

Invest in Kids 2020–2021 Report of The Incredible Years[®] in Colorado

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Mission



Invest in Kids works alongside Colorado communities to adopt, implement, and successfully scale proven programs that have the greatest long-term impact on young children and families experiencing poverty.

For over 21 years, our team of experts has worked at every level, from the state capitol to local classrooms, to assess community need and address barriers to implementation and sustainable funding. In doing so, we help ensure a strong start for young children and their caregivers and invest in a future where all families have the opportunity to lead healthy lives. Bridging the gap between research and practice, Invest in Kids provides the support necessary for Nurse-Family Partnership®, The Incredible Years®, and Child First® to realize significant outcomes and make the largest possible difference for over 17,000 Colorado children and families each year.



Equity Commitment

Invest in Kids (IIK) is dedicated to addressing health and education disparities between Colorado children and families experiencing poverty and their higher socio-economic peers. Invest in Kids' commitment to help build a future where we can no longer predict child and family outcomes, such as healthy pregnancies, healthy child development, or school readiness based on socioeconomic status or race, remains at the forefront of our minds. We stand in solidarity with Black, Indigenous, and other people of color to fight the systemic and institutional racism that compounds these disparities.







Invest in Kids is committed to facilitating a nonpartisan, collaborative, and authentic dialogue that empowers urban and rural communities to deliver evidence-based, culturally responsive programs. It is our goal to ensure IIK is doing everything possible to be an equitable organization whose programs are indeed culturally responsive and anti-racist to best serve the children and families of Colorado.


To clarify our intentions for ourselves and our stakeholders, we share what the terms below mean to us:

- **Equity** – IIK is devoted to building practices and systems that create opportunities while eliminating disparities for under-resourced groups and individuals, particularly service and opportunity gaps based on socioeconomic status, race or ethnicity. IIK works for a future in which we can no longer predict child and family outcomes, such as healthy pregnancies, healthy child development, or social-emotional competence and school readiness, based on socio-economic status, race or ethnicity.
- **Diversity** – IIK is committed to acknowledging and valuing the power of unique and varied life experiences that are shaped by all aspects of a person's identity (including, but not limited to race, ethnicity, socioeconomic status, age, religion, gender, physical ability, sexual orientation, and geographic location). We embrace all types of diversity and strive to increase and support the socio-economic and racial/ethnic diversity of our staff, board, and volunteers because we believe these perspectives will be most valuable in helping us to understand the strengths and challenges faced by the families our programs serve.
- **Inclusion** – IIK is dedicated to incorporating and leveraging diverse backgrounds and life experiences into the fabric of our organization and programs. IIK strives to be an organization where all staff, board members, and people served by our programs feel valued and respected and have opportunities for meaningful contributions.

We understand that engaging in this work is a long-term, continuous process, and will never be completely finished. We also recognize that we can't do this work alone; we seek to engage with and learn from both existing and new partner organizations as well as the many families and communities that are central to our work.

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Invest in Kids' approach to working with communities is grounded in Implementation Science. As such, data is collected as part of a larger Decision Support Data System, one of the Implementation Drivers¹. To that end, we are committed to evaluating The Incredible Years® (IY) program annually and creating evaluation reports for our funders and stakeholders. We have a responsibility to monitor Colorado's IY outcomes to ensure they are consistent with what has previously been documented in IY research studies.

The annual IY evaluation spans the length of the school year. IIK collects demographic information about participants served in each component of IY, pre-post program outcomes for each IY component as reported by teachers and parents, and information about teacher and Parent Program Facilitator (PPF) fidelity to the model. Teachers and PPFs are incentivized to participate in the data collection with low dollar gift cards. The data collection, analysis, and reporting is executed by the IY Data and Evaluation Manager, a full-time employee of IIK.

Conducting the annual IY evaluation and reporting process allows us to articulate the outcomes of IY as experienced and reported by teachers and Parent Program participants. Participation in the evaluation gives teachers and PPFs a chance for their perspectives about the program to be documented, and the report serves as an acknowledgement of their experiences. Our staff also relies on this information to reflect, set goals, and guide decision-making in service to continuous quality improvement. Entity-specific reports are shared with Local Implementation Teams (LITs, often made up of program implementers, administrators, and other stakeholders), so that they can engage in a discussion about the data and use it to inform future program delivery.

For our donors and the philanthropic community, the IY evaluation and reports provide insight into how the financial support IIK receives translates to the outcomes reported by program participants. IY reports showcase our work to support professionals delivering IY across the state, which helps us to ensure continued funding of the program. Fiscal support helps to ensure that the program will continue to be available for other parents, children, and teachers across Colorado.

Introduction



Since 1999, Invest in Kids 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. IIK adopted The Incredible Years® (IY) in 2002, as it became clear there was a statewide need for a prevention program designed to promote young children’s social-emotional skills and school readiness. IIK’s support of IY across the state encourages responsive, nurturing relationships between children, parents, and teachers, and fosters children’s 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 peers². These skills are considered a foundational component of school readiness, and develop rapidly in early childhood, a sensitive period when a substantial amount of brain development occurs. It is also a time when relationships with parents, other 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^{3,4}. 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. IY works to increase protective factors and decrease risk factors in promoting young children’s social-emotional skills. These skills are considered optimal targets for universal, preventive interventions in early childhood because of their malleability and the implications for long-term health and well-being⁵.

RISK FACTORS

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

PROTECTIVE FACTORS

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



An analysis of the costs of IY Parent Program delivery in Colorado and the program’s researched impacts revealed that, **for every dollar invested in the IY Parent Program, \$4.13 can be avoided in future costs⁶.**

The Incredible Years® in Colorado

Over 40 years of research has documented that the benefits of IY include greater social-emotional skills in young children, the increased use of positive teacher classroom management strategies, and improved parenting practices. During the 2020-2021 academic year, IIK partnered with Colorado communities across **20** counties to support the delivery of IY for parents, teachers, and young children. Two of the IY universal prevention components and a TCM Book Study were delivered in school and community-based settings to **4,027** children, **399** teachers and educational staff, **67** Parent Program Facilitators, and **375** Parent Program participants with support from Invest in Kids.



The **Teacher Classroom Management Program (TCM)** provides teachers with 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 **Dinosaur School** curriculum includes 60 different lessons for early childhood classrooms, 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.

The **Preschool BASIC Parent Program (Parent Program)** is delivered through a series of 14 weekly sessions that include dinner and childcare to eliminate barriers to participation. Two trained co-facilitators guide each group of approximately 7 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.

IIK supports the continuous quality improvement and sustainability of IY throughout Colorado by engaging in a comprehensive site readiness process, providing training, coaching, and expert consultation to program implementers and site leaders, as well as regularly monitoring program fidelity and outcomes. The following report summarizes the 2020-2021 annual evaluation of IY in Colorado.



Invest in Kids' Value Added

In service to our mission of improving the health and well-being of Colorado's children and families, IIK plays an innovative role in our partnerships with communities to deliver evidence-based programs (EBPs). Implementation science research indicates that it takes much more than solely making the decision to adopt an EBP to ensure that it is delivered with a high level of quality and competence, and that the intended societal benefits of the program are realized. IIK is dedicated to maximizing the impact of our EBPs in Colorado by providing a strong foundation of implementation supports that helps to ensure each program's effectiveness for children and families, in both the short and long-term.

Specific IIK activities that support high-quality implementation of IY include:



Engaging in a collaborative **exploration** process with sites prior to program delivery



Exploring **site-level readiness** to deliver IY



Providing high quality **training** in IY 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 program delivery



Monitoring fidelity and supporting ongoing practice improvement



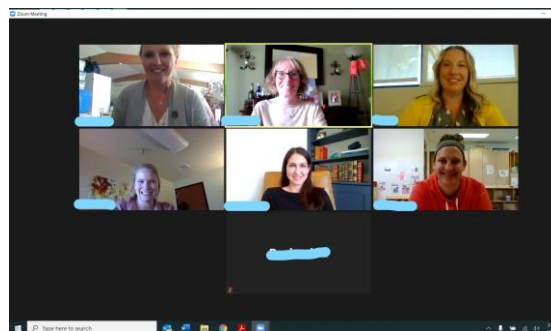
Providing **data-informed feedback** to implementers, organizations, and communities



Engaging leadership and developing **Local Implementation Teams (LITs)** to support long-term sustainability of IY



Parent Program Facilitator training



IIK-IY Peer Coach training

Highlights



Despite the ongoing COVID-19 pandemic’s effects on IY sites statewide, we successfully modified our implementation supports, coaching teachers and Parent Program Facilitators virtually, and we supported many implementers with virtual program delivery so that Colorado’s children and families could continue to benefit from IY. Highlights from the 2020–2021 statewide evaluation include:

	Dinosaur School	Parent Program
Numbers Served		
Students	4,027	
Teachers and educational staff	315	
Parent Program participants		375
Parent Program Facilitators		67
Parent Program groups		42
Program Outcomes (√ = statistically significant changes in expected direction)		
Child Prosocial Communication	√	√
Child Emotion Regulation	√	√
Child Academic Skills	√	
Child Social Competence	√	√
Child Dinosaur School Social Emotional Skills	√	
Positive Parenting Practices		√
Negative Parenting Practices		√



86% of Parent Program groups were delivered virtually



18%* of students received Dinosaur School virtually for the majority of the school year (*18% of students for whom we received pre- and post-test data; majority means for at least six months)



100% of IIK-IY coaching visits were conducted virtually

TCM Book Study

Due to pandemic-related restrictions that prevented the IIK-IY team from training TCM teachers in 2020–2021, the IIK-IY team developed a protocol for and facilitated **9** virtual TCM Book Study groups with **84** teachers and educational staff. The goal of the virtual TCM Book Study was to provide a supportive space for teachers to discuss the TCM book readings and provide a strong foundation for future TCM training and coaching with participants.

