



## 2015-2016 Fremont Community ECHO Evaluation Outcomes: The Colorado Infant and Toddler Quality and Availability Grant Program (ITQA)

### Selected Highlights

- Giving Tree achieved a Level II Rating in June 2016.
- SPIN ECEC and RMCDC were supported with ITQA funds to achieve NAEYC re-accreditation through April of 2020.
- Professional Development activities were completed by all 4 sites with many of the infant/toddler staff attending and completing Early Childhood Educational college coursework, and a mental health class for infant/toddler caregivers. Improved skills, knowledge base and resources resulted from these activities.
- Developmental ASQ, vision and hearing screenings at no charge to the children participating in the ITQA program were offered at their local childcare center.
- Eleven classrooms for infants and toddlers inclusive of children with disabilities were provided from July 2015 through June 2016.
- A total of 212 children received services from July 2015 through June 2016.
- Quality improvements were made to 4 out of 4 Centers as a result of the ITQA funding. A total of \$11,000.00 was spent on educational materials, toys and classroom improvements
- All infants and toddlers served by the ITQA were monitored for progress in six different developmental activities using the *Results Matter, Teaching Strategies GOLD Assessment*. On average 97% of Birth to 1 year olds, 83% of 1 to 2 year olds and 89% of 2 to 3 year olds reached Widely Held Expectations by the June reporting period.
- *GOLD Assessment* information was shared 3 times per year with parents, and parents provided input into the planning that was generated from the assessment. Additionally, Parents were provided other meaningful opportunities for involvement and support.
- Significant goal attainment progress was noted throughout the school year in classrooms that had participated in the ITQA Coaching Program.
- There was strong agreement that both coaches and teachers were effective partners in the ITQA coaching process.

## ITQA Year End Collection for FY2015

Please use a different color of ink/typing to provide updates and outcomes in your work plan in addition to completing this report.

### Jobs Created

Describe how many jobs were created in FY15 for providers, county, and council and what purpose they served in the grant. (1 FTE= full time, .5 FTE= half time, etc.)

Teacher: **Kinder Haus added 2 FTE Infant/Toddler Techers and 2 .5 FTE Infant/Toddler floaters**

Administration: **0**

Management: **0**

Business owner (ex. FFN provider became a licensed provider):**0 We do not have a FFN Program**

Other: **0**

### Slots created and children served

Please complete the chart as well as provide as narrative of strategies used to increase slots for children 0-3 (construction for expansion, private pay slots transition to CCCAP, part time care move to full time care, etc.) \*if a child was served in the grant cycle and has since turned three and is no long receiving services please still count them.

<b>HOMES ONLY</b>	Total Number Served-Private Pay	Total Number Served-CCCAP	Slots Increased-Private Pay	Slots Increased-CCCAP
Infant	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Toddler	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Centers ONLY</b>	Total Number Served-Private Pay	Total Number Served-CCCAP	Slots Increased-Private Pay	Slots Increased-CCCAP

Infant				
RMCDC	4	7	0	0
SPIN ECEC	12	5	0	0
SPIN-NORTH	9	6	0	0
KINDER HAUS	6	6	5	6
Toddler				
RMCDC	18	13	0	0
SPIN ECEC	16	6	0	0
SPIN-NORTH	37	12	0	0
KINDER HAUS	16	19	5	5

RMCDC no new slots were created; slots were at capacity

SPIN ECEC no new slots created; each classroom is capped at 12 infants and 12 toddlers

SPIN-North no new slots were created; 1 Infant and 1 Toddler classroom are capped at 10 each; 1 transition classroom is capped at 17.

Kinder Haus added more infants to their Infant classroom over the grant year and added a new Toddler classroom.

### Detailed Description of QI investments

Detailed descriptions of Quality Improvement strategies (coaching, training, college credits, etc.) implemented for each program and their pre/post quality levels.

Provider	Coaching Hours	Professional Development Received	Beginning Quality Rating	End Quality Rating
SPIN ECEC	1 hour/month for 12 months in 1 Infant classroom and 1 Toddler classroom. Total 24 coaching hours in the I/T classrooms	<ul style="list-style-type: none"> <li>A 6 hour Professional Development class on "<a href="#">Building Relationships with Children and Parents</a>" for 4 I/T teachers and 1 Director;</li> <li>\$50 cash incentive for 2 I/T teachers receiving their Early Childhood Credential.</li> <li>\$2000.00 (\$1000 per 1 Infant classroom and 1 Toddler classroom) was funded by the ITQA grant for quality improvements through a mini grant process. SPIN director completed the mini grant application identifying how the funds were to be spent and the quality improvements that</li> </ul>	Tier 4	Tier 4 NAEYC accreditation

		would be achieved. A variety of classroom environmental improvements were purchased, i.e., a large area rug and 'comfy pillow' to improve the Infant classroom environment; toys for large and fine motor play, dramatic play and multi-cultural play.		
SPIN on the North Side	1 hour/month for 12 months in 1 Infant classroom and 2 Toddler classrooms. Total 36 coaching hours in the I/T classrooms	<ul style="list-style-type: none"> <li>• A 6 hour Professional Development class on "<u>Building Relationships with Children and Parents</u>" for 4 I/T teachers;</li> <li>• \$125.00 College incentive for ECE per college course completed; 1 I/T teacher received 1 incentive and 1 I/T teacher received 2 incentives;</li> <li>• 1 hour coaching visit per month in 1 Infant classroom (12 hours) and 2 Toddler classrooms (24 hours) through the 2015-16 grant year.</li> <li>• \$3000.00 (\$1000 per 1 Infant classroom and 2 Toddler classrooms) was funded by the ITQA grant for quality improvements through a mini grant process. SPIN-North director completed the mini grant application identifying how the funds were to be spent and the quality improvements that would be achieved. A variety of classroom supplies were purchased, i.e., books, stamping pads, crayons, paint/brushes for sensory stimulation activities; dramatic play toys; baskets for toy organization in the I/T classrooms.</li> </ul>	Tier 3	Tier 3
Rocky Mountain Children's Discovery Center	1 hour/month for 12 months in 1 Infant classroom	<ul style="list-style-type: none"> <li>• A 6 hour Professional Development class on "<u>Building Relationships with Children and Parents</u>" for 7 I/T teachers and 1 Director;</li> </ul>	Tier 4	Tier 4 NAEYC accreditation

