



Invest in Kids 2021-2022 Report of The Incredible Years[®] in Colorado

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Motivation Statement

Invest in Kids' (IIK) annual program evaluations help ensure we are fulfilling our commitment to measurably improve the health and well-being of Colorado's children and families. Our 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. 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.

Vision

To ensure that every Colorado child has a strong start in life.

Mission

Invest in Kids partners with local communities to ensure the success of evidence-based programs that improve the health and well-being of Colorado's youngest children and their families.

Equity Commitment

Invest in Kids is dedicated to building a future where we can no longer predict child and family outcomes, such as healthy pregnancies, child development, and school readiness based on socioeconomic status, race, ethnicity, or zip code.

Equity

To create this future, we incorporate equity, diversity, inclusion, and belonging into all aspects of our organization and work.

Diversity

We recognize the toxic impact of oppressive forces like racism and poverty on Colorado's children and families. We are committed to building systems that eliminate health, mental health, and educational disparities and ensure that every child and family can thrive.

Inclusion

We value the power of unique and varied life experiences shaped by all aspects of a person's identity (including race, ethnicity, socioeconomic status, age, religion, gender, physical ability, sexual orientation, and geographic location) that are impacted by the inequitable systems we all encounter. We embrace all types of diversity and strive to honor and increase the diversity of the children, families, and community partners that we serve, as well as that of our own staff and board.










Belonging

We work hard to ensure that everyone feels valued and respected, including our staff, board, community partners, and the children and families that we serve. We aim to center the voices of Colorado's families and communities and use their feedback to improve our programs and practices.

We take pride in our mission and values. We prioritize human connection and have an organizational culture that supports employees holistically, honors our shared humanity, and encourages empathy, vulnerability, and authenticity.

*This statement was created by IIK's Equity Committee. It is reviewed and revised collaboratively as we are constantly learning and growing.

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Highlights

The Incredible Years is a suite of evidence-based programs that includes universal, prevention components for parents, teachers, and young children. IIK provides high-quality implementation supports for three different components to be delivered in schools and community-based settings across Colorado. These components include Dinosaur School, Teacher Classroom Management (TCM), and the Preschool BASIC Parent Program (Parent Program). Each works by leveraging positive parent-child and teacher-child relationships to promote young children's social-emotional skills.

Highlights from the 2021-2022 statewide evaluation include:

	Dinosaur School	TCM	Parent Program
Numbers Served			
Students	5,038	777	
Teachers and educational staff	382	55	
Parent Program participants			470
Parent Program Facilitators			73
Parent Program groups			49
Program Outcomes (✓ = statistically significant differences in expected direction)			
Child Prosocial Communication	✓	✓	✓
Child Emotion Regulation	✓	✓	✓
Child Academic Skills	✓	✓	
Child Social Competence	✓	✓	✓
Child Dinosaur School Social Emotional Skills	✓		
Teacher Classroom Management Strategies		✓	
Positive Parenting Practices			✓
Negative Parenting Practices			✓



Pictured left: A student gives Dina a hug during an end-of-year Dinosaur School graduation celebration.



Introduction

Healthcare, education, and mental health services in Colorado often do not adequately support the diverse needs of children and families, especially for people of color, families living on low incomes, and those living in rural or frontier communities. We all have an obligation to support the health and well-being of children and families; in particular, those that face inequitable access to resources and disparities in the quality of available services. For IIK, this commitment means investing in and supporting the delivery of evidence-based programs in communities across the state. Each of our programs equip Colorado families with the tools they need to build positive, healthy relationships and ensure a strong start for their children.

Invest in Kids adopted The Incredible Years 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. The Incredible Years was designed to promote responsive, nurturing relationships between children, parents, and teachers, and foster children's social-emotional skills, 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 aspect 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, teachers, and other caregivers provide important contexts for promoting social-emotional skills. These skills are considered optimal targets for universal, preventive interventions in early childhood because of their malleability and the role they play in long-term health and well-being³.



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 costs⁴.**

Pictured left: Parent Program graduates enjoy family time at the Denver Children's Museum.

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 2021-2022 school year, IIK partnered with Colorado communities across **21** counties to support the delivery of IY for parents, teachers, and young children. Three of the IY universal prevention components were delivered in school and community-based settings to **5,815** students, **437** teachers and educational staff, **73** PPFs, and **470** 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 2021-2022 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. Implementation science research indicates that it takes much more than solely making the decision to adopt an evidence-based program 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 programs 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 teachers and PPFs to build lasting and sustainable changes in practice



Developing site-level **Peer Coaches** (high-quality local implementing staff trained to coach peer teachers) to sustain and enhance local support for teachers



Working with site leadership, teachers, and PPFs to **address barriers** to successful program delivery



Monitoring fidelity and supporting ongoing practice improvement



Providing **data-informed feedback** to teachers, PPFs, organizations, and communities



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



Innovations

- Colorado Department of Human Services prioritized funding from The American Rescue Plan Act (ARPA) to support the mental health and well-being of children and early childhood educators in Colorado. With the ARPA funding granted to IIK, the IIK-IY team planned to increase the reach of TCM for early childhood educators so that they can effectively manage and support children they care for while also maintaining their own mental health. The reach of the Dinosaur School curriculum will also be increased so that early childhood educators have the tools and strategies needed to support children in identifying emotions, solving problems, managing anger, and developing friendships.
- As the statewide Implementation Partner for IY, IIK worked with CDHS Office of Early Childhood during the 2021-2022 program year to administer a thoughtful and purposeful IY RFP application process. Twenty-five RFPs were submitted to CDHS that totaled \$1.2 million in requested funds. CDHS was able to award \$270,000 to 13 sites to deliver IY across the state with support from IIK for the 2022-2023 program year.
- Two bilingual IIK-IY Consultants successfully delivered the 20-week IY Parent Program virtually to a cohort of 12 Family, Friend, and Neighbor (FFN) providers who were Spanish-speaking and identified themselves as Hispanic/Latina. Working closely with an IIK-IY Parent Program Mentor and gathering providers' feedback throughout the series, the consultants carefully tailored the program content, activities, and materials to their unique needs and context. Delivering IY to this group addressed a critical unmet need, as they are required to participate in professional development courses for their Child Development Associate certification, but most of these courses are only available in English. The IIK-IY team is excited to deliver the 20-week IY Parent Program series in Spanish for a second cohort of FFN providers during the 2022-2023 program year.
- The IIK-IY team has partnered with Dr. Carolyn Webster-Stratton, the IY program developer, to support the filming of updated IY Parent Program video vignettes. Several Colorado families have volunteered to be filmed in their own homes, demonstrating some examples of the evidence-based Parent Program strategies. The IIK-IY team is excited about this opportunity to have Colorado families represented in the Parent Program materials.
- In September 2021, IIK hired the first Director of Community Partnerships, tasked with leading the IY exploration process with new sites interested in bringing the program to their communities.
- A case study of the IIK-IY team's pandemic-related adaptations to IY during the 2020-2021 program year was published online in the journal of *Global Implementation Research and Applications*⁵. This case study will also be featured in a December 2022 special issue that demonstrates how implementation science is being used to inform adaptations to programs for children and families amidst rapid social change.
- The Director of the IIK Peer Coach Initiative continued providing training to four cohorts of IIK-IY Peer Coaches. In 2021-2022, 11 training sessions were completed with 24 IIK-IY Peer Coaches from the different cohorts. Five of the Peer Coaches participated in a gradual release process, practicing and refining their coaching skills with teachers alongside an IIK-IY consultant.



Dinosaur School Outcomes

"This was our first year using Dinosaur School. My group leader and I participated in the IIK-IY training and the coaching sessions. We thoroughly enjoyed the training and were excited to take what we learned back to the classroom. The coaching sessions really helped us look at our lessons and what worked well and what we could do differently.

Some of our students had difficulty with self-regulation at the beginning of the year. A few children were very disruptive and impulsive. One child showed aggression towards teachers and other students. These students really liked when Molly, Dina, or Tiny came to visit. The puppets really helped to engage these students. The use of visuals was also very helpful. After teaching the lessons when one of the students would get frustrated, we should show him the appropriate visual, which would catch his attention. We would then use very short statements with Dinosaur School language, such as, "take a breath", "calm body", etc. We have consistently used the Dinosaur School lessons, visuals, and vocabulary and we have seen steady, consistent improvement in our students' abilities to self-regulate. One of the students was physically aggressive on a daily basis for the first several months of the school year. After teaching Dinosaur School consistently, this child is now able to self-regulate and rarely shows aggression towards others.

We have many students in our classroom that are English Language Learners (ELLs). The Dinosaur School puppets have helped to make them feel more comfortable. Using the Dinosaur School vocabulary consistently with these students along with the visuals has also really helped. By the end of the school year, they were engaging and participating in all our Dinosaur School lessons.