Innovations

- As the statewide Implementation Partner for IY, IIK worked with the Colorado Department of Human Services (CDHS) Office of Early Childhood again during the 2020–21 program year to identify 16 sites across the state that received CDHS funding to deliver IY, which included 32 parent groups.
- Staff from the IIK-IY team partnered with community agencies that serve Family, Friend, and Neighbor (FFN) providers to explore the fit and need for IY in the FFN provider context. After several exploration sessions with agency partners and some of the FFN providers they serve, we identified a cohort of Spanish-speaking FFN providers who are eager to participate in the IY Parent Program during the 2021–22 program year.
- The IIK-IY team dedicated three to four hours for their professional development as coaches every month, engaging in regular meetings to discuss and practice different coaching techniques, with the goal of integrating equity into IIK-IY coaching.
- The Director of the IIK Peer Coach Initiative continued providing training to three cohorts of IIK-IY Peer Coaches and began training a fourth cohort. In 2020–21, 15 virtual training sessions were completed with 26 IIK-IY Peer Coaches from the different cohorts.
- Our bilingual IIK-IY consultants worked with the IY program developer to translate materials for Parent Program and Dinosaur School into Spanish, making more materials accessible for Spanish-speaking Parent Program Facilitators (PPFs) and families.
- A work group from the IIK-IY team conducted a comprehensive literature review of the IY research base, with an eye towards assessing the existing evidence and identifying gaps in current understanding of IY outcomes for diverse subgroups of children and families.

COVID-19 Innovations

- The shift to a virtual world required the IIK-IY team to adjust many aspects of our existing supports for teachers and PPFs engaged in IY program delivery, including but not limited to modified and reduced trainings, a new format for coaching sessions, and updated fidelity checklists. Given the number of changes we had to make and the scale and pace at which we had to make them, we wanted to remain thoughtful and intentional about planning for, measuring, and monitoring such changes. We identified The FRAME (Framework for Reporting Adaptations and Modifications – Expanded; Wiltsey Stirman et al., 2019), published in the journal *Implementation Science*, as a useful tool for capturing key details about COVID-19 related changes to the IY program, our support for its delivery, and our annual IY evaluation.
- In August 2020, the IIK-IY team completed a virtual in-service with the IY program developer to discuss updates to IY program delivery in a virtual setting. During this workshop, we received guidelines from the program developer about specific aspects of the program content that could be modified while still maintaining fidelity to the program model. This guidance informed our support for virtual delivery of the program and the fidelity checklists that we use to evaluate implementers' adherence to the program.

- The IIK-IY team and Peer Coaches successfully pivoted from providing mostly in-person coaching support in previous years, to engaging in the majority of coaching visits virtually with 57 Dinosaur School teachers and PPFs from 24 parent groups this year.
- In order to be responsive to some of the unique challenges program implementers faced delivering the IY program amid the ongoing pandemic, the IIK-IY team created supplemental resources for Dinosaur School teachers and PPFs, as well as some additional lessons for Dinosaur School teachers to use with their students. Our team also offered topic-specific webinars to PPFs, and provided additional support for virtual delivery of the IY Parent Program.
- In January 2021, the IY Data and Evaluation Manager presented the IY team's use of the FRAME at a local, virtual workshop for the Colorado Implementation Collaborative. We also presented our use of the FRAME with a virtual storyboard, "Adapting with Quality", at the virtual Global Implementation Conference in May 2021.
- Due to pandemic related restrictions on in person gatherings this past year, the IIK-IY team was unable to provide in person training and coaching for teachers in Teacher Classroom Management (TCM). Instead, our team created a protocol for and offered a virtual TCM Book Study that allowed teachers and other educational staff to read the book that accompanies the training (*Incredible Teachers: Nurturing Children's Social, Emotional, and Academic Competence* by Carolyn Webster-Stratton, the program developer) and attend virtual discussions about the readings. Nine total book study groups met virtually at least four and up to seven times across the school year, serving 84 teachers and educational staff from sites located in Adams, Archuleta, Arapahoe, Broomfield, Jefferson, La Plata, and Morgan counties. Many of the teachers and staff that participated in this year's virtual book study will receive in person training and coaching in TCM next year. Our goal is that the content from the book study provides a strong foundation for the skills they will continue to learn and apply from this program in the future.
- In May 2020, IIK first collaborated with Rocky Mountain PBS (RMPBS), the Colorado Education Association, the Colorado Department of Education, Gary Community Investments, and the Governor's Office in a five-week television series called Colorado Classroom. Three consultants from the IIK-IY team provided social and emotional content to air between the academic sessions for the children watching (i.e., kindergarten through third grade). In September 2020, the same trio of IIK-IY consultants filmed new "Puppet Friends" segments for RMPBS to teach children about using social skills in a socially distant environment. This was an incredible opportunity for young children and families from the most under-resourced communities in Colorado to access IY content.

Outcomes



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 the 2020-2021 program year:

Dinosaur School

At the beginning of the school year, Dinosaur School teachers completed demographic information about themselves and their students. Dinosaur School teachers who taught students in person or using a hybrid model for six months or more of the 2020-21 program year completed the Social Competence Scale – Teacher Report (SCS-T)⁷. This measure was completed at the beginning and end of the school year, in order to provide information on the pre-post differences in students' social competence. All Dinosaur School teachers, regardless of student learning format (in person, virtual, hybrid), answered nine additional questions about students' curriculum-related skills at the beginning and end of the year. IJK consultants and school-based peer coaches completed up to three virtual fidelity observations throughout the school year to track adherence to the program and to inform coaching.

TCM Book Study

TCM Book Study participants completed a demographic survey after their first book study session. After the final book study session, participants completed a satisfaction survey, and they were also invited to participate in a virtual focus group with the IY Data and Evaluation Manager. The purpose of the focus groups was to discuss feedback from participants about what went well, what content from the book study was most useful, and learn about how the book study could be improved for participants in the future.

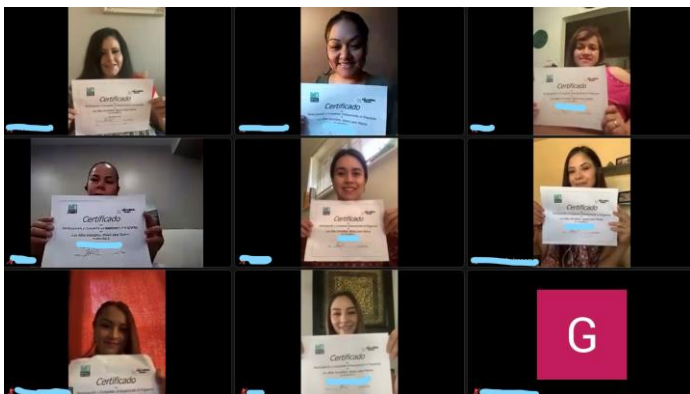
Preschool BASIC Parent Program

At the beginning of each 14-week parent group (delivered in person or remotely), parents were asked to provide demographic information about themselves and their child. At the beginning and end of the group, parents completed the Social Competence Scale – Parent Report⁷ (SCS-P) and the Parent Practices Interview⁸ (PPI) so that pre-post differences in their child's social competence and their parenting practices between the beginning and end of the parent group could be assessed. Parents were also asked to complete a program satisfaction survey to document their experience in the program and its usefulness in helping their parenting and family relationships. Throughout the 14-week group, IJK consultants provided multiple opportunities for support and completed up to two virtual fidelity observations. Finally, IY Parent Program Facilitators provided information about their demographic characteristics and provided feedback about their experience facilitating the IY Parent Program amid the ongoing COVID-19 pandemic.

Evaluation Analysis and Application

Student, parent and implementer demographic data were analyzed by generating frequencies and averages (mean 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 average scores at each time point were generated and a matched sample of pre- and post-test scores was analyzed to determine if statistically significant differences between pre- and post-test were reported. To evaluate fidelity, we examined the average number of fidelity items that were successfully delivered (i.e., observed by an IIK-IY consultant or a Peer Coach) during each observation. The criterion for statistical significance in the social sciences that is used to define statistically significant outcomes in our annual reports is $p \leq .05$.

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 data to support decision making at multiple levels, IIK ensures that positive outcomes are achieved as intended and that implementer fidelity and sustainability of each IY program component in Colorado communities is well supported.



Parent Program participants show their graduation certificates.