	<p>and 2 Toddler classrooms. Total 36 coaching hours in the I/T classrooms</p>	<ul style="list-style-type: none"> <li>• \$50 cash incentive for 1 I/T teacher receiving her Early Childhood Credential.</li> <li>• \$125.00 College incentive for ECE per college course completed; 2 I/T teachers received 1 incentive and 5 I/T teachers received 2 incentives;</li> <li>• \$3000.00 (\$1000 per 1 Infant classroom and 2 Toddler classrooms) was funded by the ITQA grant for quality improvements through a mini grant process. RMCDC director completed the mini grant application identifying how the funds were to be spent and the quality improvements that would be achieved. A variety of classroom items were purchased, i.e., media players for music appreciation; balls, puzzles &amp; dramatic play toys; changing table and changing pads for the I/T classrooms.</li> </ul>		
<p>Kinder Haus</p>	<p>1 hour/month for 12 months in 1 Infant classroom and 2 Toddler classrooms. Total 36 coaching hours in the I/T classrooms</p>	<ul style="list-style-type: none"> <li>• A 6 hour Professional Development class on "<u>Building Relationships with Children and Parents</u>" for 6 I/T teachers and 1 Director;</li> <li>• \$125.00 College incentive for ECE per college course completed; 6 I/T teachers and 1 Director received 1 incentive;</li> <li>• \$3000.00 (\$1000 per 1 Infant classroom and 2 Toddler classrooms) was funded by the ITQA grant for quality improvements through a mini grant process. Kinder Haus director completed the mini grant application identifying how the funds were to be spent and the quality improvements that would be achieved. Green Synthetic Lawn Turf Carpet for the Infant/Toddler playgrounds was purchased and installed.</li> </ul>	<p>Tier 3</p>	<p>Tier 3</p>

## Tiered Reimbursement

Descriptions of how each program reinvested their tiered funds

Provider Name	Total amount reimbursed	How was it reinvested?
RMCDC	\$9988.00	Maintain Quality Staff and Ratios through hourly wages
SPIN-ECEC	\$2514.00	Tiered Reimbursement funds were used to pay the higher salaries of the Infant & Toddler teachers as they are required to be degreed, per Early Head Start standards.
SPIN-NORTH	\$2094.00	SPIN-North encourages & supports staff to continue their education, which places them at a higher pay rate on the pay scale; the tiered reimbursement money is used to support paying those higher wages.
KINDER HAUS	\$3666.00	Kinder Haus used the reimbursement rate to decrease the cost of care gap between the County CCCAP reimbursement rate and market rate for child care. Through this decrease, funds were available to help with improvements to the toddler and infant rooms. Being a non-profit organization extra funds are sometimes hard to come by for KH. By decreasing the cost of care gap, extra funds become available to make quality of care improvements.

## Promoting Voluntary Family Engagement

Describe how you increased family engagement in individual providers as well as community wide. Please provide data points on how activities actually increased engagement (increased enrollment, increase in services offered, increase in knowledge, etc.)

Center	Activity/# of families	Increases
RMCDC	<ul style="list-style-type: none"> <li>• Parent Teacher Conferences</li> <li>• Daily Conversation between teachers &amp; parents</li> <li>• 2 Potlucks</li> <li>• Holiday Class Parties</li> <li>• Facebook</li> <li>• Parent Volunteer in the Classroom</li> </ul>	<p>2 required TS Gold parent/teachers conferences through the grant year and a 3<sup>rd</sup> conference is held if the parent desires one; ASQ-3 screening is very informative for parents and increases parent's knowledge of their child's development and where their child may be as a bench mark. ASQ 'Next</p>

		Steps' suggestions for parents gives helpful strategies to encourage age appropriate activities for development.
SPIN-ECEC	<ul style="list-style-type: none"> <li>•Parent conferences are held 3/year to review TS Gold results. Transitions plans/calendars are given to parents of all children who are transitioning to new classrooms.</li> <li>•ASQ/ hearing and vision screenings are completed 1/year and results given to parents.</li> <li>•Activities are held throughout the year that encourage parent participation with their children, such as: "Fall Festival", "Pics with Santa", "Fairy Tale Night", "Health Fair"</li> </ul>	<p>Conferences with parents and ASQ/Hearing/vision screenings all increase the parents' knowledge of their child's growth and development, as well as any concerns that may be identified.</p> <p>Events bring parents, children and staff together for a fun filled activity 4-5 times/year.</p>
SPIN-NORTH	<ul style="list-style-type: none"> <li>•Parent conferences are held 3/year to review TS Gold results.</li> <li>•Transitions plans/calendars are given to parents of all children who are transitioning to new classrooms.</li> <li>•ASQ/ hearing and vision screenings are completed 1/year and results given to parents.</li> <li>•Activities are held throughout the year that encourage parent participation with their children, such as: "Fall Festival", "Pics with Santa", "Fairy Tale Night", "Health Fair"</li> </ul>	<p>Conferences with parents and ASQ/Hearing/vision screenings all increase the parents' knowledge of their child's growth and development, as well as any concerns that may be identified.</p> <p>Events bring parents, children and staff together for a fun filled activity 4-5 times/year.</p>
KINDER HAUS	<ul style="list-style-type: none"> <li>•Parent conferences 4x/year: an initial conference to set initial goals for the year; conferences in October and February to review TS Gold results; a final conference in May for TS Gold results and to do a transition plan conference.</li> <li>ASQ/ hearing and vision screenings are completed 1/year and results given to parents.</li> <li>•Encourage parents to volunteer the classrooms.</li> </ul>	<p>"We have been growing and growing. We meet with parents three times a year to plan together. We encourage our parents to come in and stay awhile. We like to include our parents in every aspect of our Center. We encourage our parents to serve on the board or regularly attend the monthly board meetings. We are able to now provide our families with an infant room which</p>

	<ul style="list-style-type: none"> <li>•Send home a weekly newsletter to appraise parents of events and activities</li> <li>•Provide parents with activities to do at home with their child to encourage growth</li> </ul>	<p>has increased our enrollment. Families with younger children are able to enroll all of their children in our program. We would like to add a 3<sup>rd</sup> teacher to the infant classroom in the coming year to reduce child/teacher ratios and offer improved quality care.”</p>
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### Additional information

Please share any additional information that helps share your successes.

**Additional ITQA funds helps improve the environment in the Infant & Toddler classrooms, as well as the Quality of Care by increasing staffs’ knowledge through paying incentives for completing college classes and professional development classes.**

### Supplemental questions:

1. What are some barriers for providers to increasing quality?

**Staff education requirements and low salaries in comparison to other career fields are barriers to maintaining quality staff.**

Accepting CCCAP?

**Parents report to childcare facilities that barriers include: CCCAP application requirements are difficult for parents to complete and not a very family friendly process**

What additional supports are needed?