Towards the end of the school year, we saw a wonderful example of teamwork with the students in our class. A group of students was building with magnetic blocks, and as the tower was getting taller and taller, they were getting very excited. My group leader and I were getting ready to get involved and keep this group's tower away from another group of students, but we were thrilled to see the second group of students calmly (but with lots of excitement) start helping the first group of students build the tower. We watched all 10 students work together and use all the blocks we had to make a tower taller than any of them had built. This team of students included some students that were ELLs, students receiving special education, and some who had extreme self-regulation difficulties in the past. They were all very excited and proud to build the tower as a team, and my group leader and I were very proud of them. We have seen a lot of growth in our students this year with self-regulation and problem-solving skills after using Dinosaur School."

**-Jenny Wilson, Brighton 27J Schools
Dinosaur School Teacher**

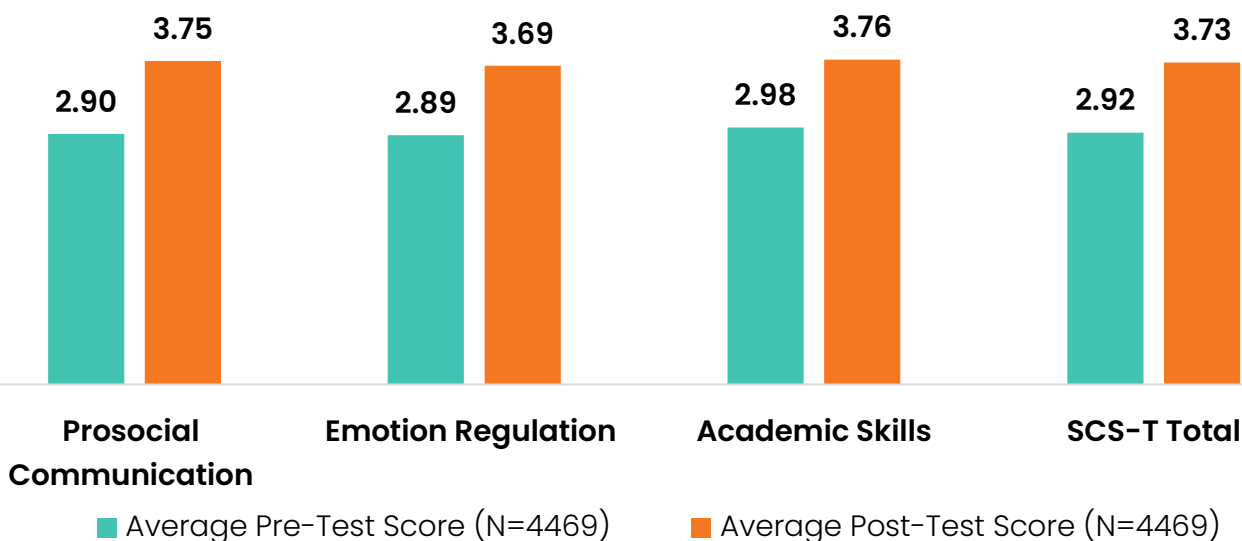
Pictured right: Students from Jenny Wilson's class enjoy playing, sharing, and working with blocks together.



Dinosaur School: Gains in Children's Social Competence

Teachers rated the behavior of children 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 differences from pre- to post-test for Dinosaur School students during the 2021-2022 school year.



Pictured right: Students practice going into their turtle shells with Tiny Turtle during a Dinosaur School lesson.

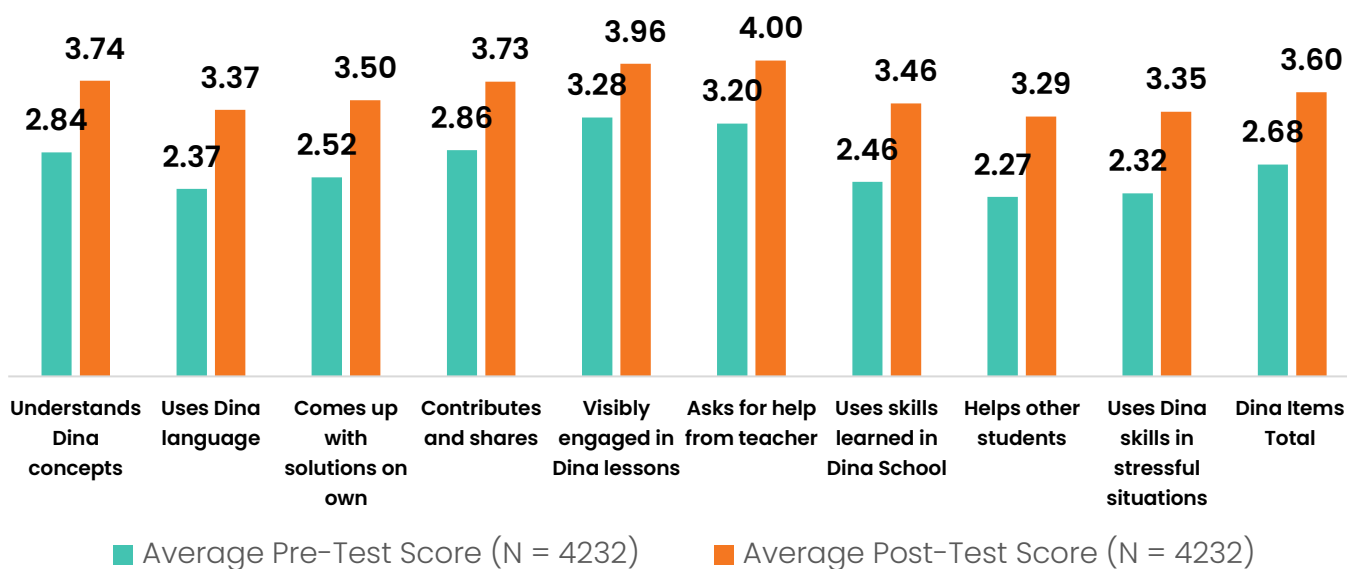


Dinosaur School: Gains in Children's Social-Emotional Skills

Teachers rated children's behavior 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 Dinosaur School Social-Emotional Skills total score, and the average score for all items showed statistically significant, positive differences from pre- to post-test for Dinosaur School students during the 2021-2022 school year.



Pictured left: Wally teaches students about feeling tense.



TCM Outcomes

"We started TCM in 2018, and two new teachers and I went through TCM as a pilot, and that was cool to watch them go through it as new teachers. I had been teaching for quite some time. The most helpful aspect of TCM was the coaching. Julie has been our coach from day one, and it was so nice to have somebody – because we get evaluated as teachers and all that stuff, it was nice to have somebody who wasn't there to evaluate us, but just be there to provide support to us. Every time Julie came in, it was always super positive. During that school year, I had a challenging class with some pretty tough behaviors. Julie would offer a different perspective, which I thought was really helpful. The following year, the whole school went through the TCM training. The second time I did the TCM training and coaching, I had a new teaching partner. It was nice getting coaching with Julie and having a third person to assist us with our teaming, which was very helpful.

Going through TCM and getting coaching from IIK opened a new avenue for me, because I really enjoyed helping the new teachers. It opened this whole coaching world for me. I even got a coaching certificate through the University of Colorado, which will be the next step in my career. Having a coach that was so supportive, so positive, and such a joy to be around really showed me that I would like to do that someday. After teaching for so long, you want something new. Doing the IIK-IY peer coach program has been great. I am learning a lot after having plateaued in my career.

Last year, I presented my boss with an idea to become our school's instructional coach, so I did that last year and again this year. I'm really enjoying it. It has been so good to get out of classroom and see things from a different perspective. I have known many of the people at my school five plus years, but I had never seen them teach. Now I get to see all the awesome things they are doing in their classrooms. The program and participating in the IIK-IY peer coach training has revealed this whole new avenue for me, and I am happy about that because I'm really enjoying not only being with kids, but also with the teachers. The program and the peer coach opportunity came at a time in my career when I was wondering if teaching was really what I wanted to be doing. Working in Head Start, sometimes we see some pretty serious behaviors, and it can be draining day in and day out. Participating in TCM training and coaching and the IIK-IY peer coach trainings really affected my career, and I am very happy about that."