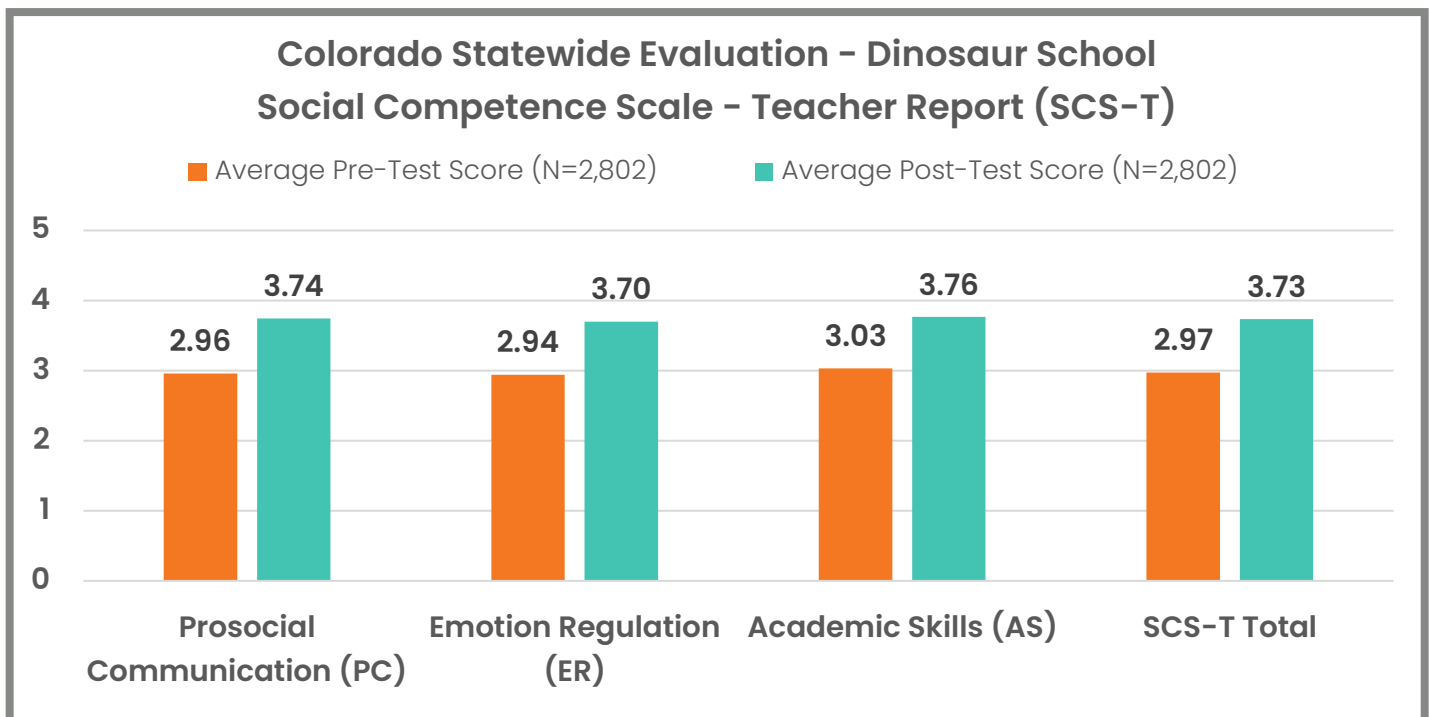


Juan discusses how to find solutions during a Puppet Friends segment on Rocky Mountain PBS.

"I was pleasantly surprised by how well students were able to read emotions, even when everyone was wearing a mask. The extra lessons about understanding emotions with a mask on and using a loud and proud voice were very helpful. Students engaged in Dinosaur School lessons even when we were remote, and parents had more direct access to the curriculum during remote learning. Students also did a great job learning how to keep each other safe by washing their hands, wearing a mask, and keeping a safe distance away." –Dinosaur School teacher

Dinosaur School: Children's Social Competence

Teachers rated the behavior of children (i.e., for children receiving in person or hybrid instruction) at the beginning and end of the school year using the Social Competence Scale – Teacher Report (SCS-T). The survey consists of 25 items that measure different aspects of children's developing social and emotional skills across three subscales, including Prosocial Communication, Emotion Regulation, Academic Skills, and a total Social Competence score. Each item is rated 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."



The average SCS-T total score and the average score for all subscales showed statistically significant, positive changes from pre- to post-test for Dinosaur School students during the 2020–2021 school year.

"Even when we went to remote learning, we were able to do Dinosaur School large group and small group activities with students and families."

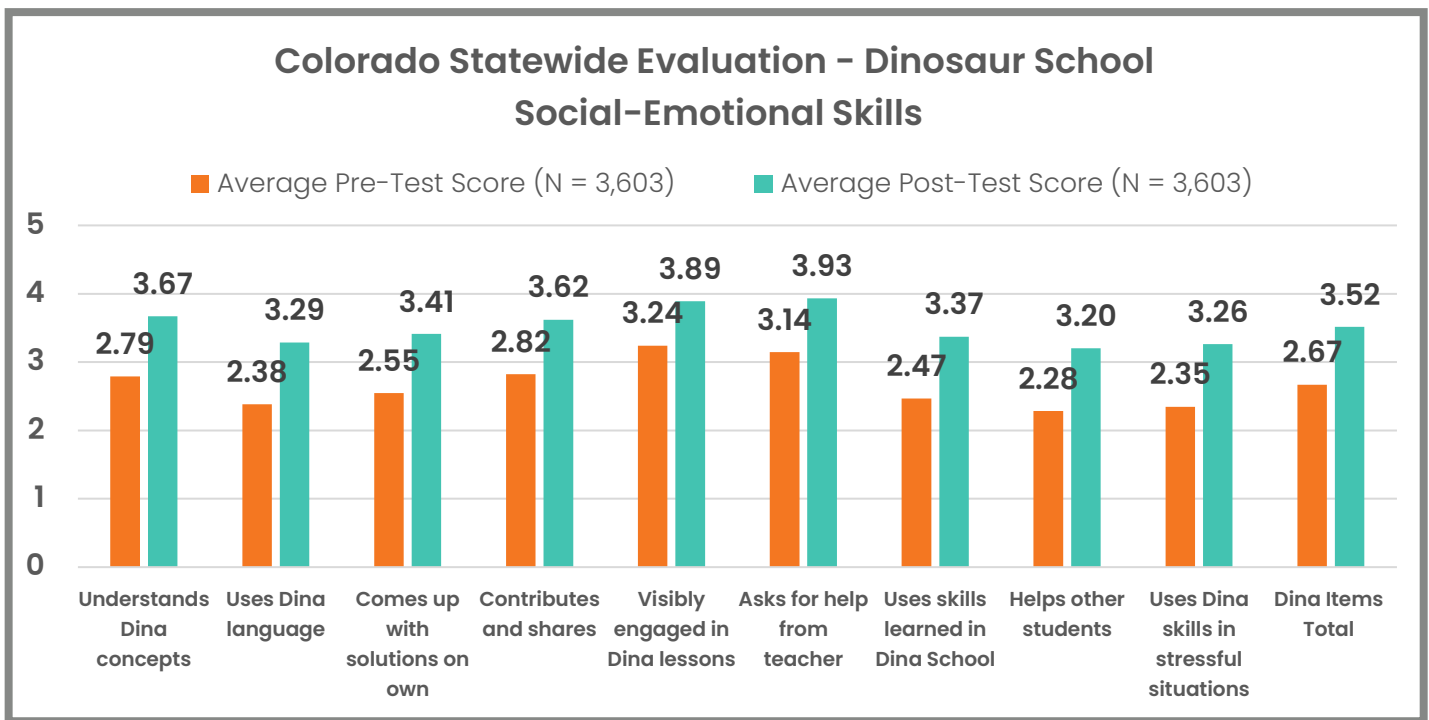
–Dinosaur School teacher



Dinosaur School: Children’s Social-Emotional Skills

Teachers rated children’s behavior (i.e., for children receiving in person, hybrid, or virtual instruction) at the beginning and end of the school year, using a nine-item survey that measures children’s demonstration of specific elements of the Dinosaur School curriculum. Each item is scored on a 5-point scale with higher scores indicating a greater mastery of Dinosaur School skills. This survey includes items such as:

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



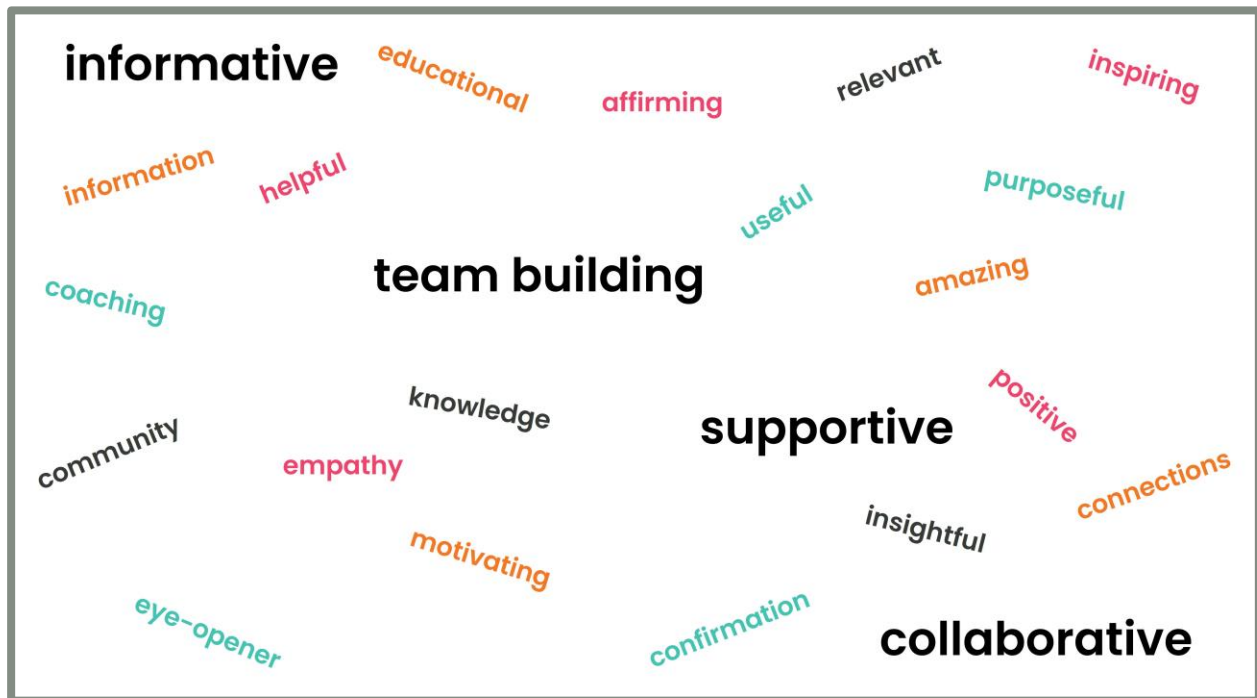
The average total score and the average score for all items showed statistically significant, positive changes from pre- to post-test for Dinosaur School students during the 2020–2021 school year.