**Help for families to complete the application process may increase the number of CCCAP enrollment**

2. What negative consequences were we able to prevent with this grant? (providers closing their doors, turnover, etc.

**Reducing staff turnover: The ability to increase the staff wages through CCCAP funds; Increasing staff knowledge and improving quality of care through cash incentives paid to staff who complete ECE college credits; cash incentives to staff to attend a**



**Saturday professional development class on Mental Health in Infant/Toddler Care; maintaining smaller ratios in Infant/Toddler classrooms**

3. How have you blended or braided funding to implement services?  
**ITQA grant, CPP, Special Education, Early Head Start and CCCAP funds were all braided with private pay to implement services.**
  
4. What alignments or shifts in ITQA would you like see for the future?  
**Child care centers that are currently participating in the ITQA grant having the ability to continue with the ITQA grant until all sites reach level 5 & remain at 5 for a 3 -4 year period. The funding from the grant is critical to sites being able to make the improvements they need to reach a level 5 and then to maintain their quality improvements**
  
5. What would you like to see continued or maintained with ITQA in the future?  
**Annual Professional Development training for staff.  
We would like to see the present ITQA grant providers (EC Councils) given priority to continue their work in improving quality in Infant/Toddler Care. We would like to see a requirement in place that all children should receive vision, hearing and development screening in all early childhood centers, and should have their progress monitored by Teaching Strategies Gold.**

**ECHO and FAMILY CENTER EARLY CHILDHOOD COUNCIL**  
**PERFORMANCE MATRIX 7/1/2015-6/30/2016**

	Objective	Actions	Measure of Meeting Objective	Who is Responsible	Time Line	How will you know the objective has been met
<b>Tiered Reimbursement</b>		Provide tiered reimbursement as a means to encourage programs to offer and maintain quality				
	Provide tiered reimbursement to eligible sites based on the attached schedule approved by ECHO Council, County Commissioners, and Fremont County DHS the month after the participating site meets criteria and provides documentation. Refer to TAB 2 on the Budget for the new Tiered Reimbursement Schedule.	Initiate contracts for SFY2015-2016, collect signed contracts and all documentation to support tier reimbursement rates according to approved rate schedule. Sites must provide billing documentation per contract terms Sites must maintain or improve rate level to continue with tiered reimbursement. Documentation of site ratings must be received by FCDHS within 30 days of rating Tiered reimbursements will be paid during SFY 2015-2016 as long as funding remains available for this purpose	Maintain or improve current rating Current Tier 5: None Current Tier 4: RMCDC – rated through July 31, 2016 Spin – rated through January 31, 2017 Current Tier 3: None Current Tier 2: Kinder Haus – rated through Feb. 28, 2017 Spin North – rated through July 31, 2016. These facilities will move to Tier 3 on Colorado Shines level, utilizing Alternative Pathways and current Qualistar 3-star rating on a one for one cross over.  Current Tier 1: None Currently no homes are ready to participate in tired reimbursement nor meet the criteria	ITQA Participating Site Director & Fremont DHS.	July 1, 2015 to June 30, 2016	Receipt of appropriate documentation to substantiate current rating for tiered reimbursement  <b>ITQA CCCAP were expensed by April 2016</b>

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**SFY 2015-2016 Infant Toddler Quality and Availability Grant Tiered Reimbursement Schedule**

	<b>TIER 1</b> Licensed Non-funded		<b>Tier 2-</b> Colorado Shines rating level 2		<b>Tier 3-</b> Minimum of Colorado Shines rating level 3,  (CO S points needed-43 Centers-25 Homes)		<b>Tier 4-</b> Minimum of Colorado Shines rating level 4,  (CO S points needed-63 Centers-35 Homes)		<b>Tier 5-</b> Minimum of Colorado Shines rating level 5,  (CO S points needed-93 Centers-50 Homes)	
	Center	Homes	Center	Homes	Center	Homes	Center	Homes	Center	Homes
Full Time daily rate	No payment	No payment	2.00	2.00	3.00	3.00	4.00	4.00	5.00	5.00
Part Time daily rate	No payment	No payment	1.00	1.00	1.50	1.50	2.00	2.00	2.50	2.50
<b><u>Facility</u></b>	<b>Level Rating</b>		<b>Estimated # of children per Month</b>							
RMCDC	Tier 4		14							
SPIN	Tier 4		5							
SPIN North	Tier 3		13							
Kinder Haus	Tier 3		4							

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FY2015

Improving Quality		Provide resources and supports to child care facilities to assist them in offering high quality child care to all the children they serve					Final FY 2015 Updates/Outcomes
Complete contract with ITQA Coordinator to oversee all aspects of the ITQA Grant that meets the Performance Matrix Guidelines for the project by 7/1/15.	Review present contract and revise as needed, checking to determine that all requirements of the Matrix are included. Submit to ITQA Program Specialist for approval and obtain signatures.	Contract approved by ITQA Program Specialist and signed by Council Director and ITQA Coordinator. Contract on file in CC Schools Business Office.	ECHO & F.C. Council Director.	By July 1, 2015.	Council Director & ITQA Grant Coordinator complete periodic status updates in regards to performance matrix objectives. All objectives on Performance Matrix have been completed by 6/30/16. Program Evaluation Report conveys successful completion of grant year 2015-16.	Contract was updated and signed by ITQA Coordinator in July 2015. Coordinator oversaw all aspects of ITQA grant to ensure completion of each objective as written.	
Complete Contract for Participation	Review present contracts and revise as needed,	Contract approved by ITQA Program	ITQA Coordinator.	By July 1, 2015.	Contract signed by all sites and Council Director	Contracts for participation in the 2015-16 ITQA GRANT were written,	