**-Carrie Hendricks, Sheridan School District
Instructional Coach**

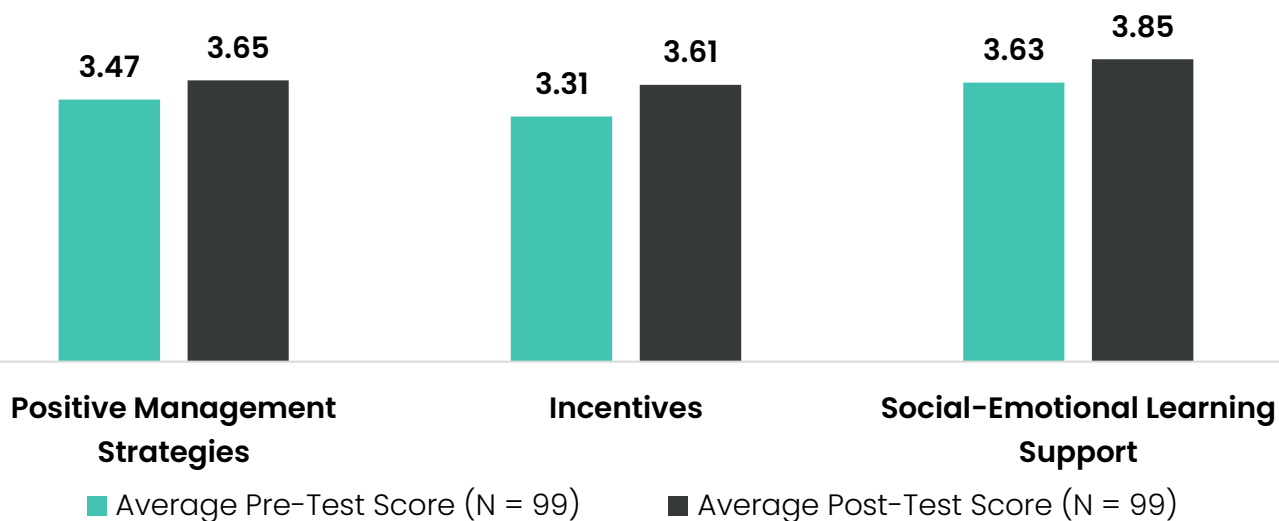
Pictured right: Carrie completes an activity with a student at Sheridan Early Childhood Center.



TCM: Gains in Teachers' Classroom Management Strategies

Teachers and educational staff 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 scales across 59 items 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 scale, 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 greater amount of confidence.

The average score for the TSQ Positive Management Strategies, Incentives, and Social Emotional Learning Support scales showed statistically significant, positive differences from pre- to post-test for TCM-trained teachers and educational staff.



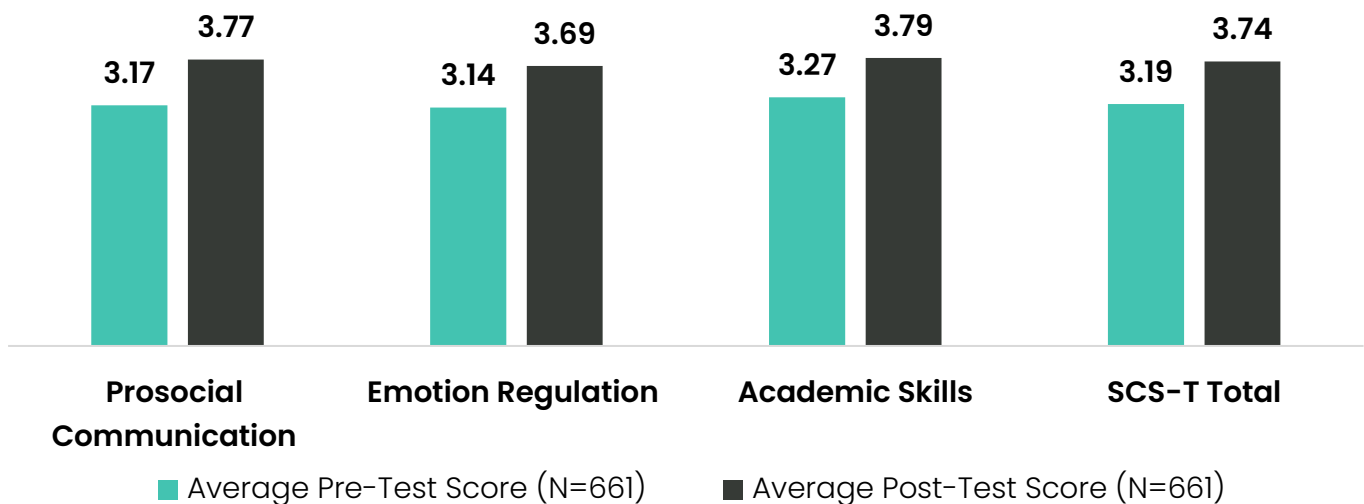
The average score for the TSQ Confidence and Planning and Support scales also showed statistically significant, positive differences between the pre- and post-test for TCM-trained teachers and educational staff during the 2021-2022 school year.

**The TSQ Confidence and Planning and Support scales have different rating scales than those pictured (5-point scales versus 7-point and 6-point scales, respectively), and thus are not included in the graph above.*

TCM: Gains in Children's Social Competence

As with Dinosaur School, teachers rated the behavior of children at the beginning and end of the school year using the **Social Competence Scale – Teacher Report (SCS-T)**. The survey consists of 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 average SCS-T total score, and the average score for all subscales showed statistically significant, positive differences from pre- to post-test for students in TCM classrooms during the 2021–2022 school year.



Pictured left: TCM materials, including the IY Teaching Pyramid, The Incredible Teachers book, the IIK-IY TCM training manual, and a TCM training schedule.



Parent Program Outcomes

"My name is Batoul, I'm a former educator, and most importantly, a mom. I have a 4-year-old, and my son, as all kids do, would always challenge us, test the limits and I felt that, even with all my skills as an elementary educator, I still lacked some support, and I needed more strategies and things that I could do with him. I saw the ad in Bright by Text about The Incredible Years Parent Program, and I said I am going to try it, and it has been life changing. My husband and I have enjoyed this program, it added so much value to our lives, now we communicate with our son with more success. This program taught us how to socially coach our son, how to emotionally coach him, and navigate those big feelings that come out with a four-year-old. I learned about temperament, and what is temperament, what is my temperament versus my child's temperament, and how that affects our relationship. We also learned about academic coaching, and child-directed play was one of the most important aspects I learned in the program. The video vignettes gave me real life examples of how to tackle certain situations, how to manage feelings, how to use problem-solving strategies, how to set routines, how to create this bond and relationship with my little one. I highly encourage all parents, regardless of background, to take and tap into this wonderful resource, and find out where it's offered in the community.

Most importantly, I wanted to share how this program has supported and empowered me with stronger skills and strategies to deal with my son on a daily basis, to build this positive relationship between us. We have learned about incentives, and we have learned about limit setting, positive attention, and how to use all of these to our advantage to continue to build a positive relationship with our little one. My relationship with my husband, and with the whole family dynamic has been much better since we started taking this program, and every week it gets better."

**-Batoul Baydoun, Parent Program Participant
Future Parent Program Facilitator**

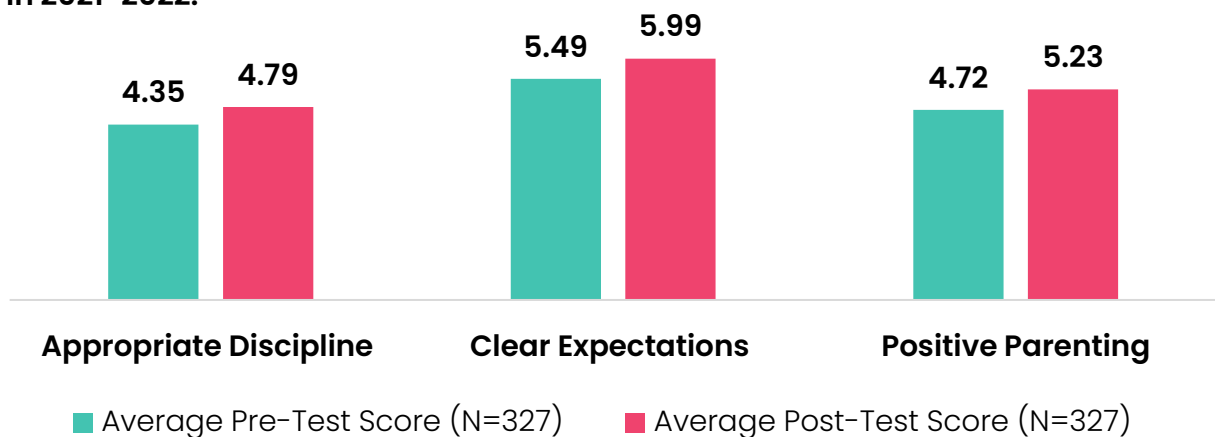
During the upcoming program year, Batoul will participate in the IIK-IY Parent Program Facilitator training, where she will learn the skills and strategies to deliver the Parent Program to other parents. Batoul will be co-facilitating the first IY Parent Program group available in Arabic in Colorado and the United States. This group will address the needs of Arabic-speaking parents in the Denver Metro area. (Pictured right: Batoul and her family enjoying time together.)