“This year, I had success sharing the Dinosaur School visuals in an online format and I was able to hold Dinosaur School lessons while teaching remotely. I received positive feedback from the families that would participate and view the videos with their children.”

– **Dinosaur School teacher**

TCM Book Study

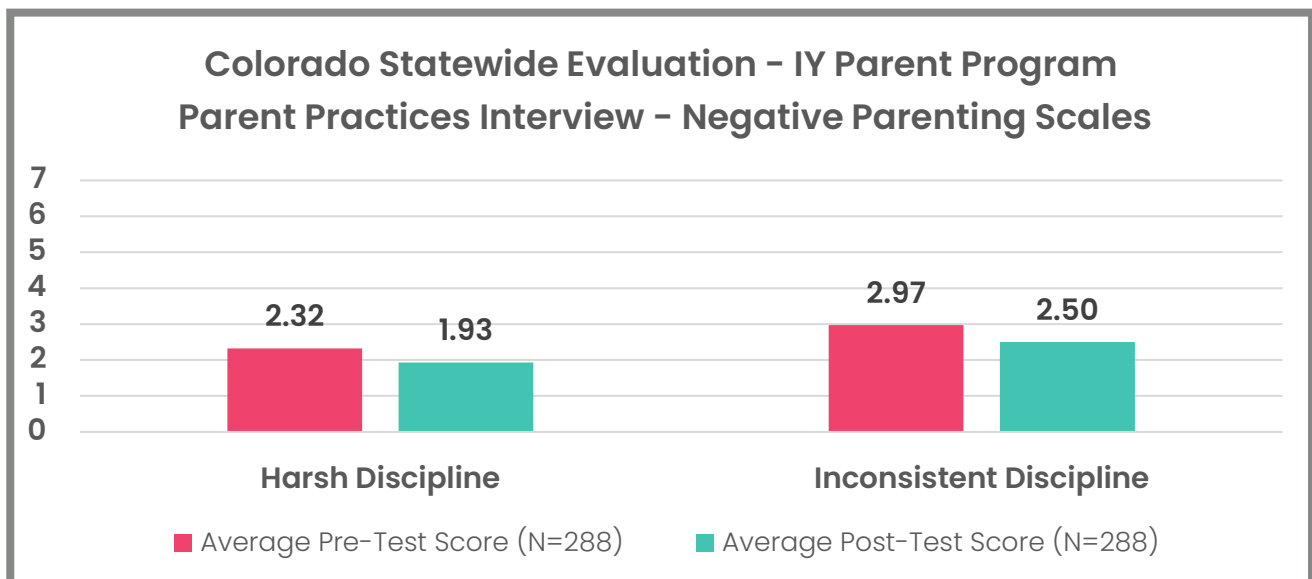
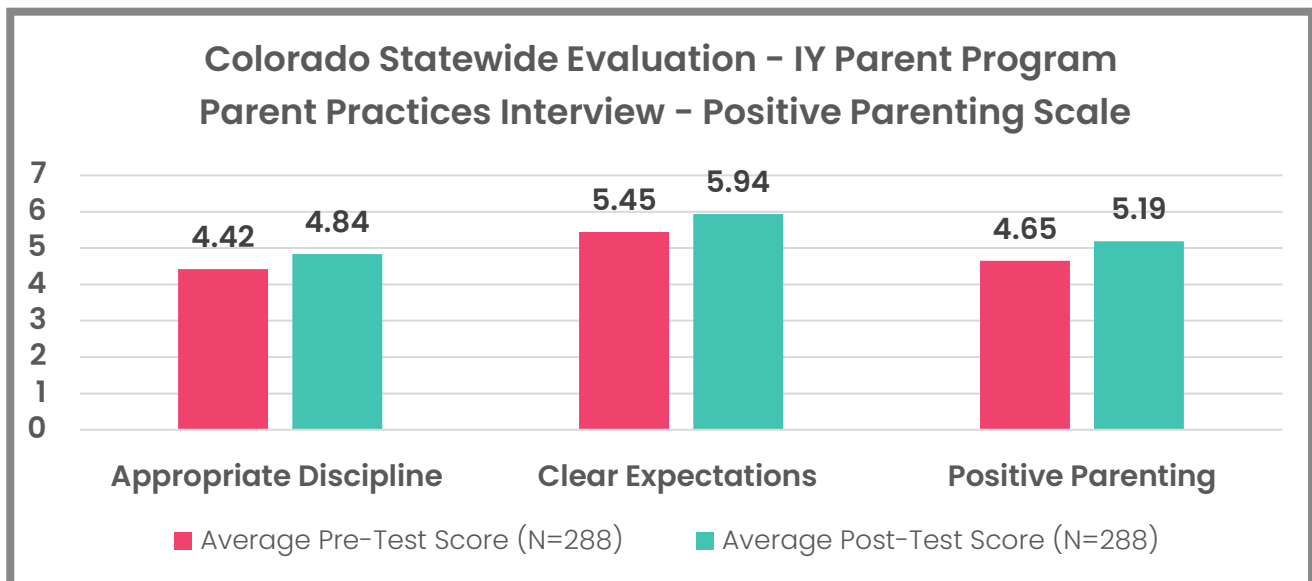
In May 2021, participants from nine TCM Book Study groups were invited to participate in a virtual focus group with the IY Data and Evaluation Manager and IY Program Support Manager. The purpose of the focus groups was to gather teacher and educational staff feedback on their experiences with the TCM Book Study, with the goal of better understanding their perceived usefulness of the specific topics that were covered, as well as how they were able to apply the content from the book study. A secondary purpose was to gather feedback on how the book study could be improved. Two different virtual focus groups occurred in mid-May 2021, and both lasted approximately 90 minutes. Out of 85 TCM Book Study participants, a total of nine teachers and educational staff agreed to participate in the virtual focus groups. A word cloud depicting three words each focus group participant selected to describe their experiences in the TCM Book Study appears below.



"The virtual meetings were wonderful. The meetings were structured and authentic. They provided us opportunities to connect with other teachers in small groups and swap helpful ideas. We discussed ways to apply our learnings in the classroom, and I was able to see great growth!"
-TCM Book Study participant

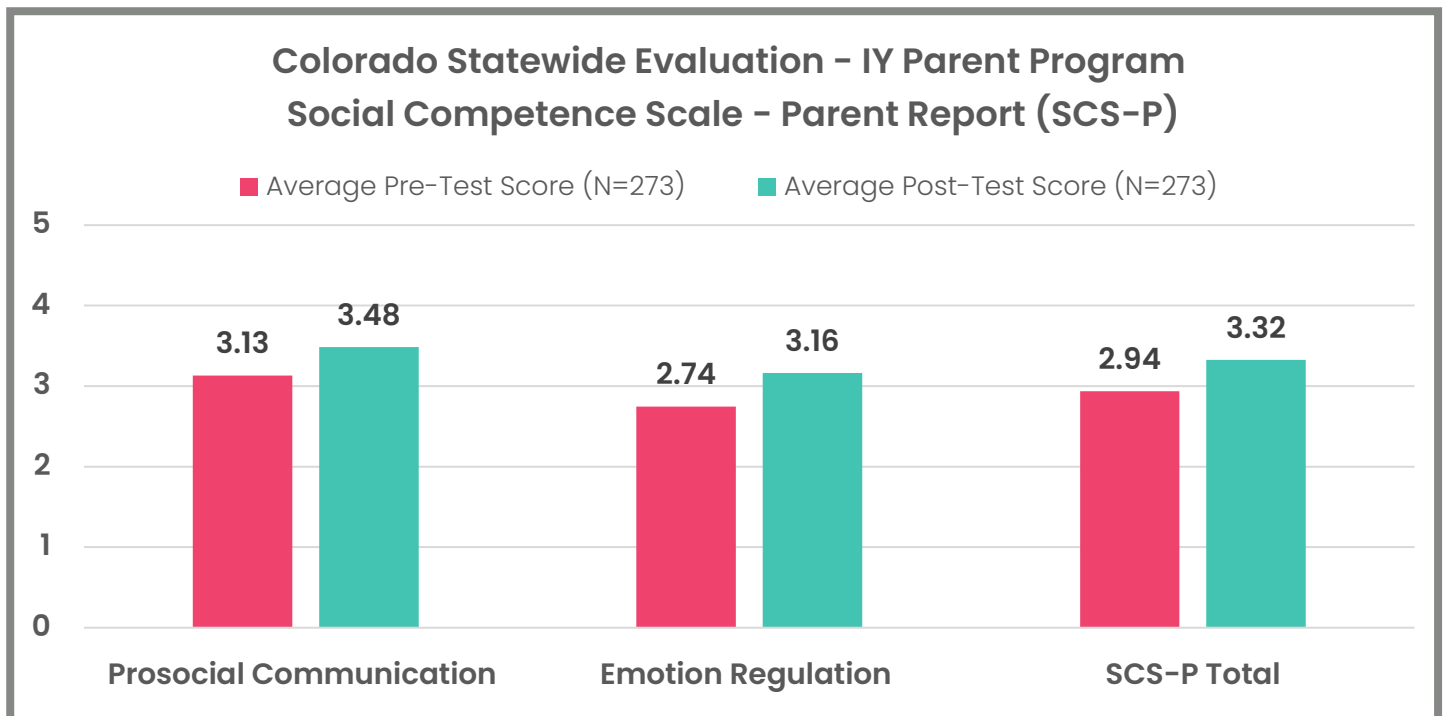
Parent Program: Parenting Practices

Parent Program participants complete 68 items from the Parent 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. Higher scores on the positive subscales and lower scores on the negative subscales reflect the use of more optimal parenting practices. **The average score for all subscales showed statistically significant, positive changes from pre- to post-test for participants in the Preschool BASIC Parent Program in 2020-2021.**



