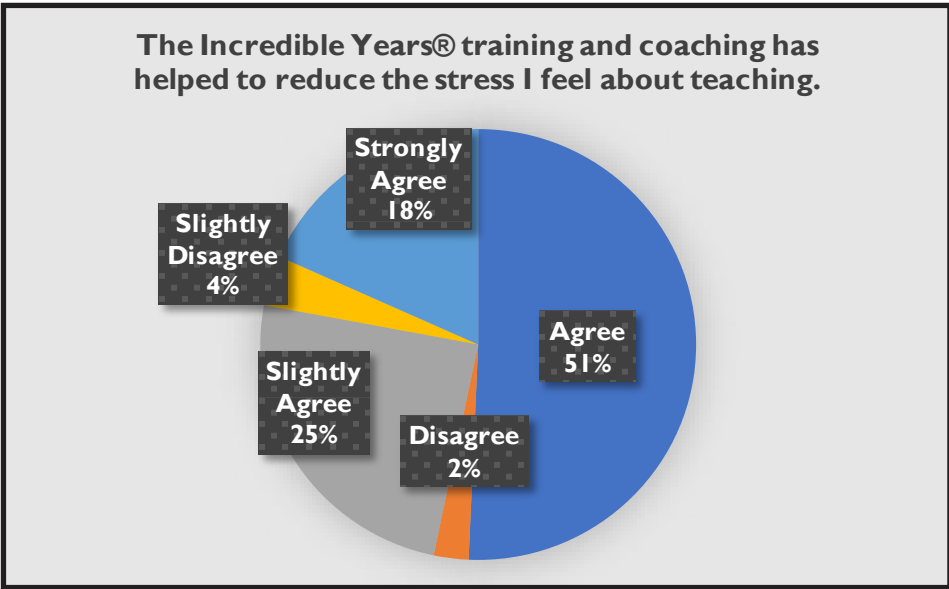
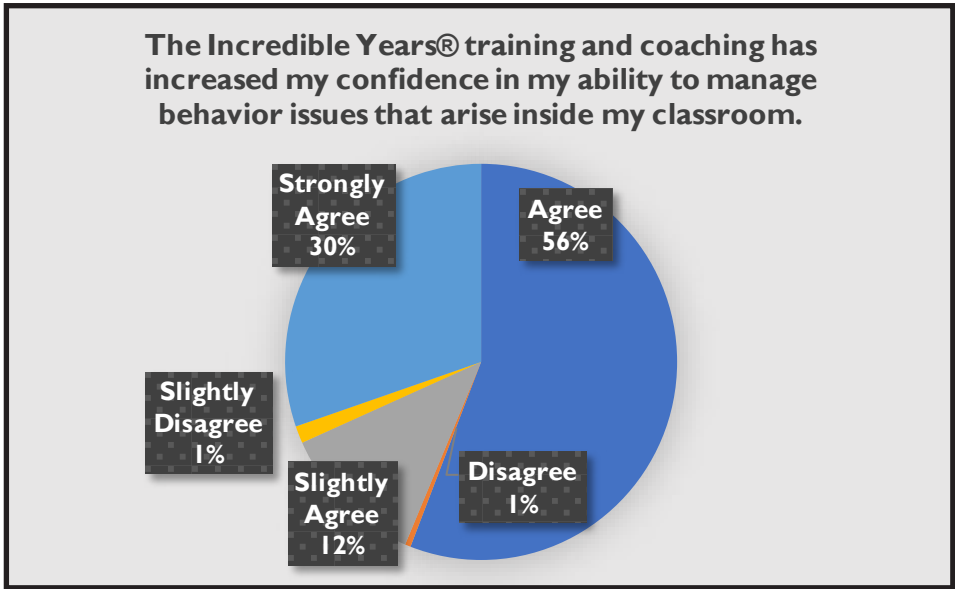
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2. McLoyd, V. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185–204.
3. Sameroff, A., Gutman, L. M., & Peck, S. C. (2003). Adaptation among youth facing multiple risks: Prospective research findings. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 364–391). New York: Cambridge University Press.
4. Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408–416. doi: 10.1111/cdev.12739