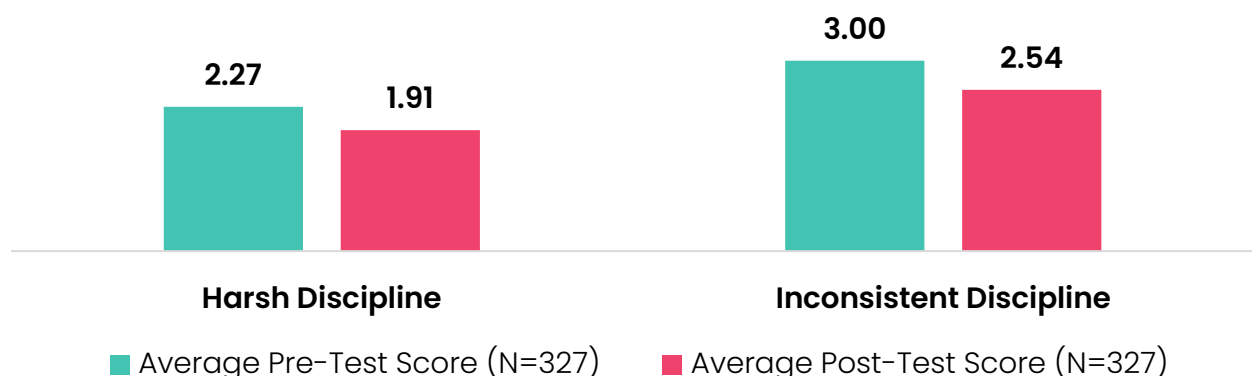
Parent Program: Gains in Parenting Practices

Parent Program participants complete 68 items from the **Parenting Practices Interview (PPI)**, rating their own parenting practices on a **7-point scale** across several domains, including Appropriate Discipline, Clear Expectations, and Positive Parenting, and 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 strategies.

The average score for the Appropriate Discipline, Clear Expectations, and Positive Parenting scales showed statistically significant, positive differences from pre- to post-test for participants in the Preschool BASIC Parent Program in 2021–2022.



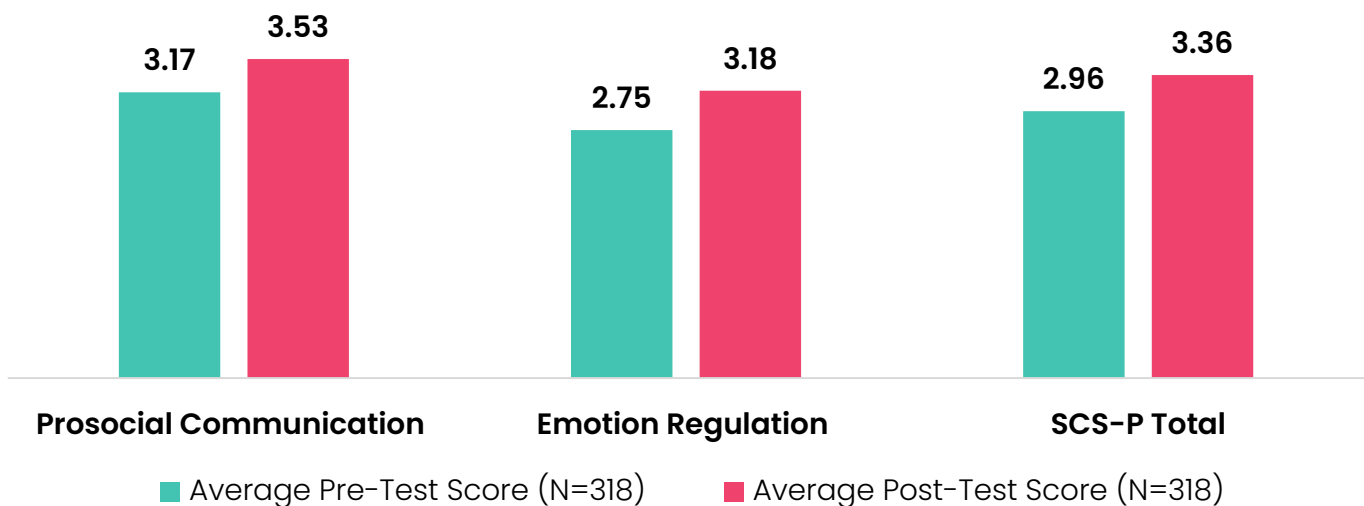
The average score for the Harsh Discipline and Inconsistent Discipline scales showed statistically significant, positive differences from pre- to post-test for participants in the Preschool BASIC Parent Program in 2021–2022.



Parent Program: Gains in 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 three 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 differences from pre- to post-test, as reported by Parent Program participants during the 2021-2022 school year.



Pictured right: Parent Program participants from Sterling, Colorado celebrate their graduation from the 14-week series.



"This was my first time facilitating an Incredible Years Parent Program group, after the IIK-IY Parent Program Facilitator training that I did earlier in the year. The training prepared me well to be able to co-facilitate this group. I appreciated the structure of the training, and how in-depth it went, because I can really apply what I learned there to facilitating the group. My co-facilitator was also at that same training with me, so we were both completely new when we started. I was a little nervous with the first session, but it has been feeling very comfortable for me at this point. We have a great group of parents, the ones who have stuck with it and are still coming are great at engaging and discussing. It seems like all the topics are very pertinent to everything that's going on with them.

I was teaching before I got my Master's in Social Work and I have been in this role as a Mental Health Clinician at North Range Behavioral Health for just about a year. A lot of things are new, and it has been an adjustment overall. But with IY, I felt like I knew what was expected of me and having as Lindsay as a coach to meet with has been huge in terms of getting that support and tweaking how we are delivering the group.

As a facilitator, it feels like it has steadily gotten more comfortable and natural. I've facilitated groups in the past, but with this being my first one of this type, I felt like I was well prepared, I have the resources that I can look into in terms of online resources or the binder, and then also having Lindsay there to coach us through it, being able to ask questions if we need to, or email, has been really helpful.

I'm going to be starting to do therapy with one of the participant's children clinically, separate from IY, but this participant has told me that she has able to use some of these strategies and ideas from IY at home and it has been helping. I feel like we have a nice base to work from where we got these ideas – all of them from IY, and we can incorporate those into the therapy and what she is doing at home with her child."

**-Susan Felice, North Range Behavioral Health
Parent Program Facilitator**

**Pictured right: Susan Felice,
PPF from North Range
Behavioral Health**

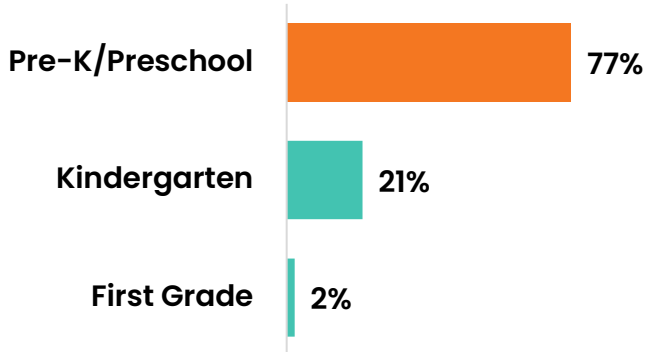




Who We Serve

Dinosaur School Students (N = 5,038)

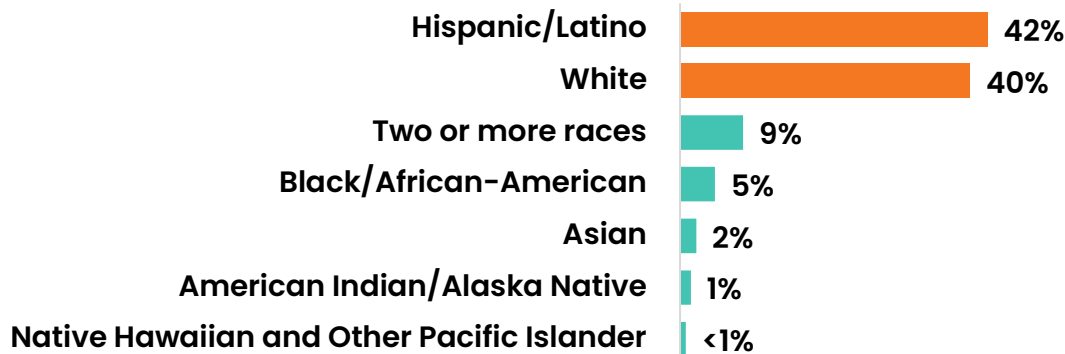
The majority of Dinosaur School students were in **Pre-K/Preschool**.



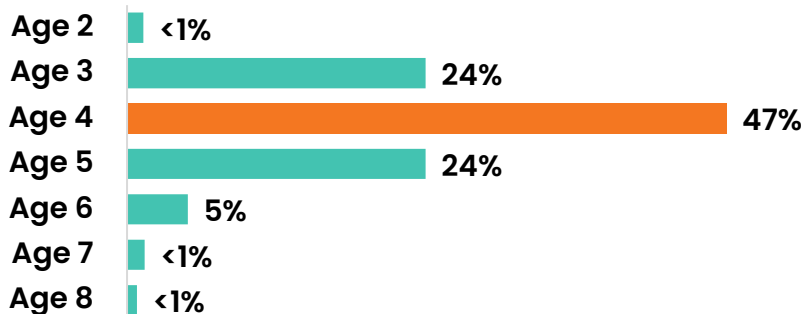
Teachers identified equal percentages of Dinosaur School students as **male** and as **female**.