Parent Program: Children's Social Competence

Parents rate the behavior of their preschool-aged child at the beginning and end of the 14-week group using the Social Competence Scale, Parent Report (SCS-P). This survey includes 12 items across two of the four subscales previously described that measure children's Prosocial Communication and Emotion Regulation, as well as a total SCS-P score. Each item is rated on a 5-point scale with higher scores indicating a higher degree of child social competence.



The average SCS-P total score and the average score for both subscales showed statistically significant, positive changes from pre- to post-test for Parent Program participants during the 2020–2021 school year.

"I love how this class reframes your mindset. Now, instead of just seeing my child's misbehavior and wanting to change it, I look at my behavior first to see what I have modeled, and then set up a plan to change it." – **Parent Program participant**

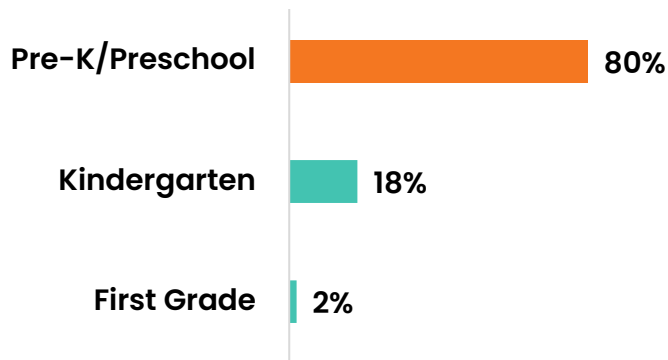


Who We Serve



Dinosaur School Students (N = 4,027)

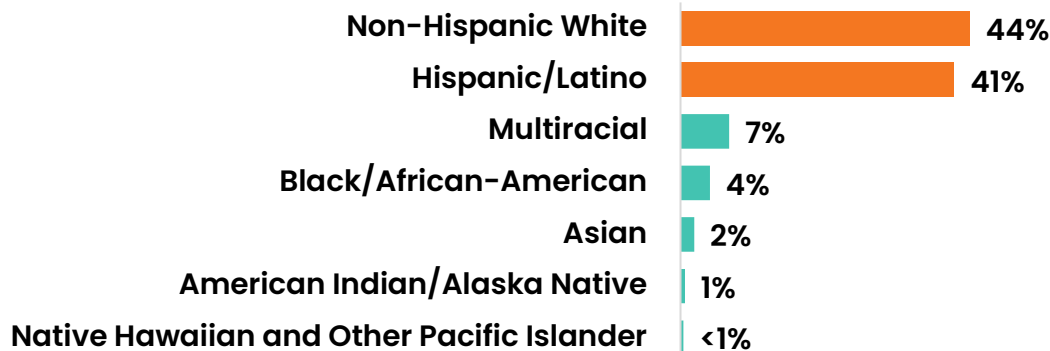
The majority of Dinosaur School students were in **Pre-K/Preschool**.



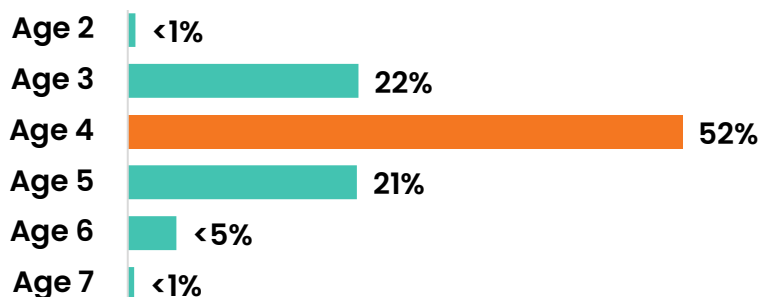
Teachers identified a slightly higher percentage of Dinosaur School students as **male**.



The largest racial/ethnic identities representing Dinosaur School students included **Non-Hispanic White** and **Hispanic/Latino**.

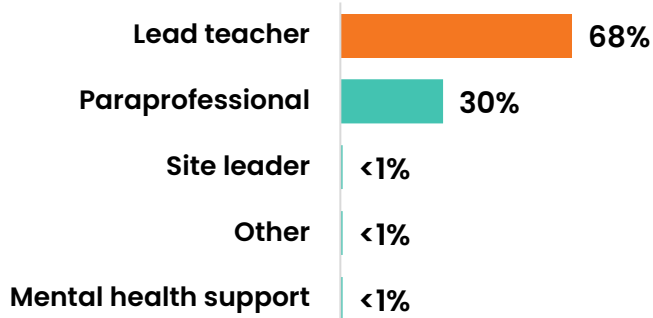


The median age of Dinosaur School students was **four years old**, and slightly more than half of Dinosaur School students were that age at the pre-test (beginning of the 2020-2021 school year).

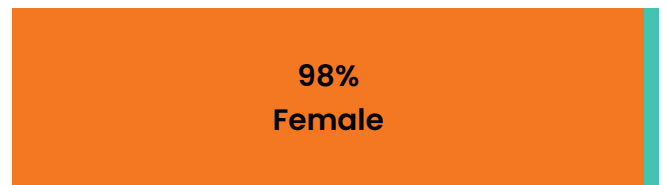


Dinosaur School Teachers and Educational Staff (N = 315)

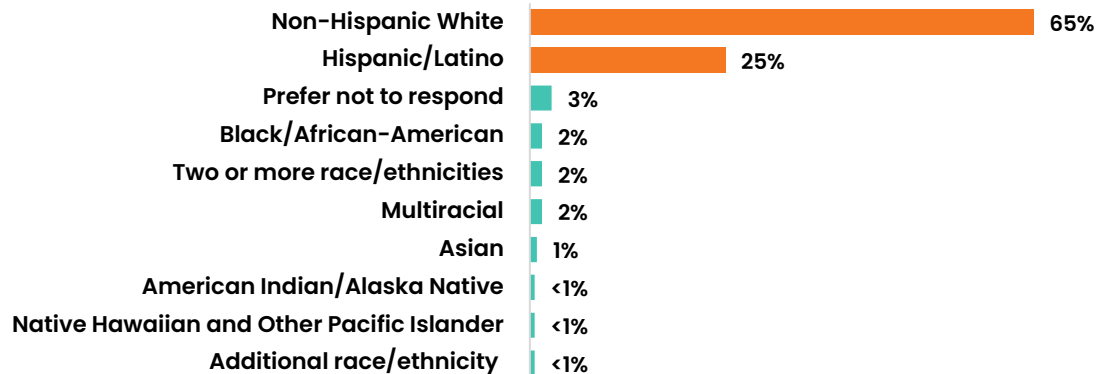
The majority of Dinosaur School teachers and educational staff identified their role as a **lead teacher**.



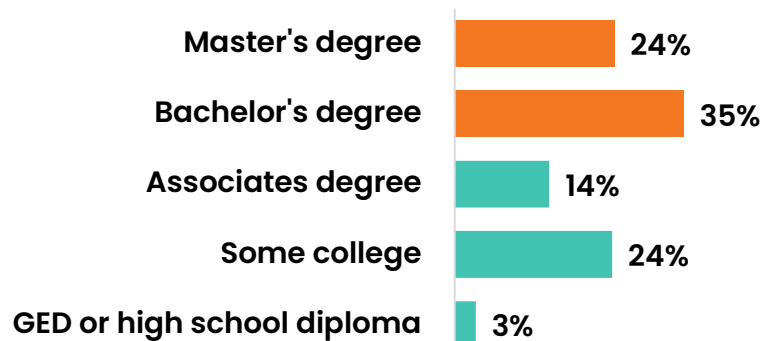
Almost all Dinosaur School teachers and educational staff identified as **female**.



The majority of Dinosaur School teachers indicated their racial/ethnic identity as **Non-Hispanic White** or **Hispanic/Latino**.

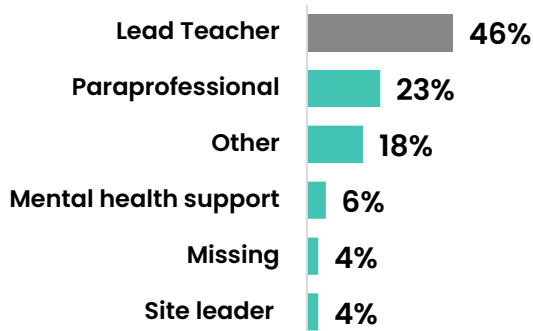


Over half of Dinosaur School teachers and educational staff reported having a **Master's degree** or **Bachelor's degree**.