**Note: These references are for the content presented on page 4 of this report.

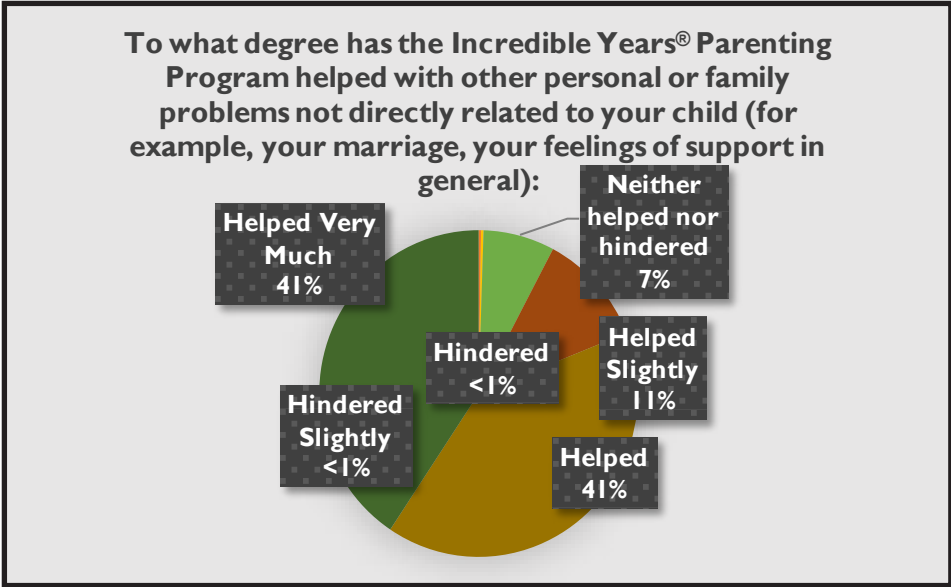
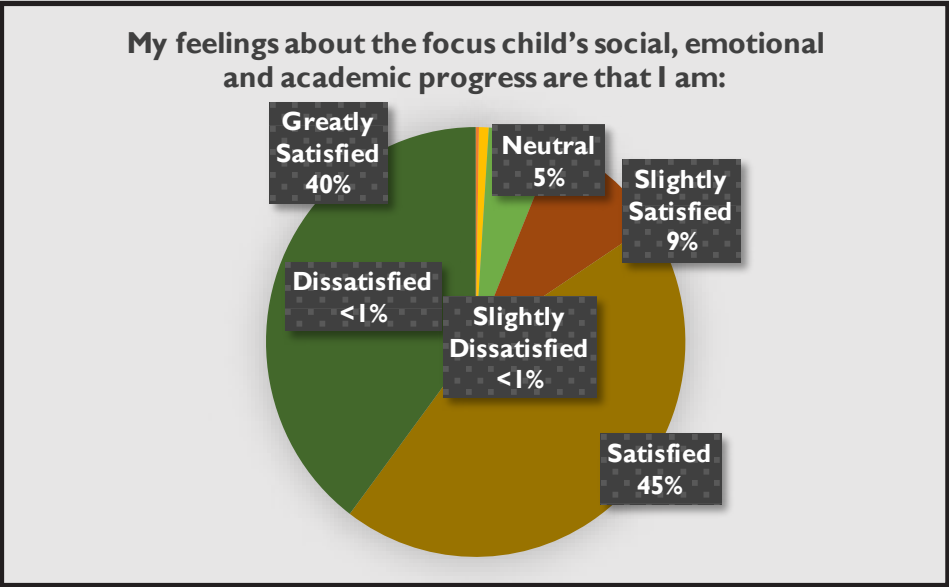
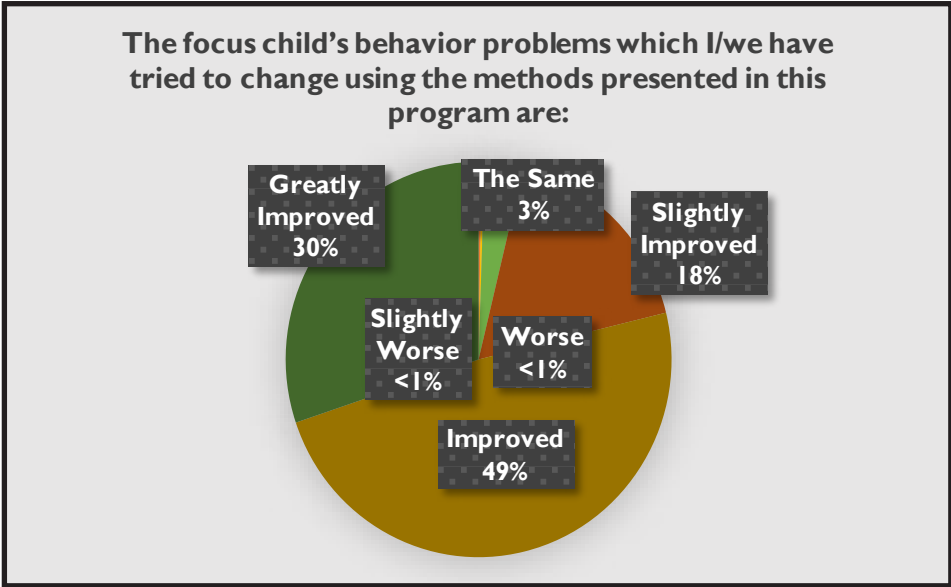
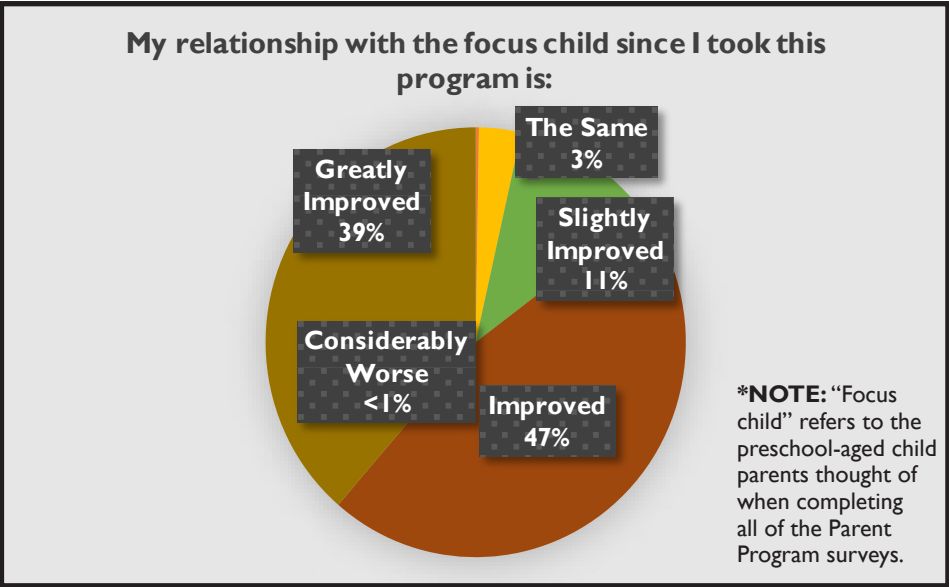
Appendix A: Teacher Satisfaction Data