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

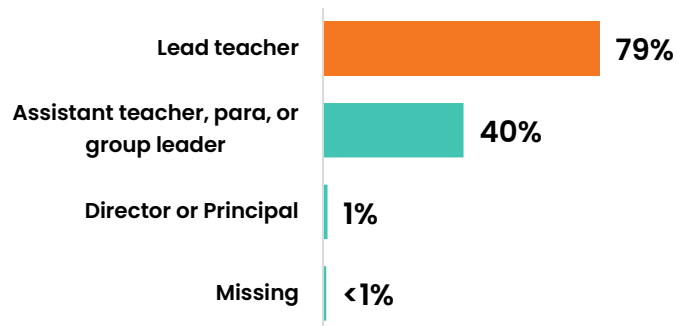


The median age of Dinosaur School students was **four years old**; slightly less than half of Dinosaur School students were that age at the pre-test (beginning of the 2021-2022 school year).

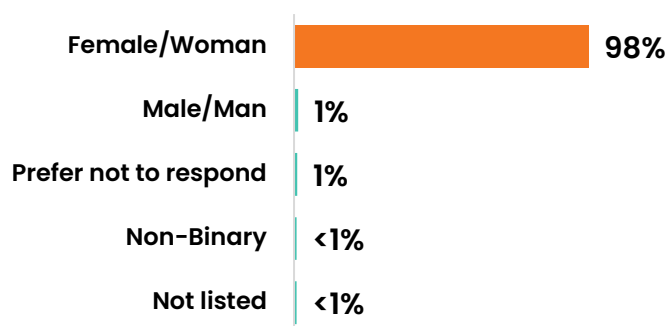


Dinosaur School Teachers and Educational Staff (N = 382)

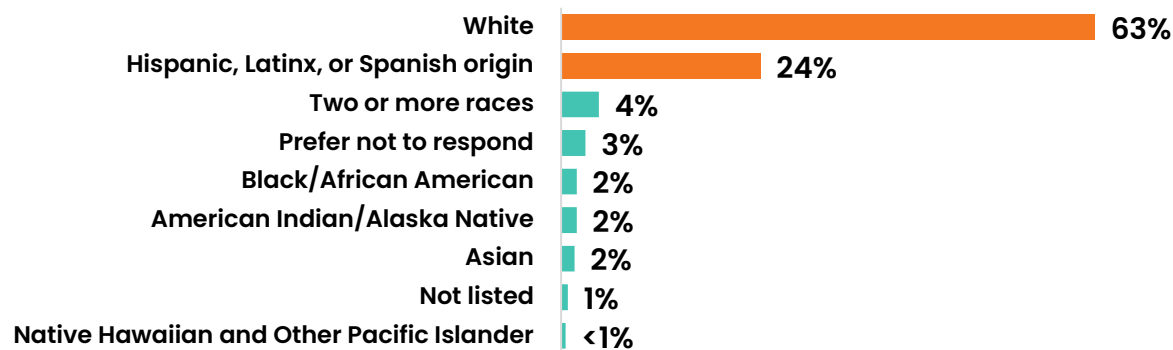
The majority of Dinosaur School teachers and educational staff identified their role as **lead teacher**.



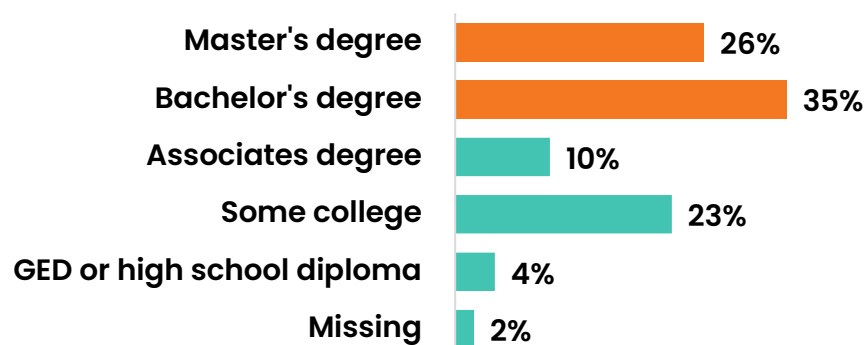
Almost all Dinosaur School teachers and educational staff identified as a **Female/Woman**.



The majority of Dinosaur School teachers and educational staff identified their racial/ethnic background as **White** or **Hispanic, Latinx, or Spanish origin**.

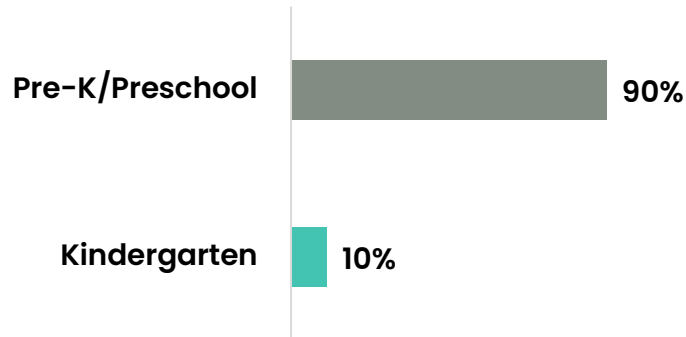


Over half of Dinosaur School teachers and educational staff reported having a **Master's degree** or **Bachelor's degree**.



TCM Students (N = 777)

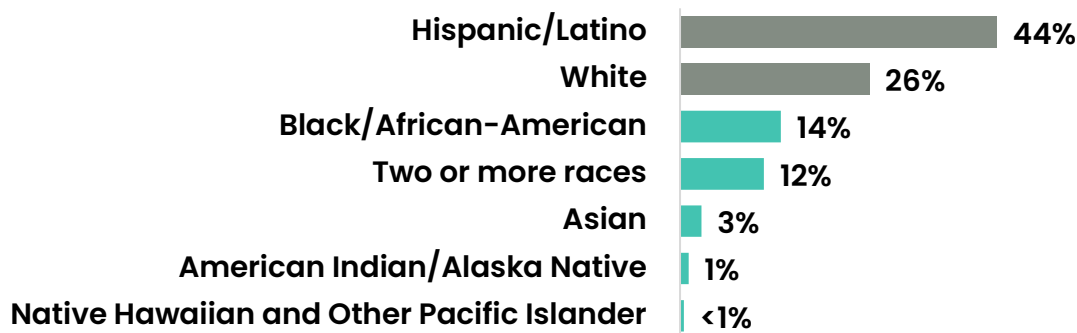
The overwhelming majority of TCM students were in **Pre-K/Preschool**.



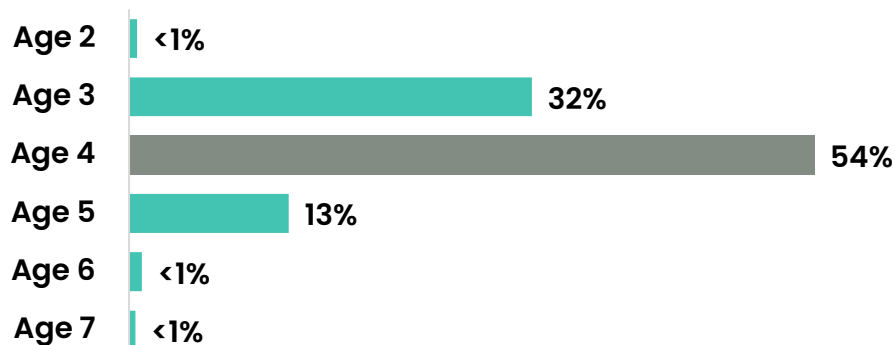
Teachers identified equal percentages of TCM students as **Male** and as **Female**.



The largest racial/ethnic identities representing TCM students included **Hispanic/Latino** and **White**.

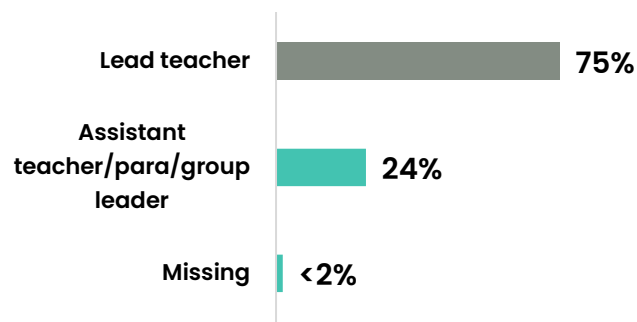


The median age of TCM students was **four years old**; slightly more than half of TCM students were that age at the pre-test (beginning of the 2021-2022 school year).