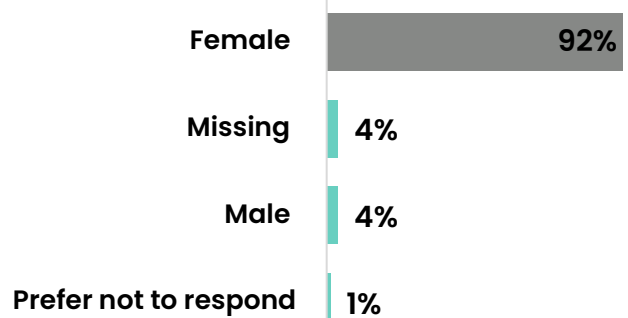


TCM Book Study Teachers and Educational Staff (N = 84)

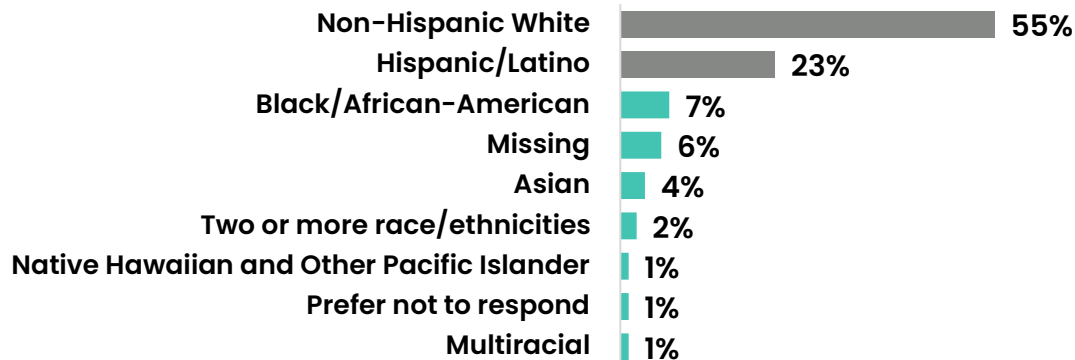
Slightly less than half of TCM Book Study teachers and educational staff identified their role as **lead teacher**.



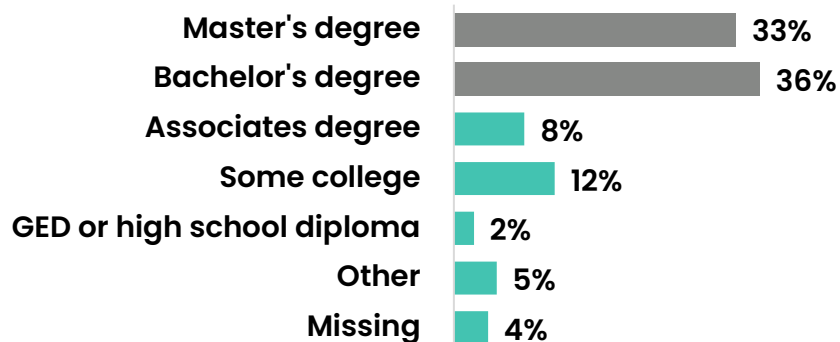
The majority of TCM Book Study teachers and educational staff identified as **female**.



The majority of TCM Book Study teachers and educational staff indicated their racial/ethnic identity as **Non-Hispanic White** or **Hispanic/Latino**.

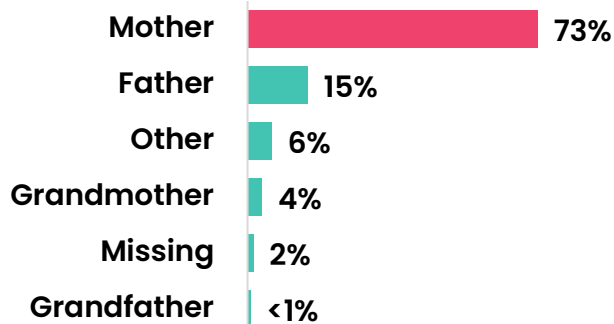


Slightly more than two-thirds of TCM Book Study teachers and educational staff reported having a **Master's degree** or **Bachelor's degree**.

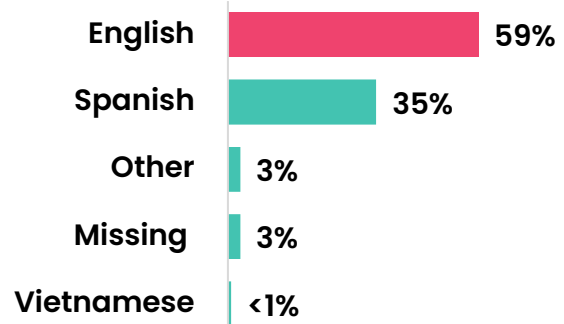


Parent Program Participants (N = 375)

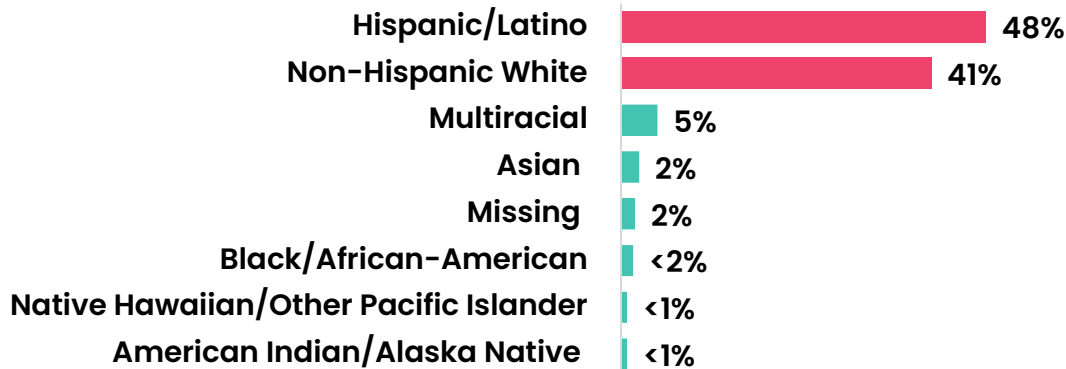
Almost three-quarters of Parent Program participants identified as a **mother**.



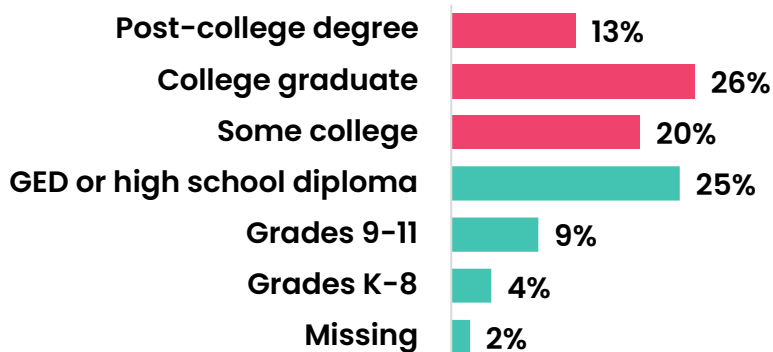
The majority of Parent Program participants reported their primary language was **English**.



The racial/ethnic identities representing the majority of Parent Program participants included **Hispanic/Latino** and **Non-Hispanic White**.

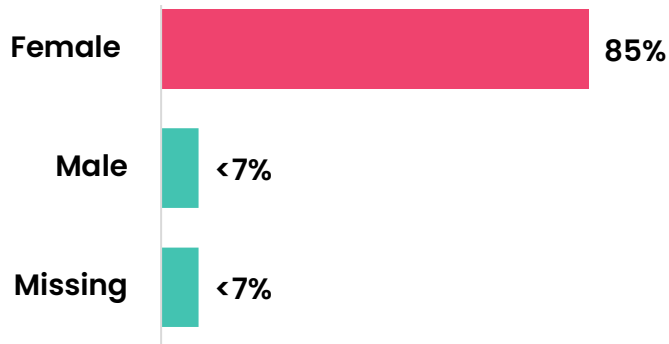


More than half of Parent Program participants reported that they attended at least **some college**, and over one-third of participants had a **college** or **post-college degree**.

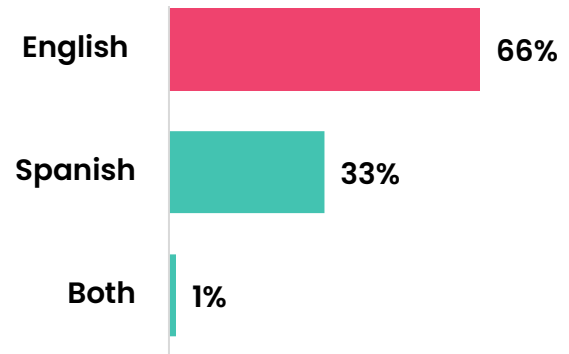


Parent Program Facilitators (N = 67)

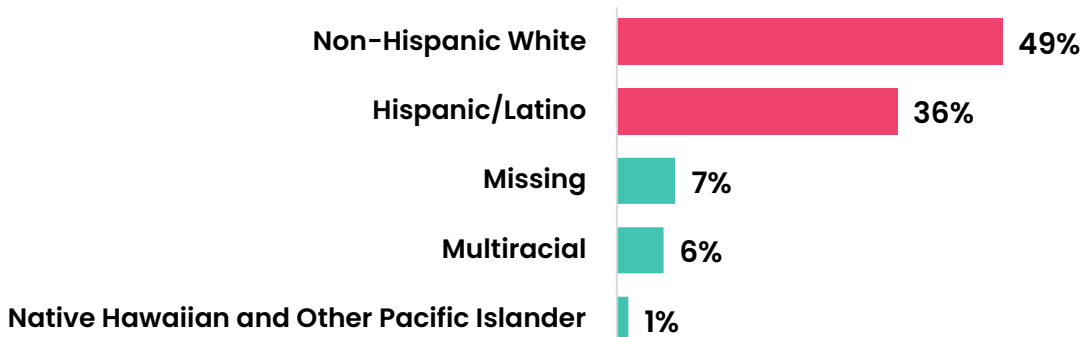
The majority of Parent Program Facilitators identified as **female**.