In the Spring of 2019, 426 Dinosaur School and TCM teachers answered the following questions about their experiences with IY in their classrooms:



Appendix B-I: Parent Satisfaction Data

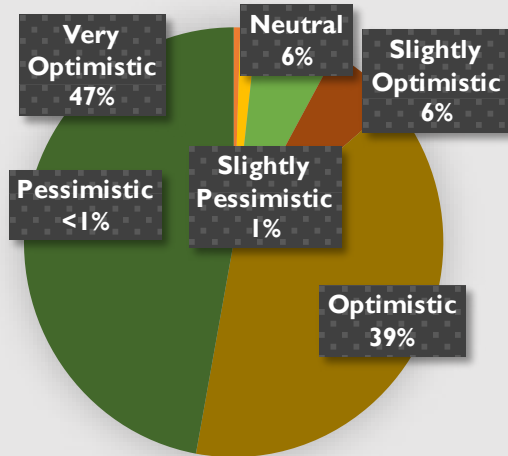
At the end of the 14-week Parent Program, 394 participants answered the following questions about their experiences with IY:



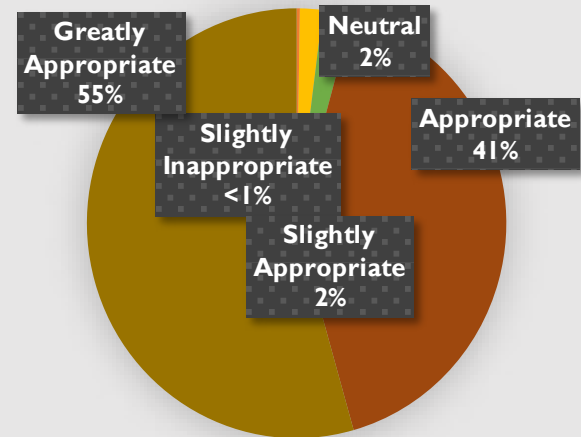
Appendix B-2: Parent Satisfaction Data

At the end of the 14-week Parent Program, 394 participants answered the following questions about their experiences with IY:

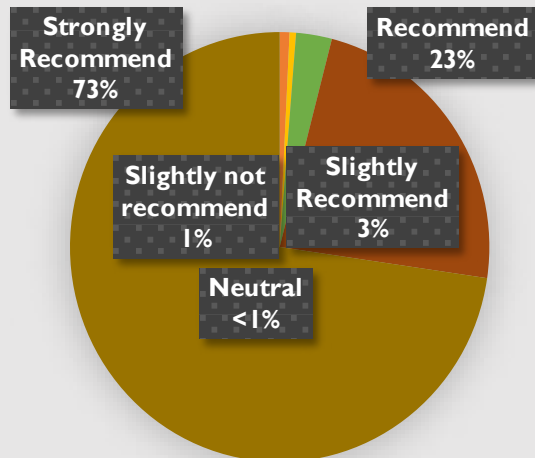
My expectation for good results from the Incredible Years® Parent Program:



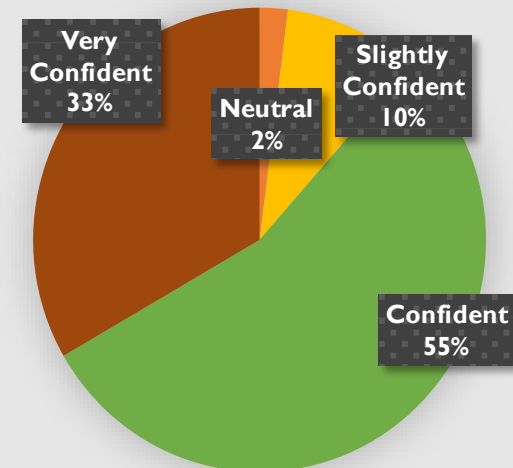
I feel that the approach used to enhance the focus child's behavior in this program is:



Would you recommend the program to a friend or relative?



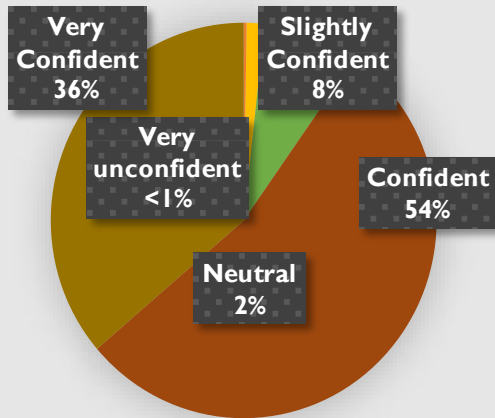
How confident are you in parenting at this time?



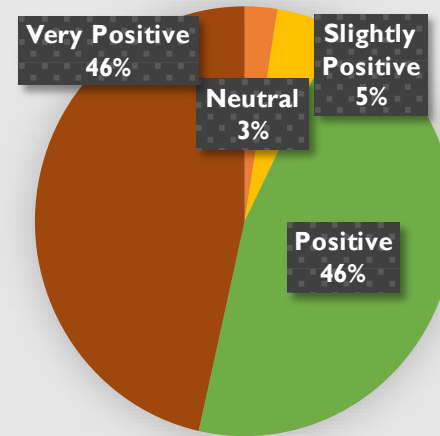
Appendix B-3: Parent Satisfaction Data

At the end of the 14-week Parent Program, 394 participants answered the following questions about their experiences with IY:

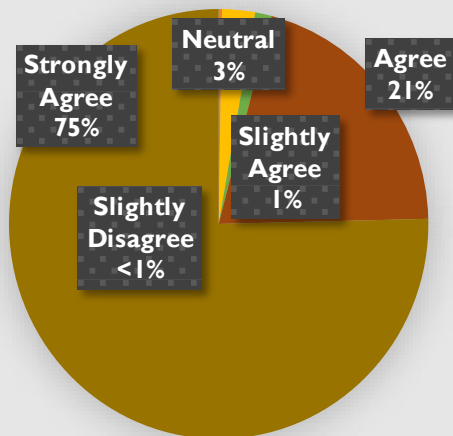
How confident are you in your ability to manage future behavior problems in the home using what you learned from this program?



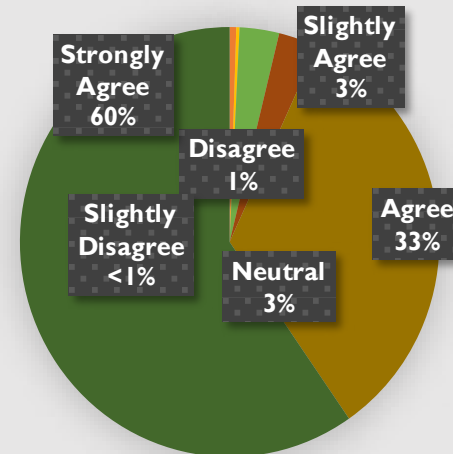
My overall feeling about achieving my goal in this program for my child(ren) and family is:



The Parent Program facilitators were responsive to and respectful of my family's cultural values and beliefs



The program content, materials, and activities fit with my family's cultural values and beliefs.



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