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<p>(MOU) with the 4 ITQA sites that meets Performance Matrix Guidelines by 7/1/15.</p>	<p>checking to determine that all requirements of the Matrix are included. Submit to ITQA Program Specialist for approval and obtain signatures from the 3 participating sites.</p>	<p>Specialist and signed by SPIN, SPIN on the North Side, RMCDC, Kinder Haus and the ECHO Council Director.</p>			<p>and on file in Canon City Schools Business Office (Fiscal Sponsor for Council).</p>	<p>approved and signed by each of the 4 participating ITQA site Directors by end of July 2015. Participating sties were: SPIN Early Care and Education Center, SPIN on the North Side, Rocky Mountain Children’s Discovery Center, and Kinder Haus</p>	
<p>Provide one professional development class in Infant Toddler Mental Health and Early Care and Education Providers for 19 Infant and Toddler staff and Directors from the 4 ITQA participating centers during the funding year, 7/1/15 – 6/30/16. Competency in <b><i>Child Growth, Development and Learning.</i></b></p>	<ul style="list-style-type: none"> <li>• An Incentive Bonus will be paid to I/T teachers and Directors for documented attendance in Professional Development Class.</li> <li>• Identify appropriately certified and Credentialed Early Childhood Mental Health Specialist to teach the class, develop contract, place class on ECHO Professional Development Calendar, hold class, complete</li> </ul>	<p>Feedback forms. Participant sign in sheet.</p>	<p>ITQA Coordinator</p>	<p>By June 30, 2016</p>	<p>Class successfully completed, with documented attendance of ITQA Infant/Toddler child care teachers &amp; Directors from each ITQA participating sites. Based on the course and the instructor, a Pre &amp; Post feedback questionnaire to determine an increase in</p>	<p><b><u>"Building Relationships with Children and Parents"</u></b>, a 6 hour professional development class was presented by Katherine Bair, LCSW/EMHS on March 5, 2016. 28 Infant/Toddler teachers and 4 site Directors attended the class. A cash Incentive of \$55 was given to each of the teachers/directors from RMCDC and KH for their attendance. SPIN and SPIN-N received sub-time reimbursement for their teachers’ attendance per their request as opposed to a cash incentive for attendance.</p>	

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	evaluation of class by participants, share results.				competency & knowledge in training area will be administered to all staff attending the training.	<p>31 evaluations were completed after the Mental Health class. 82% felt that the class increased their knowledge about relationships &amp; attachments and gave them a better perspective on how to reach families with attachment issues.</p> <p>55% felt that the class increased their ability to engage families in difficult situations, 50% felt that they had a better understanding of how to engage families but felt they needing practice to feel more comfort with it.</p> <p>The majority of comments about what was learned from the class was “increased awareness of attachment issues”, “how to approach children/families with attachment issues” and “Circle of Security” tools to use when engaging children/families”.</p>	
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<ul style="list-style-type: none"> <li>• Continue to support professional development for I/T teachers to complete college course work leading to an AA degree in Early Childhood Education by paying bonuses of \$125 for completion of each college course during the ITQA funding year.</li> <li>• Identify I/T teachers who are eligible for a credential and pay a bonus of \$50 for achievement of a credential.</li> </ul>	<ul style="list-style-type: none"> <li>• Director at each site obtains college transcripts from I/T staff and submits to ITQA Coordinator so I/T staff can receive bonus for completing a college course.</li> <li>• Director assist eligible I/T staff to register in PDIS, apply and receive EC Credential.</li> <li>• Sites bill ITQA grant to reimburse them for bonuses paid to teacher/Director for successful completion of college course and or credential. Reimbursement is given to site by CCS Business Office.</li> </ul>	<p>Verification of completed college course(s) via official college transcripts. Verification of EC Credential</p>	<p>ITQA Coordinator</p>		<p>Staff is paid in a timely manner. All paperwork required is completed and appropriated filed for records. Verification of bonus receipt is signed by each staff receiving bonus.</p>	<p><b><u>RMCDC:</u></b>          6 Infant/Toddler teachers and 1 Director received a cash incentive of \$125 for completing a college course in early childhood education during the 2015-16 year; 5 of the above took 2 college courses and 2 took 1 college course.</p> <p><b><u>SPIN-N:</u></b>          2 I/T teachers received the cash incentive for completing an ECE college course; 1 teacher took 2 courses and 1 took 1 course.</p> <p><b><u>Kinder Haus:</u></b>          7 I/T teachers and 1 Director received the cash incentive for completing one ECE college course each. Transcripts were received on all the course work from those receiving the incentives for verification of enrollment and completion of the college course. In addition verification was obtained from each</p>	
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							recipient that the incentive was actually received.	
Provide individualized coaching in the Infant/Toddler classrooms at all 4 participating ITQA Centers	Coaching will occur in each Infant/Toddler classroom for 1 hour per month. Coaching goals will be based on classroom observation, teacher consultation, Early Childhood Guidelines & ITERS guidelines.	Monthly documentation will be completed regarding goals progress and completion. ITQA Coordinator will track that documentation is occurring as scheduled	Coaches who have been trained in the Early Childhood ECHO Coaching Project & ITQA Coordinator to ensure coaching is occurring	July 1, 2015-June 30, 2016	Completed monthly documentation from each ITQA coach for the I/T classrooms that they coached, recording goal progress and completion	Coaching was completed in 11 Infant/Toddler classrooms of the 4 participating sites for 1 hour/month for 12 months. SPIN-ECEC: 2 I/T classrooms; RMCDC: 3 I/T classrooms; SPIN-North: 3 I/T classrooms; Kinder Haus: 3 I/T classrooms. Coaching documentation was completed on each coaching visit. <b>(See Attachment # 1: Coaching Report)</b>		
Support quality improvement at each site through mini grant funding based on approved Quality Improvement Plan during funding year.	All 4 ITQA sites utilize the <i>Financial Support for Quality Application for Mini Grants</i> , which include the Quality Improvement Plan (QIP). Plans are approved based on inclusion of targeted goals from the last Qualistar Rating, NAEYC Accreditation,	QIP Mini Grant Plans are reviewed and approved for funding. Sites purchase identified materials, issues bonuses to staff longevity or quality activities, etc.	ITQA Coordinator	Mini Grant Project completed by 6/30/16.	Items identified in Mini Grants match items purchased or bonuses given. Verification of purchases documented by all receipts of purchased items	The Director at each of the 4 participating ITQA sites completed a Mini Grant application that identified how they would spend the \$1000/Infant/Toddler classrooms at their site. <b>SPIN-ECEC</b> purchased a large area rug and 'comfy pillow' to improve the Infant classroom environment; toys for large and fine motor play,		



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		ITERS and/or EHS Performance Review. Funding is distributed to sites.					<p>dramatic play and multi-cultural play.  <b>RMCDC</b> purchased media players for music appreciation; balls, puzzles &amp; dramatic play toys; changing table and changing pads for the I/T classrooms.  <b>SPIN-North</b> purchased books, stamping pads, crayons/paint/brushes for sensory stimulation activities; dramatic play toys; baskets for toy organization in the I/T classrooms.  <b>Kinder Haus</b> purchased Green Synthetic Lawn Turf Carpet for the Infant/Toddler playgrounds.</p>	
Fund percentage of NAEYC Accreditation Fees at SPIN and RMCDC to cover a percentage of the cost for infant and toddler	Determine the cost for NAEYC for the year. Both SPIN and RMCDC are paying for Annual Report and Intent to renew. Figure percentage to cover infant and toddler	Sites complete Annual NAEYC Report and submit Intent to Renew to NAEYC	Site Directors	Submit by NAEYC timelines and within the funding year for ITQA.	NAEYC approves the Annual Report and Intent to Renew. Verification from each site of documented by receipt	<b>SPIN ECEC and RMCDC</b> both completed NAEYC Annual Report and Intent to Renew application to maintain their NAEYC Accreditation. The ITQA grant funds paid a percentage of the re-accreditation fee to cover the Infant/Toddler		