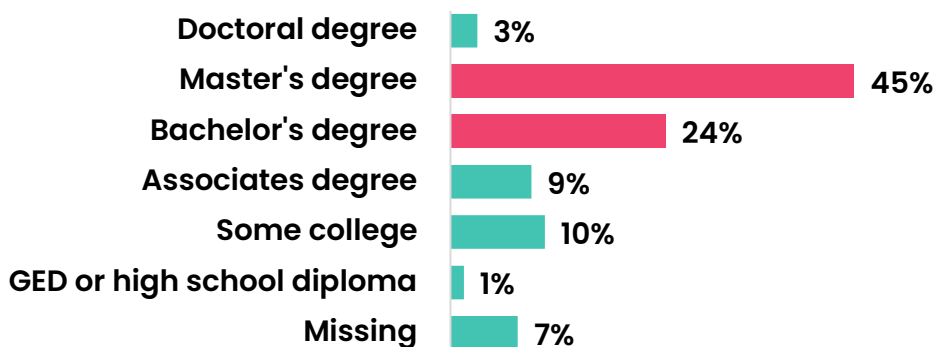
Two-thirds of the Parent Program Facilitators delivered groups in **English**.



The racial/ethnic identities representing the majority of Parent Program Facilitators included **Non-Hispanic White** and **Hispanic/Latino**.



The majority of Parent Program Facilitators reported having a **Bachelor's degree** or **Master's degree**.



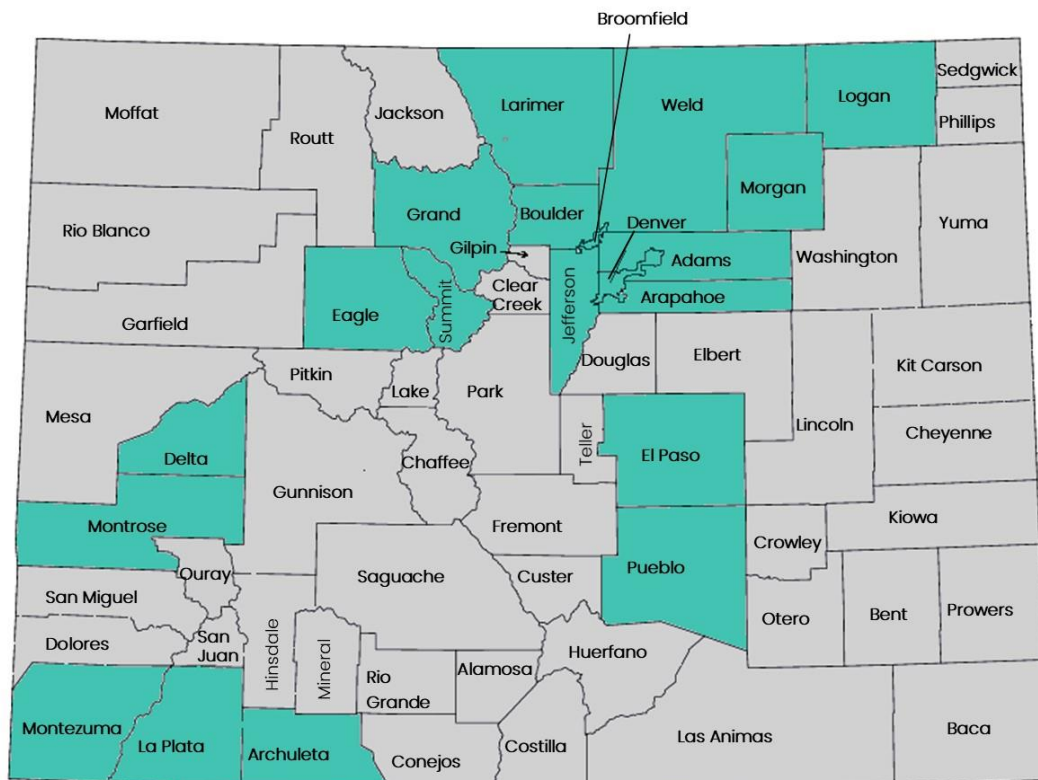
The Incredible Years® across Colorado

Dinosaur School: Adams, Arapahoe, Archuleta, Boulder, Delta, Denver, Eagle, El Paso, Grand, La Plata, Montrose, Morgan, Summit

TCM Book Study: Adams, Arapahoe, Archuleta, Broomfield, Jefferson, La Plata, Morgan

Parent Program: Adams, Arapahoe, Boulder, Broomfield, Delta, Denver, Eagle, El Paso, Grand, Jefferson, Larimer, Logan, Montezuma, Pueblo, Weld

In the map below, counties shaded green indicate where IY components were delivered during the 2020–2021 program year. There were no IY components delivered in the gray counties during the 2020–2021 program year.



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 successfully deliver the program. As part of this process, IIK's team of IY consultants and community-based peer coaches typically complete three fidelity checklists across the school year for first and second-year Dinosaur School implementers, and for teachers receiving TCM coaching. IIK consultants complete up to two fidelity checklists during the 14-week Parent Program, depending on the facilitators' level of support from IIK.

During the 2020-2021 program year, we revised the Dinosaur School and Parent Program fidelity checklists so that we could learn more about which fidelity items could successfully be delivered in the different program delivery formats (i.e., in person, virtual, or hybrid). We were unable to train and coach new teachers in TCM, therefore there is no TCM fidelity data for the current program year. The fidelity graphs on the following pages demonstrate the average number of fidelity items that were observed during the virtual coaching observations with second-year Dinosaur School teachers (i.e., teachers that were trained in Dinosaur School during the 2019-2020 school year, we were unable to train new Dinosaur School teachers during the 2020-2021 school year) and Parent Program Facilitators.

Virtual coaching visits by IIK consultants and peer coaches with implementers include:



Direct observations of implementers engaged in program delivery



Collaborative goal setting with implementers



Targeted coaching for implementers to improve specific domains of practice



Discussion with implementers about barriers and the creation of problem-solving strategies



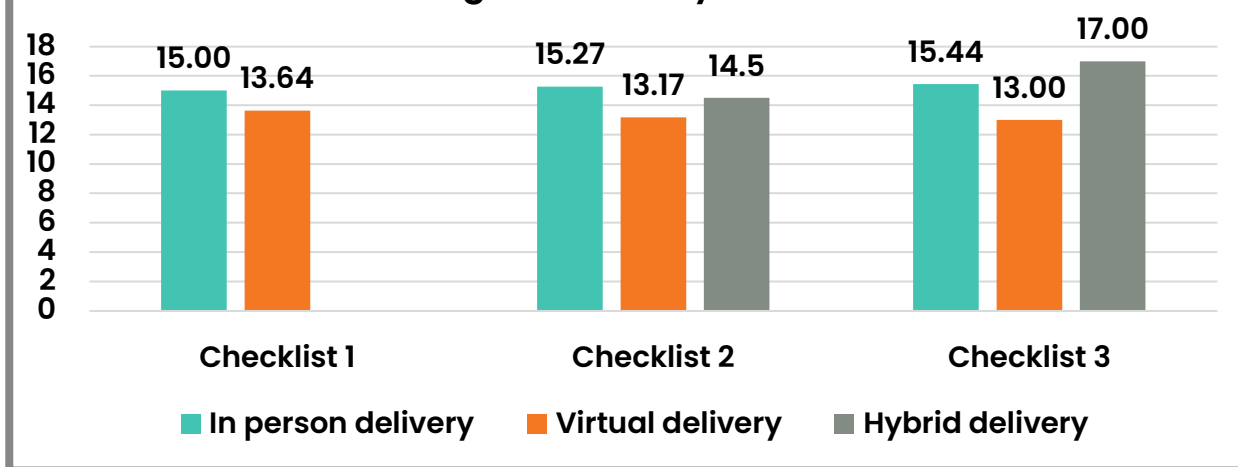
Regular fidelity assessments to ensure that the core components of the IY program are being followed



"I appreciate all of your support of my coaching, our program and ME! You refill my cup when it's feeling pretty empty. Thank you!"