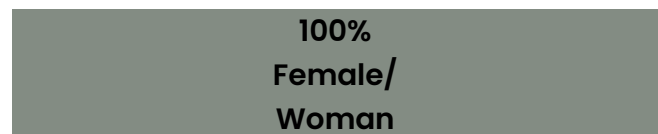


TCM Teachers and Educational Staff (N = 55)

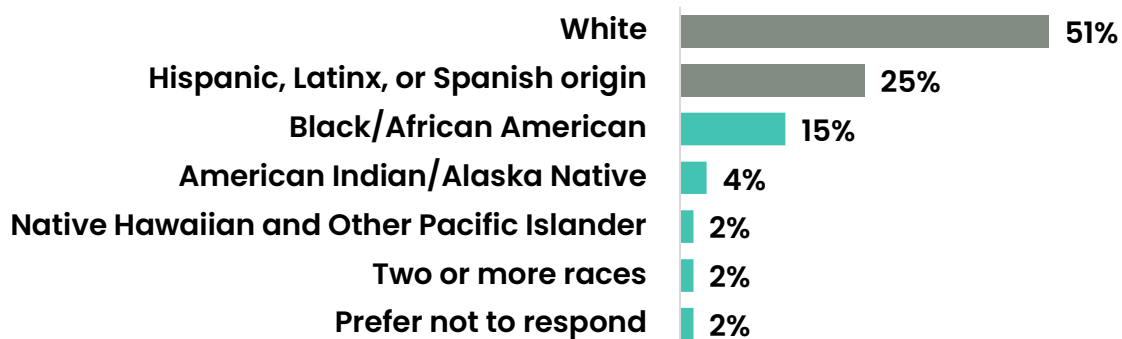
Three-fourths of TCM teachers and educational staff identified their role as **lead teacher**.



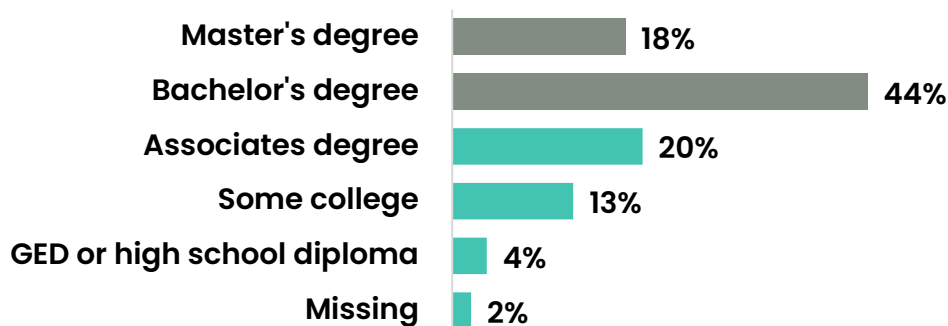
All TCM teachers and educational staff identified as a **Female/Woman**.



The majority of TCM teachers and educational staff identified their racial/ethnic background as **White** or **Hispanic, Latinx, or Spanish origin**.

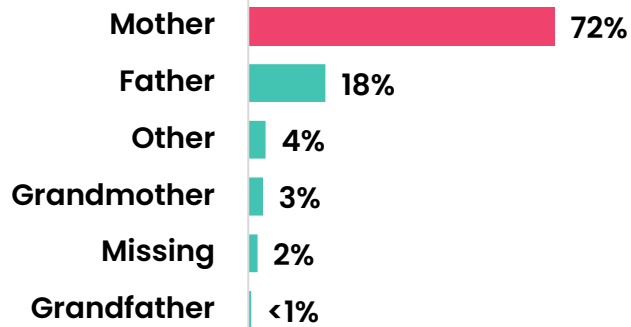


Over half of TCM teachers and educational staff reported having a **Master's degree** or **Bachelor's degree**.

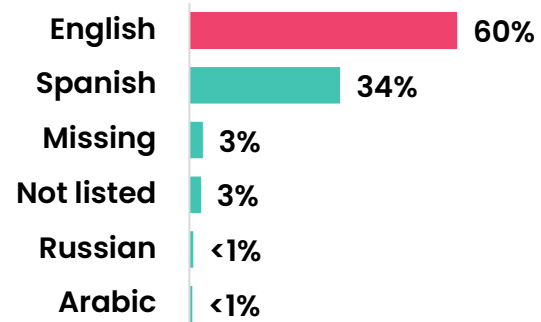


Parent Program Participants (N = 470)

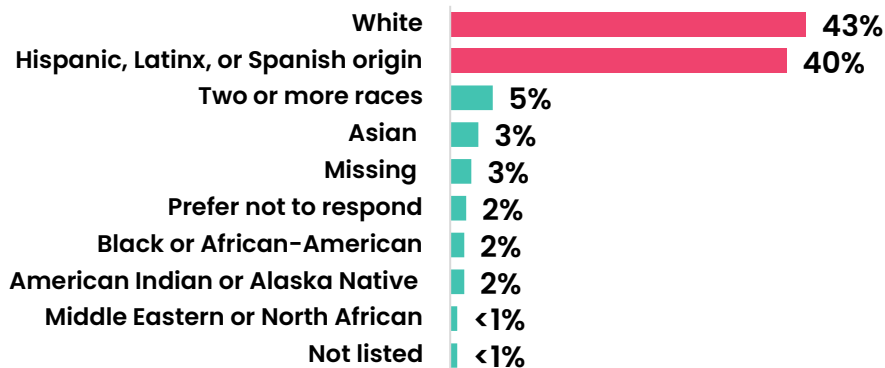
Almost three-quarters of Parent Program participants identified as a **mother**.



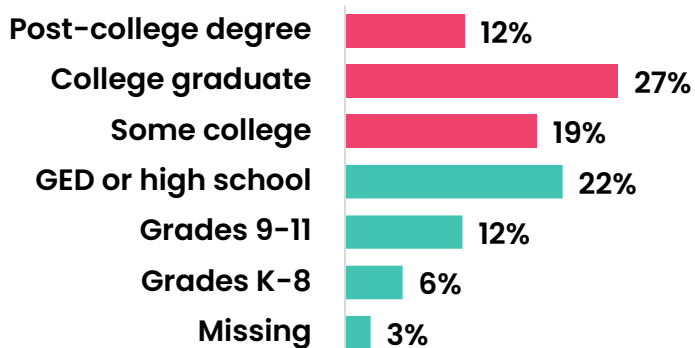
The majority of Parent Program participants reported their primary language spoken at home was **English**.



The majority of Parent Program participants identified their racial/ethnic background as **White** or **Hispanic, Latinx, or Spanish origin**.

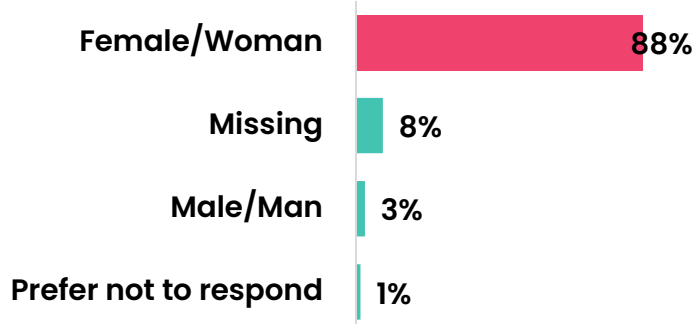


More than half of Parent Program participants reported that they attended at least **some college**, and over one-third of participants had a **college** or **post-college degree**.

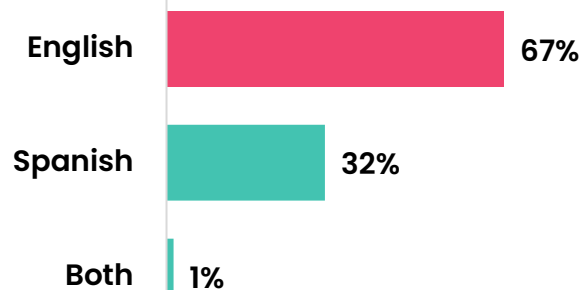


Parent Program Facilitators (N = 73)

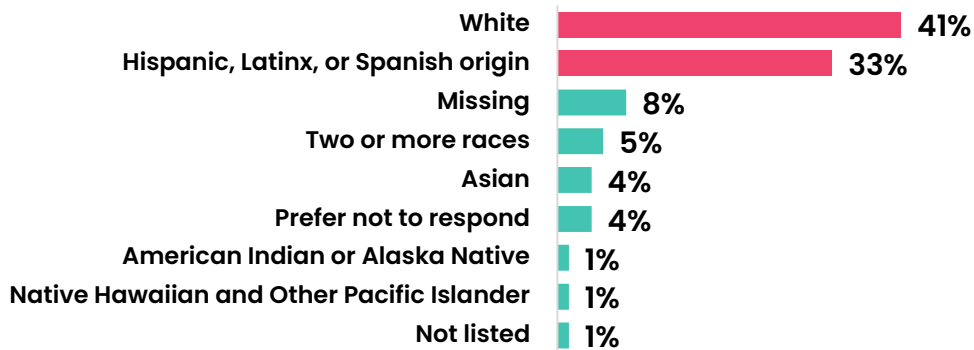
The majority of Parent Program Facilitators identified as a **Female/Woman**.