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	classrooms for the 2015-16 grant year.	classrooms. Sites submit for reimbursement when they have submitted to NAEYC.				NAEYC paperwork	classrooms in the amount of \$450/each site.	
	Maintain the ECHO Child Data Base throughout the funding year so ITQA required information is available to CO DHS for the ITQA program. Requirements.	Obtain & enter data into the ECHO data base required in the ITQA Grant regarding children and families who are served during the grant period. Run reports and complete end of 3 year report. Enhance the data base if needed items are missing.	ECHO Data Base successfully generates information required for end of year reporting on the ITQA Grant.	ITQA Coordinator	Complete on-going end of 2 <sup>nd</sup> year data report by June 30, 2015 as baseline. Complete end of third year data by June 30 2016 for year 3 final report required by ITQA Grant	ECHO Data Base generates ITQA data to include names, DOB, attendance in specific ITQA grant program, Developmental, Hearing and Vision screening information.	The ITQA Coordinator entered all children who participated in the ITQA grant throughout the 2015-16 year into the ECHO Data Base. Information maintained in data base: the child's name, DOB, family information, enrollment & termination date into the ITQA program, developmental, vision and hearing assessment dates. Reports were run mid- year to identify those children in the ITQA program who were in need of updated AQS-3, vision and hearing assessments.	
	<b>Creating Slots</b>	<b>Increasing amount of slots available for children participating in the CCAP program</b>						
	By June 30 2016 increase the number of Infant/Toddler slots serving	Track the number of new slots created at the sites and funded by CCCAP.	Document the total increase in number of slots available and number of	Participating ITQA site Directors and ITQA Coordinator	Complete final report by June 30, 2016.	<del>Final report will document the number of new infant and toddler slots</del>	<b>Increase in Infant/Toddler slots:</b> The ITQA program began in December 2013 with 3 participating sites serving	

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<p>children in CCCAP by 3 in one or more of the participating sites Track the number of slots created by SPIN ECEC, RMCDC, SPIN on the North Side and Kinder Haus during year 3 of the ITQA grant from the time they initially participated in the ITQA Grant to the end of the ITQA Grant period 6/30/16.</p>	<p>All 4 participating ITQA sites will report the numbers of children in the ITQA program and those receiving CCCAP on their monthly attendance. Compare the number of slots available at each site from the beginning of the grant with those at the close of the grant period, 2016. Compare the number of slots occupied by children with CCCAP at the beginning of the grant period and those at the end June 30 2016. These monthly reports will document the number of new slots created during the year, as</p>	<p>children served who have CCCAP both on a monthly, quarterly and annual basis. At the beginning of the Grant, December 2013 there were 83 infants and toddlers enrolled in the Grant program. Current number at the 3<sup>rd</sup> quarter 2015 are: <b>SPIN:</b> 8 Infants., 8 Toddlers and 5 CCCAP  <b>SPIN-North:</b> 10 Infants and 25 Toddlers with 16 CCCAP  <b>RMCDC:</b> 12 Infants and 32 Toddlers with 15 CCCAP  <b>Kinder Haus:</b>15 Toddlers and 4 CCCAP</p>			<p><del>created during the 2015-16 grant year and the number of children with CCCAP served in 2015-16 in site. Compare these numbers with numbers of slots and CCCAP children served from the beginning of the ITQA grant in 2013. b the ITQA Grant, 3 slots will increase over all in CCCAP</del></p>	<p>a total of 83 children. At the end of June 2014, a total of 128 children had been served; and at the end of June 2015, a total of 198 children had been served and at the end of June 2016, a total of 212 children had been served through the ITQA program. This is an increase of 129 children who have been served by all 4 ITQA sites. There is a total of 107 Infant/Toddler children currently enrolled in the 4 ITQA sites.  <b>Increase in CCCAP slots:</b> By the end of June 2016, <b>RMCDC</b> had <b>19</b> children enrolled in CCCAP compared to 15 children enrolled in March 2015; <b>SPIN ECEC</b> had <b>6</b> children enrolled in CCCAP compared to 5 enrolled in March 2015; <b>Kinder Haus</b> had <b>8</b> enrolled in CCCAP compared to 4 enrolled in March 2015. <b>SPIN-N</b> had <b>10</b> in CCCAP compared to</p>	
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		well as numbers of children served through CCCAP.					16 enrolled in March 2015.	
	Continue to invite and engage Family Child Care Homes to participate in the Colorado Shines program and develop relationships to recruit potential Home Providers to ITQA.	Home Providers are invited to attend all educational workshops and in-service trainings to increase their knowledge regarding the Colorado Shines and developmentally appropriate practices for infants and toddlers. All home providers receive the CO Early Learning and Development Guidelines and are encouraged to use the new Web Site.	Document all Home Providers who attend the workshops/in-services from July 2015-June 2016	ECHO Director	During the ITQA Grant year 2015-16	Document any Home Provider who has begun the process of enrolling in the Colorado Shines Program or is interested in becoming an ITQA site and their progress in achieving the Co. Shines Levels.	Invitations were extended to all Home Care Providers to attend the Mental Health Professional Development class. However none of the providers attended. A focus group with Home Care Providers was held in February 2016 as part of the LAUNCH Together planning grant and the general attitude among the home providers is that the benefits of becoming involved in Colorado Shines and meeting the requirements was not cost effective for them.	
Family Engagement		Provide resource and supports to families to help them thrive and become a safer and stable family unit.						
	Parents complete the ASQ 3 screening for their child's	Use ECHO Data Base to determine date annual vision, hearing, and	Document numbers of children enrolled at the	ITQA Coordinator and Site Director	End of funding year 6/30/16	95% of children enrolled in the ITQA classrooms	In mid-February 2016, 77 ASQ-3 profiles were sent out to parents/caregivers of children participating in	