– IIK-IY Peer Coach

2020–2021 Dinosaur School Fidelity Average Number of Fidelity Items Observed by Program Delivery Format

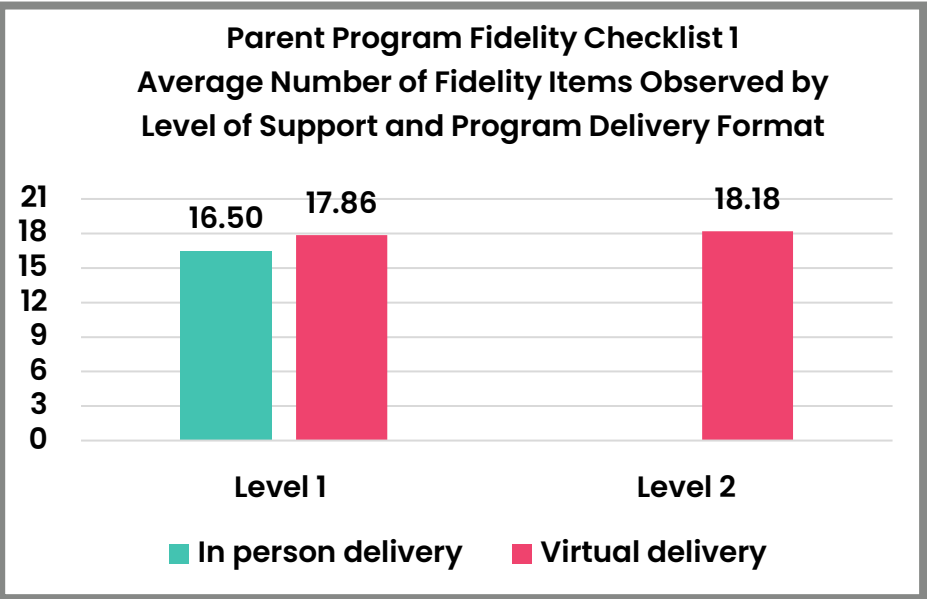


Dinosaur School N for each fidelity checklist	Checklist 1 N	Checklist 2 N	Checklist 3 N
In person delivery	26	30	32
Virtual delivery	11	6	2
Hybrid delivery	0	4	2

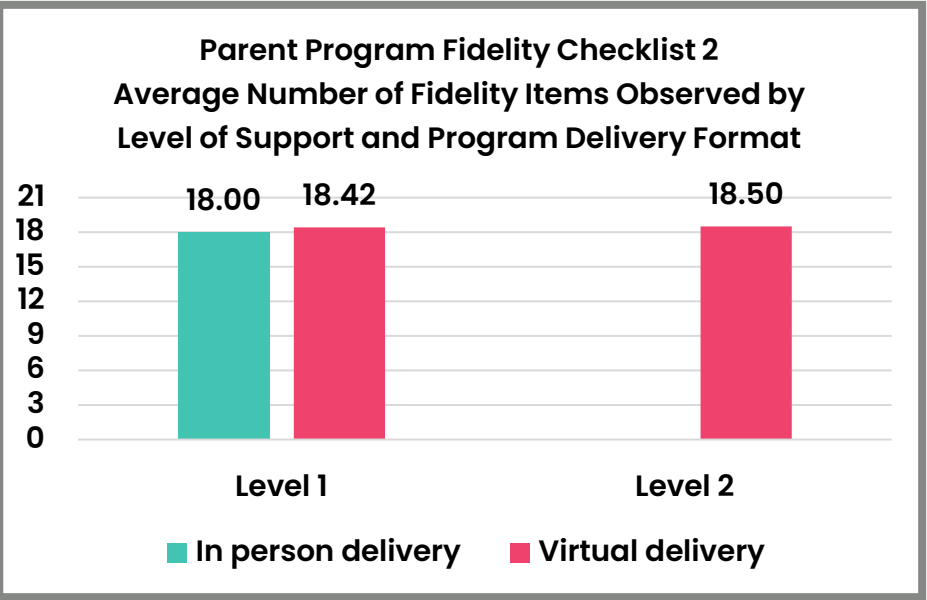
During the 2020–2021 program year, the emphasis with the assessment of Dinosaur School fidelity was the total number of fidelity items that were observed by the IIK-IY team. An average score across 18 items was used to assess teacher fidelity to Dinosaur School.

For each checklist, at least 70% of the Dinosaur School lessons observed were for teachers delivering the curriculum to students in person, regardless of delivery format. The number of teachers that were observed delivering lessons in person increased for each checklist, as more schools transitioned to in person learning.

On average, teachers delivering Dinosaur School in person completed about 83% of all fidelity items, across all three checklists. Teachers delivering Dinosaur School virtually completed about 72% of all fidelity items on average, across all three checklists. Teachers delivering Dinosaur School using a hybrid model completed at least 80% of the fidelity items at checklist two and checklist three. There was not a statistically significant difference in the average number of items observed at each checklist by delivery format. However, there was a small sample size for teachers observed delivering the program virtually or hybrid.



Parent Program N for Checklist 1	Level 1 N	Level 2 N
In person delivery	2	0
Virtual delivery	7	11



Parent Program N for Checklist 2	Level 1 N	Level 2 N
In person delivery	2	0
Virtual delivery	7	8

Similar to Dinosaur School, the emphasis for Parent Program fidelity was the total number of fidelity items that were observed by the IIK-IY team. An average score across 21 items was used to assess PPFs' fidelity to Parent Program. All but two groups with fidelity observations were delivered virtually, and the groups that were delivered in person received level one support from IIK. On average, PPFs from level one virtual groups delivered 85% of the fidelity items at checklist 1 and 88% of the fidelity items at checklist 2. PPFs from virtual, level two groups delivered 87% of the fidelity items at checklist one and 88% of the fidelity items at checklist two, on average. The PPFs from the in person groups completed 79% of fidelity items on average at checklist one, and 86% of the items on average at checklist two. The average number of fidelity items completed was slightly higher at the second checklist for both levels and delivery formats, although this difference was not considered statistically significant.

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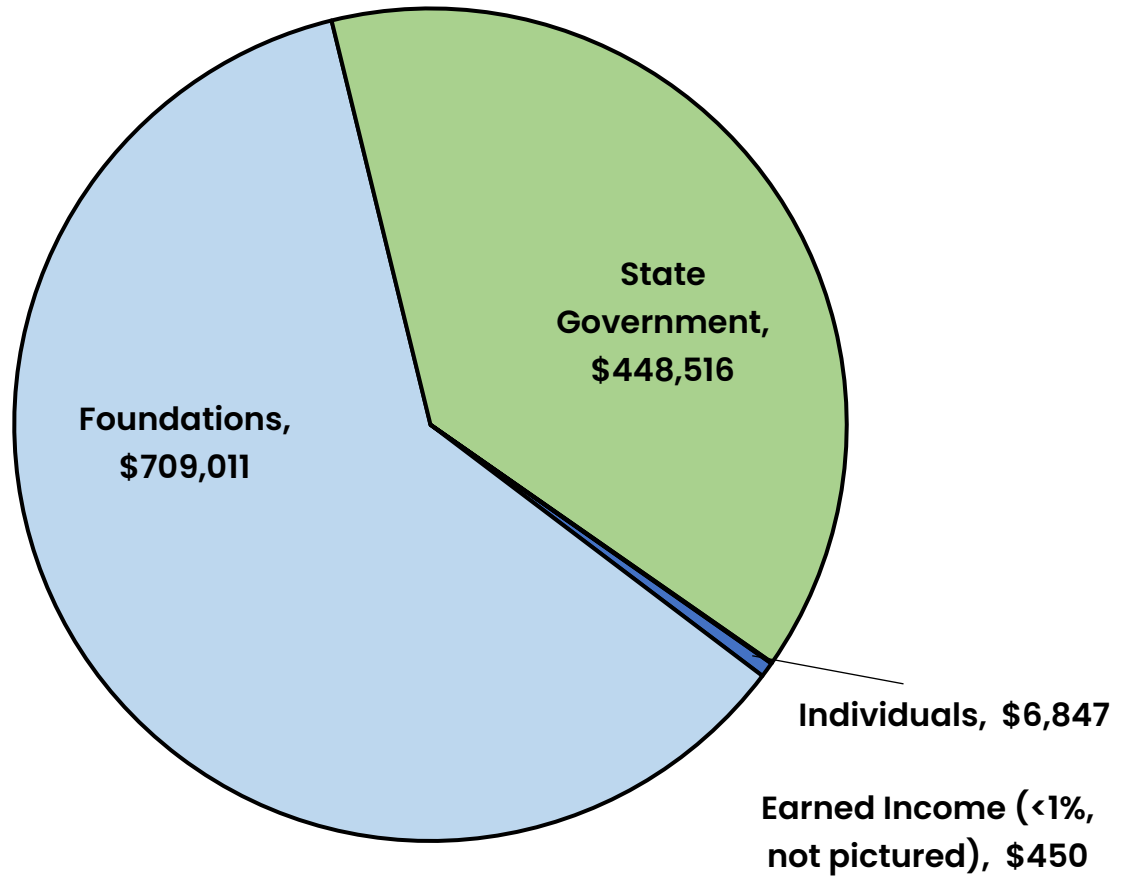


Lindsay Sherman, MS
Program Consultant, IY

The program staff's work is made possible with invaluable support from Executive Director, Lisa Hill, and staff from the Development, Finance and Operations teams.

Appendices

A. The Incredible Years Program Funding Fiscal Year Ending June 30, 2021





B. Partners

IIK has many community partners* throughout the state without whom IY programming would not occur, and we thank them for their continued dedication to delivering the program with a high level of quality for Colorado's children and families. We also thank the donors and philanthropic community whose financial support helps make this program available, as well as the foundations who continue to prioritize funding for children's social-emotional health and well-being. We have the utmost gratitude for the Colorado Department of Human Services, Office of Early Childhood for their collaboration with IIK to ensure that we continue to provide high-quality implementation supports to IY sites across the state. We appreciate the Colorado General Assembly and the Colorado Governor's Office whose vision prioritizes the social-emotional skills and school readiness of young children. Lastly, IY would not exist without the program developer, Dr. Carolyn Webster-Stratton, and we are thankful for our ongoing collaboration and support from her and her team at The Incredible Years®.

**A detailed list of our community partners is available upon request.*

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