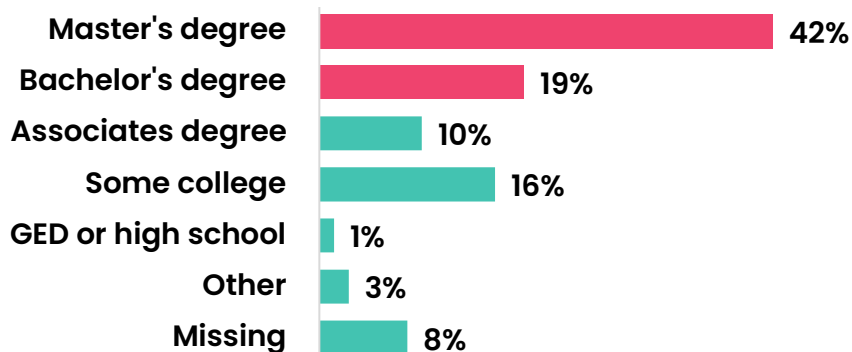
Two-thirds of the Parent Program Facilitators delivered groups in **English**.



The majority of Parent Program Facilitators identified their racial/ethnic background as **White** or **Hispanic, Latinx, or Spanish origin**.



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



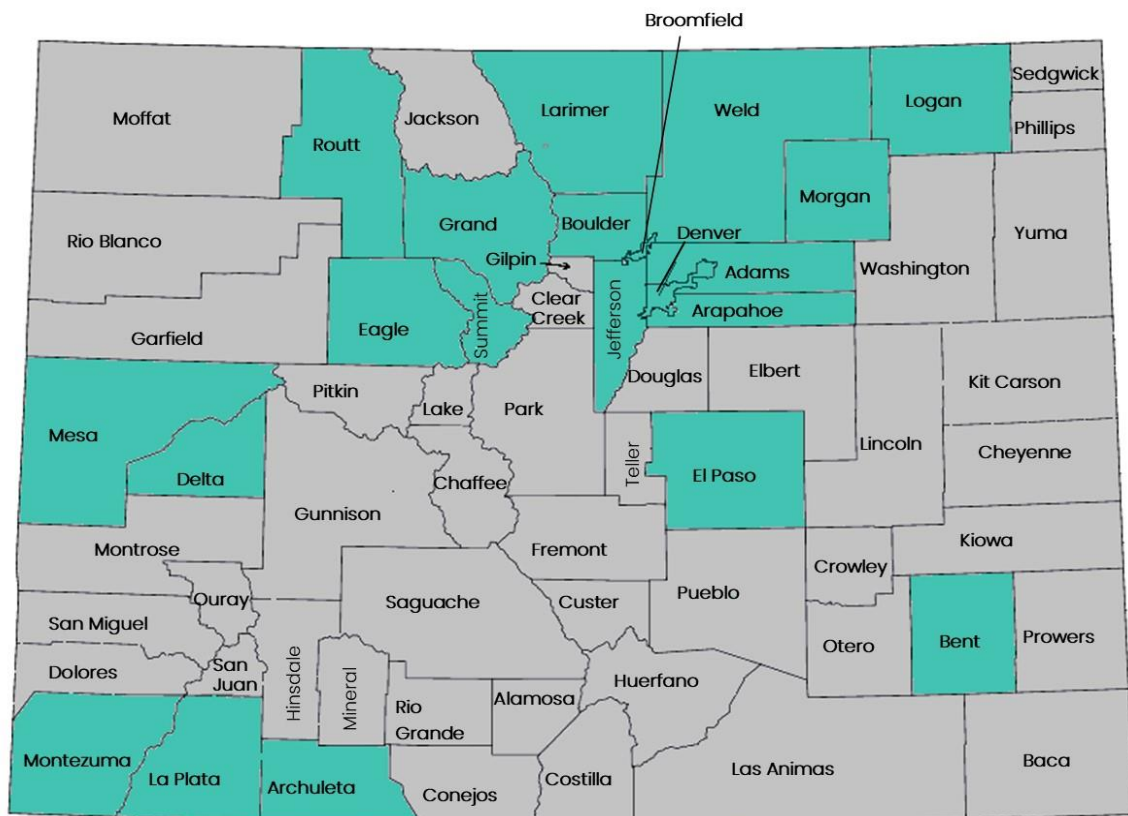
The Incredible Years across Colorado

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

TCM: Adams, Arapahoe, Archuleta, Broomfield, Eagle, El Paso, La Plata, Weld

Parent Program: Adams, Arapahoe, Archuleta, Bent, Boulder, Broomfield, Delta, Denver, Eagle, El Paso, Grand, Jefferson, Larimer, Logan, Mesa, Morgan, Montezuma, Weld

In the map below, counties shaded green indicate where IY components were delivered during the 2021-2022 school year. There were no IY components delivered in the gray counties during the 2021-2022 school year.





Fidelity

In addition to training, IIK provides regular coaching and monitors 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 Peer Coaches typically complete three fidelity checklists across the school year for first and second-year Dinosaur School teachers, and for teachers receiving TCM training and coaching. IIK consultants also complete up to two fidelity checklists during the 14-week Parent Program for the PPFs receiving coaching from IIK. The fidelity checklists for each of the IY components are rated on a **4-point scale**, with higher scores indicating a higher level of fidelity to the program model.

Coaching visits by IIK Consultants and Peer Coaches with teachers and PPFs include:



Direct observations of teachers and PPFs engaged in program delivery



Collaborative goal setting with teachers and PPFs



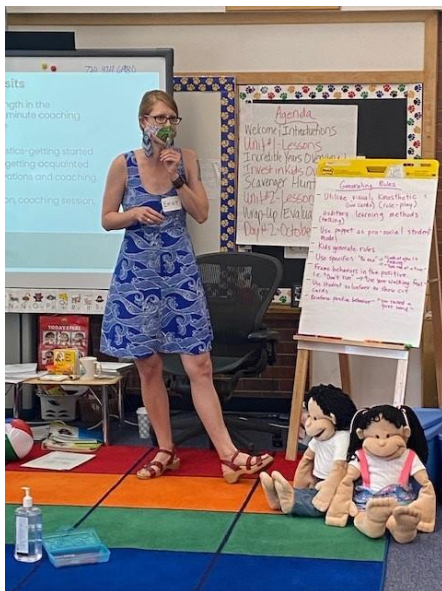
Targeted coaching for teachers and PPFs to improve specific domains of practice



Discussions with teachers and PPFs about barriers and the creation of problem-solving strategies



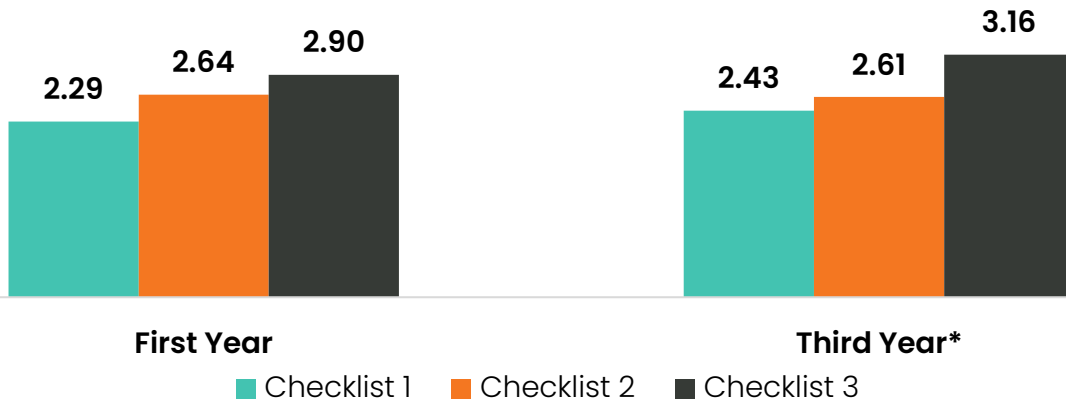
Regular fidelity assessments to ensure that the core components of the IY program are being followed



Pictured left: IIK-IY Consultant Emily Parkey provides a Dinosaur School training to teachers. Pictured right: Parent Program Facilitators engage in a role play during training.

Improvements in Dinosaur School Fidelity

The average Dinosaur School fidelity rating showed statistically significant, positive growth across the three fidelity checklists for first-year and third-year* Dinosaur School teachers during the 2021-2022 school year.