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<p>developmental; and ECHO Screening and Access completes vision and hearing screening for children in the ITQA program, annually based on child's last screening or for children needing initial screening.</p>	<p>development screening due for children screened last year and those children who have not been screened. Directors assist Parents to complete the ASQ 3 and have ECHO Screener complete vision and hearing. Share results and "what to do next" with parents. Make medical referrals for non-typical results for hearing or vision. If developmental evaluation needed refer to Child Find and if eligible and parents desire it, enroll in Early Intervention CO.</p>	<p>time of screening and compare to numbers who are screened. Document number and type of screenings completed, referrals made and results of referrals.</p>			<p>receive developmental, vision and hearing screening and follow up needed.</p>	<p>the 4 ITQA sites. A letter accompanying the ASQ-3 screening tool, explained the reason for completing the developmental screening and directions on how to complete the form with their child. Parents were requested to return the form by mid-March. Reminder letters were sent to parents/caregivers who had not returned the ASQ-3. Of the 77 ASQ-3 profiles that were sent out, 37 were completed and returned. This was a 48% return rate, a much lower return than anticipated. Next year forms will be distributed by teachers at childcare. One thought is that this year parents were not comfortable receiving forms in the mail from an ITQA Coordinator they did not personally know.</p>	
<p>Provide parents with developmental</p>	<p>At screening provide parents with ASQ 3</p>	<p>Parents receive the Supplemental</p>	<p>Site Director, ITQA Coordinator</p>	<p>End of ITQA program</p>	<p>90% of parents receive the Supplemental</p>	<p>100% of the parents/caregivers who completed the ASQ-3 on</p>	

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<p>and parenting information such as ASQ 3 Supplemental Information about how to support next steps in their child's development or benefits of enrolling in home visitation programs when directors conference with parents following screenings.</p>	<p>Supplemental Information. Inform parents about Parents as Teachers (PAT) and Early Head Start (EHS) home visitation programs to support them in their role as their child's first teacher.</p>	<p>Information and document number who enroll in PAT or EHS through the ECHO data base.</p>		<p>year 6/30/16.</p>	<p>Information, documented as given on the Parent ECHO Screening Results Letter.</p>	<p>their child received the ASQ-3 supplemental information regarding how to support their child's next steps in developmental milestones. Parents/caregivers of children who did not pass the screening tool were contacted with options for a further more in-depth developmental evaluation.</p>	
<p>90% of parents whose children are in ITQA will participate parent/teacher conferences twice a year to share TS Gold Results and with the parents complete the TS Gold "Individual Learning Plan"," outlining areas</p>	<p>Teachers who are reliable for TS Gold State Assessment for infants, toddlers and preschool children complete and record observations of each child's development over time and record them in the Gold system. This</p>	<p>All parents receive the individual learning plan that they created with the teacher for their child.</p>	<p>ECHO Gold Coordinator and ITQA site Director.</p>	<p>Three times per funding year, November 2015, February 2016 and May, 2016.</p>	<p>Gold generates a report for each classroom regarding numbers of children completed for the reporting period by teacher. Successful completion of Gold for each period is</p>	<p>RMCDC meets with parents twice a year to discuss the TS Gold results and offers a 3<sup>rd</sup> parent conference at the end of the year if the parents desires to meet. Kinder Haus holds 4 parents conferences throughout the year; an initial conference to set goals for the child with the parents/caregiver; a parent conference in</p>	

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<p>of strength, an record ideas for child development and learning during the next Gold period.</p>	<p>occurs 3 times per year. Teachers meet with parents to share results, and develop the learning plan together. Assessment results are analyzed by the ECHO Program Evaluator in an annual Child Outcomes report.</p>				<p>monitored by ECHO staff. Program evaluator analyses the information for the annual Child Outcomes report  <u>90% attendance for P/T conferences</u></p>	<p>October and February is held to review TS Gold results and in May to do a final conference to share TS Gold results/concerns. <b>SPIN ECEC</b> Parent conferences are held 3/year to review TS Gold results. <b>SPIN-NORTH</b> Parent conferences are held 3/year to review TS Gold results.</p>	
<p>100% of all transition plans are implemented so that children and their families are comfortable and ready to make the transition from infant/toddler to preschool.</p>	<p>Parents <del>are</del> <u>personally given a letter to explain the actively involved in creating individualized transition process with accompanying information plans</u> regarding timelines and particulars. Each site has <u>a policy and procedure to document process.</u> <del>their own unique process.</del> Maintains documentation</p>	<p><u>Transition is complete and documentation is in the child's childcare file. Individual plans, signed by teacher and parent</u></p>	<p>Directors and Teachers</p>	<p>July 1, 2015- to June 30 2016</p>	<p><del>Transitions are complete per the plan and documentation regarding letter, calendar etc. are in the child's file. 100% of children have a transition plan</del> Plans are <u>executed on time per policy and procedures.</u></p>	<p><b>RMCDC</b> does transition plans with parents for all classrooms. Transition forms for are completed and teachers are given the opportunity to meet with parents to discuss any questions they may have and discuss expectations for the new classroom. <b>Kinder Haus</b> does a transition plan in May with the parents of a child who is moving to a new classroom. The child visits the new classroom several times prior to the move. <b>SPIN ECEC</b> Transitions plans/calendars are</p>	

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		that the parents receive the information and that the process is completed.					given to parents of all children who are transitioning to new classrooms. Children are slowly introduced to their new classroom over a 3 week period.  <u>SPIN-NORTH</u> Transitions plans/calendars are given to parents of all children who are transitioning to new classrooms. Children are slowly introduced to their new classroom over a 3 week period.	
ITQA Program Evaluation								
Program Evaluator analyzes Gold results and provides written report regarding child outcomes by 6/30/15.	Program Evaluator uses the reports from ECHO Data Base, completes satisfaction survey with parents, site teachers/directors, DHS CCAP worker and business director, etc. to provide ITQA evaluation report.	Completed evaluation report gives documentation for success and challenges of the ITQA Project.	ITQA Coordinator and Evaluator	July 2016	Evaluation Report is complete and distributed to funders, ECHO Council, ITQA sites, DHS Managers, etc.	Based on informal feedback from participants of the ITQA grant during the 2015-16 year, there was high satisfaction with the ITQA program. Grant funds were effective in improving quality care environmentally through mini grants, as well as professionally by giving		



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	<p>Provide a report on ITQA graduates into their 1<sup>st</sup> year of preschool, using Gold results, that tracks the graduates' progress as compared to children who did not participate in the ITQA Grant program.</p>					<p>cash incentives to staff for completing ECE college credits and attendance at a professional developmental class by increasing staff knowledge and competency. The report to compare the TS Gold results of 3 year old ITQA children to 3 old year children who were not in the ITQA program was not done. It was too difficult to determine scores of individual children due to the way that TS Gold results are reported. <b>(See Attachment # 2: TS Gold Evaluation Report.)</b></p>	
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## **ATTACHMENT 1**

### **Introduction to the Classroom Coaching Model**

The Classroom Coaching Model is essentially a professional development activity designed to improve and sustain quality for the 11 specific Infant/Toddler classrooms and community childcare sites serving children through the ITQA Grant.