	Checklist 1	Checklist 2	Checklist 3
First Year	N=67	N=60	N=71
Third Year	N=17	N=8	N=16

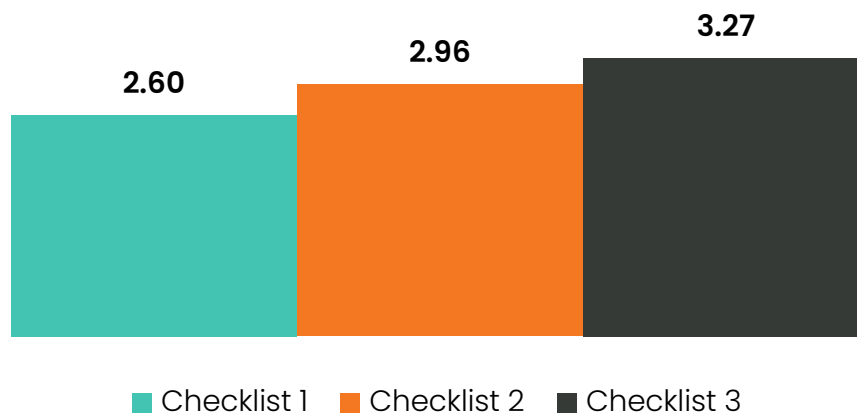
A small group of Dinosaur School teachers who initially received training and coaching from the IIK-IY team during the 2019-2020 school year, the same year that the pandemic began, received additional coaching during the 2021-2022 school year. These teachers are referred to as "Third Year" in the Dinosaur School fidelity graph, above. There were no second-year Dinosaur School teachers in 2021-2022 and therefore there was no second-year Dinosaur School fidelity data.

Pictured right: Wally joins a Dinosaur School small-group activity.



Improvements in TCM Fidelity

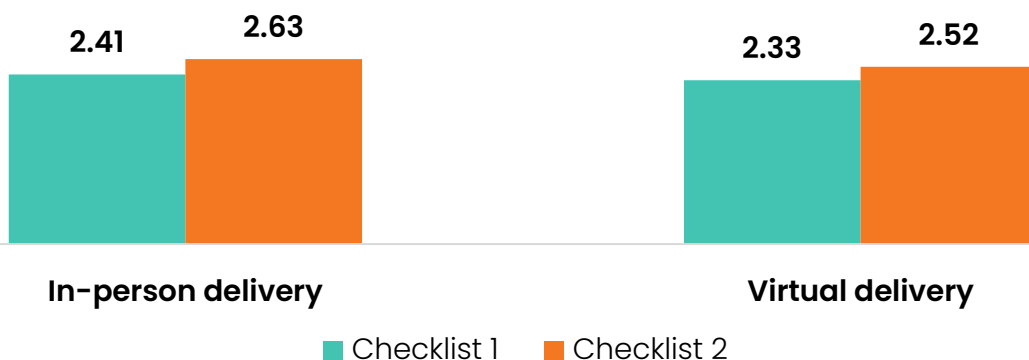
The average TCM fidelity rating showed statistically significant, positive growth across the three fidelity checklists for TCM teachers during the 2021–2022 school year.



Checklist 1	Checklist 2	Checklist 3
N=53	N=49	N=41

Improvements in Parent Program Fidelity

The average Parent Program fidelity rating showed a statistically significant, positive difference between the two fidelity checklists for PPFs, regardless of delivery format, during the 2021–2022 school year.



	Checklist 1	Checklist 2
In person	N=8	N=8
Virtual	N=17	N=17



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*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. Data Collection

IIK 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, IIK collects data from Dinosaur School teachers, TCM teachers, and PPFs and participants. The following summary provides an overview of the measures included in the evaluation for the 2021-2022 program year:

Dinosaur School

TCM

At the beginning of the school year, teachers complete demographic information about themselves and their students. For both classroom programs, teachers complete the Social Competence Scale – Teacher Report⁶. This measure is completed at the beginning and end of the school year, in order to provide information on the pre-post changes 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 pre-post changes in students' curriculum-related skills. For TCM, teachers complete the Teaching Strategies Questionnaire⁷ (TSQ) 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 pre-post changes in teachers' use of an array of strategies in the classroom from the beginning to the end of the program. IIK consultants and school-based peer coaches complete up to three fidelity observations throughout the school year to track adherence to the program 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 experiences using the program in their classrooms.

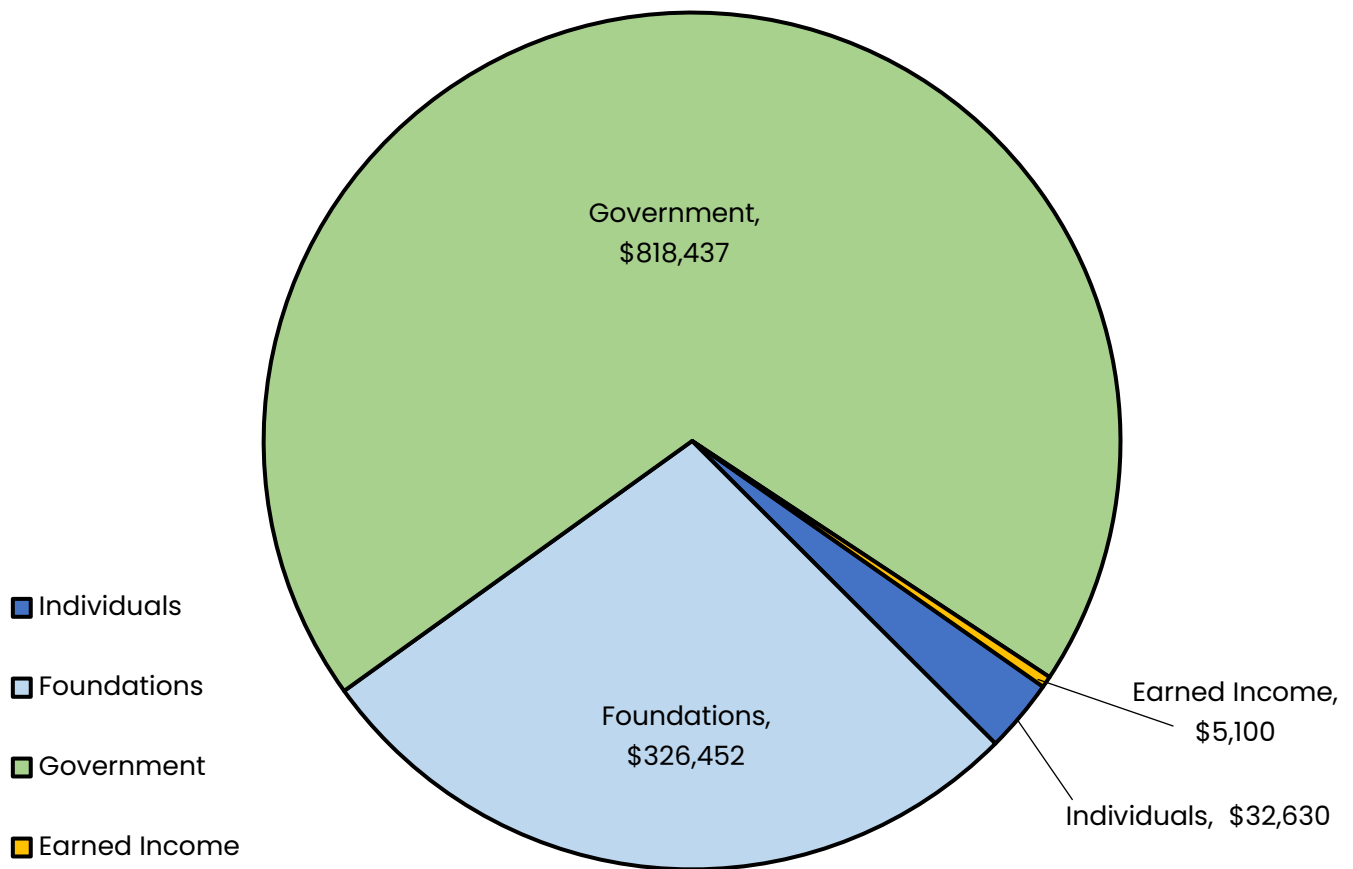
Preschool BASIC Parent Program

At the beginning of each 14-week parent group (delivered in person or virtually), 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 Report⁶ (SCS-P) and the Parent Practices Interview⁷ (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, IIK consultants provided multiple opportunities for coaching and support, and completed up to two fidelity observations. Finally, PPFs provided information about their demographic characteristics.

B. Evaluation Analyses

Student, parent, teacher, and PPF 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. Hierarchical Linear Modeling (HLM) was used to assess whether the average fidelity score for TCM and Dinosaur School teachers shows a statistically significant change across the three checklists. To evaluate Parent Program fidelity, a matched sample of PPF fidelity ratings on the two checklists was analyzed for statistically significant differences between the two checklists. The criterion for statistical significance in the social sciences that is used to define statistically significant outcomes in our annual reports is $p \leq .05$.

C. The Incredible Years Program Funding Fiscal Year Ending June 30, 2022





D. 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.

E. References

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6. Conduct Problems Prevention Research Group (CPPRG). (1995). Psychometric properties of the social competence scale – Teacher and parent ratings. (Fast Track Project Technical Report). University Park, PA: Pennsylvania State University.
7. Webster-Stratton, C., Reid, M. J., & Hammond, M. (2001). Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. *Journal of Clinical Child Psychology, 30*(3), 283–302. doi: 10.1207/S15374424JCCP3003_2