The ECHO Council has adopted the following goals from the Coaching Model:

1. To develop a cadre of early childhood practitioners who practice intentional teaching strategies and are self-reflective about their own educational practice in order to implement and maintain high quality, early learning environments.
2. To train a group of early childhood coaches who can support the practitioners as they work to achieve high quality, early learning environments.

The Coaching Model uses a local peer coaching approach employing directors, classroom teachers and consultants. The Local Coaches then work with the ITQA classroom teachers to help them work toward achieving a high quality early learning environment in their classrooms. Expectations for quality early education are always changing and coaches help teachers meet new requirements and demands.

Each coach completed Coaching in Early Childhood Education and is competent and/or certified to coach one or more of the following early childhood approaches, strategies or curriculum: EC CARES, High Scope, Pyramid Modules 1,2,3a,3b, and TPOT.

Reflective Support was offered to all Early Childhood and Infant/Toddler coaches beginning this year on October 7<sup>th</sup>, 2015 and continuing through April 2016. The first meeting took place on October 7 for 1.5 hours. Subsequent meetings occurred monthly for 1.5 hours via the internet. Stephanie Hickman, Colorado Early Childhood Regional Coaching Consultant, led the meetings and Sharyl Boehm, Cheryl Gould and Linda Davis participated in the meetings.

### **Measuring Improvement in the Attainment of Teaching Goals that Increase Positive Outcomes for Children**

To begin the Coaching Process, the coach and teacher in conjunction with the site Director met to set teacher/classroom specific goals in the form of Coaching Goal Plans. Classroom specific goals describe activities that will be accomplished by the teacher and coach to improve specific teaching objectives and outcomes for children. The progress or completion of these goals (Coaching Goal Outcomes) is a method for providing evidence of success and program quality improvement.

Four coaches supported 11 different teachers in developing and implementing Action Plans for this school year in 11 different classrooms. Action Plans were developed from July, 2015 through June, 2016. The teachers, coaches and directors would review the Action Plans once per month. A total of at least 118 teacher/coach meetings were completed, with the coach and teacher meeting at least once each month from July, 2015 through June, 2016. The coach was responsible for providing strategies, resources and appropriate training to help accomplish the goals. The teacher was responsible for implementing the activities/strategies and developing and adhering to an appropriate timeline.

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A total of 39 Goals in 11 classrooms were completed by the teacher/coach/director triads to work on during the July, 2015 through June, 2016 timeframe. A majority of the goals were successfully completed on or before the June, 2016 timeline. The remainder of the additional goals were considered to be on-going. Goals included a diverse group of considerations; for example, improving room arrangement, learning & complying with ITERS requirements, EHS standards, diapering skills and engaging in supportive conversations with children.

### Measuring How Teachers and Coaches Felt about the Coaching Process

The effectiveness of any coaching relationship is dependent upon the supportive interactions that occur between teacher and coach, with each partner having her role to play. Another method for evaluating the Coaching program focused on an analysis of the teacher and coaching behaviors/practices that support effective coaching. Two rating scale questionnaires (see Appendix) were used to rate the use of effective behaviors by both the teacher and coach. The evaluation of the teacher's performance (Teacher Evaluation) focused on the teacher's positive reaction toward coaching and willingness to carry out new strategies and techniques. Examples of items from the Teacher's Evaluation are listed below:

- Able to co-develop realistic action plan w/coach
- Able to suggest realistic goals to improve own teaching
- Clearly documents progress toward goals for review w/coach
- Appears organized and well prepared for coaching meetings

Likewise, the evaluation of the coach's performance concentrated on the coach's knowledge and skills and overall effectiveness of coaching. Examples of items from the Coach's Evaluation are listed below:

- The goals/outcomes of the coaching process were clearly defined
- The coach helped me think and reflect on my own teaching practices
- My coach provided or recommended materials and resources
- My coach was positive and supportive

Each questionnaire/rating scale was completed at the end of the project year with the teacher and coach collaborating to provide the responses for both the Teacher and Coach Evaluations. The ratings were based on the respondent's level of agreement with a positive statement. A positive response was indicated when the respondent agreed with the statement. Conversely, a negative response was indicated when the respondent did not agree with the statement. A continuum of 4 response choices was possible:

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Analysis of the results indicated that both teachers and coaches performed well in the coaching interaction, with a high percentage of positive agreement indicated in the findings for both coaches and teachers:

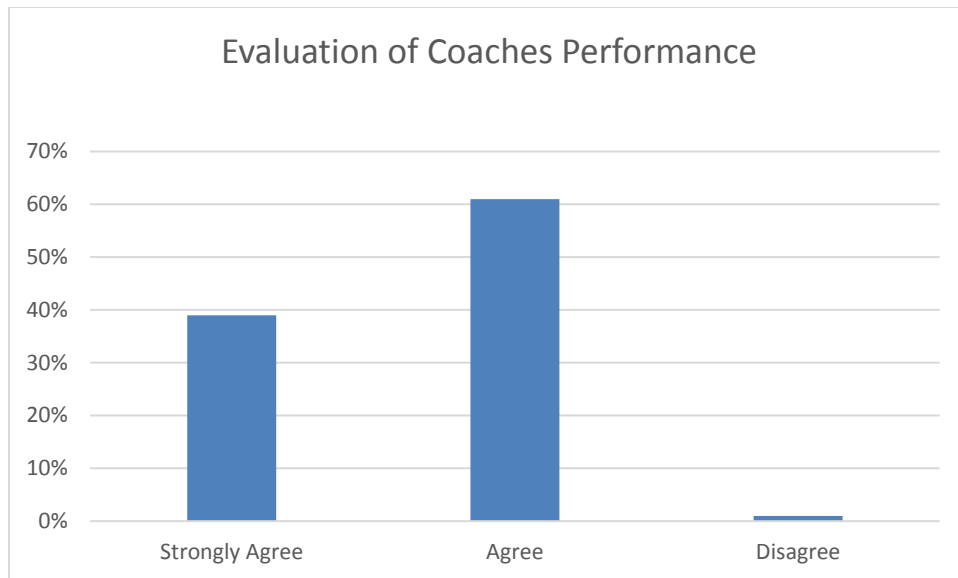
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Analysis of how well coach's used skills/strategies effectively (15 item rating scale) is presented below:

- 39% of the responses **strongly agreed** with statements indicating that the coach had performed in an effective manner while providing coaching to the teacher.
- 61% of the responses also **agreed**.
- 0% of the responses indicated **dissatisfaction** with the coaching process.

**Graph 2** below presents data related to the percent of agreement with the rating scale items on how well the coach performed in the Coaching Process.



**Graph 2** Percent of agreement with the rating scale items on the Coach's Evaluation.

Anecdotal comments were indicative of the positive coaching supports:

"Working with my coach made me stop and think about things I would say and do which was very good for me".

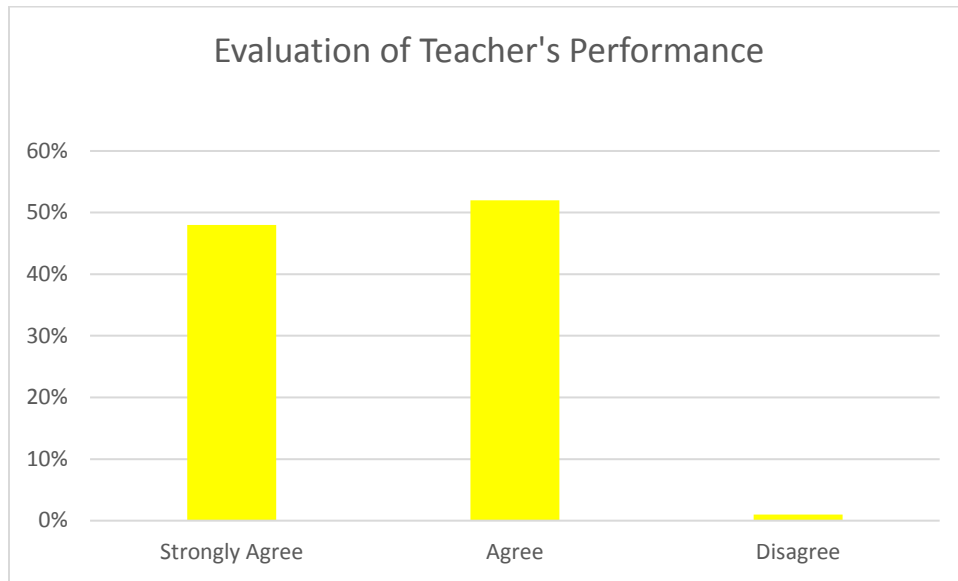
Analysis of how well teachers effectively responded to coaching (15 item rating scale) is presented below:

- 48% of the responses **strongly agreed** with statements indicating that the teachers had responded effectively to being coached.
- 52% of the responses also **agreed** with positive teacher responses to coaching.
- 0% None of the coaches were **dissatisfied** with the teacher responses.

**Graph 3** below presents data related to the percent of agreement with the questionnaire items on the Teacher's Evaluation indicating that Teachers had performed effectively while being coached.

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**Graph 5** the percent of agreement with the questionnaire items on the Teacher's Evaluation.

## **Conclusions**

This year's Classroom Coaching Program was successful in several different ways:

- Progress outcomes from Results Matter *Teaching Strategies GOLD* scores indicated that the six different developmental domains were all within the Widely Held Expectation range by the spring assessment for the overall ITQA population in classrooms that had received coaching support.
- Significant progress was noted throughout the school year in the attainment of Classroom specific goals.
- An analysis of the teacher and coaching behaviors/practices that support effective coaching resulted in strong agreement that both coaches and teachers were effective partners in the coaching process. 100% of the responses strongly agreed or agreed with the statement that coaches used skills and strategies effectively in the coaching process. 100% of the responses strongly agreed or agreed with the statement that teacher's effectively responded to coaching.

## **APPENDIX**

### **a. Teacher's Evaluation**

### **b. Coach's Evaluation**

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**TEACHER EVALUATION**

*COACH'S & TEACHERS COLLABORATIVE EVALUATION OF TEACHER RESPONSES TO COACHING*

<b>Teacher Responses to Coaching Intervention:</b> <i>Coach &amp; Teacher Collaborative Rating</i>	Use of Skills or Strategies			
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Works collaboratively w/the coaching process				
Appears organized and well prepared for coaching meetings				
Able to identify own professional strengths/weaknesses				
Able to suggest realistic goals to improve own teaching				
Able to define goals in observable, measurable terms				
Able to co-develop realistic action plan w/coach				
Follows through w/coaching suggestions (i.e., reads articles, observes models, practices techniques, etc.)				
Effectively implements action plan using agreed upon methods				
Clearly documents progress toward goals for review w/coach				
Continues action plan until goals are met				
Seeks help when appropriate, rather than waiting too long				
Able to identify challenges/solutions w/coach as the need arises				
Meets all obligations as outlined in the <b>Teacher Action Plan</b>				
Able to collaboratively plan next action steps when goals met				
Overall, Coaching Intervention was effective				

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**COACH EVALUATION**

*(by teacher/coach consensus)*

<i>Please check the appropriate box to rate the extent to which you agree or disagree with each statement as it applies to your current coaching</i>	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
<b>Effectiveness of coaching</b>				
The goals/outcomes of the coaching process were clearly defined.				
My coach helped me implement new skills and/or improve existing skills.				
My Teacher Action Plan helped me accomplish goals.				
My coach helped me think and reflect on my own teaching practices.				
The overall quality of the coaching provided enhanced my job performance.				
<b>Coach knowledge and skills</b>				
I found my coach to be knowledgeable in early childhood content.				
My coach provided or recommended materials and resources.				
My coach was prepared for each coaching session.				
My coach provided timely feedback.				
My coach kept appointments.				
<b>Individualization of coaching experience</b>				
My coach individualized to my adult learning style.				
My coach provided a range of coaching techniques.				
My coach elicited information from me on what I have done before moving on to what I could do.				
My coach was positive and supportive.				
My coach was helpful in examining challenges and possible solutions.				
In what way did working with your coach advance your professional knowledge and contribute to the quality of your teaching and caring for children?				

Some questions adapted from: Parsons, R.D., & Meyers, J. (1984). *Developing consultation skills*. San Francisco: Jossey-Bass.

*CDE Early Childhood Coaching Consultation  
Team, 2012*

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## **ATTACHMENT # 2**

### **Results from the Evaluation of Children's Outcomes Using the *Teaching Strategies GOLD* Assessment**

#### **Measuring Children's Outcomes**

The ECHO Council always keeps an eye on the social-emotional, physical, language, literacy, cognitive and mathematical outcomes of children under their charge. Quality classrooms promote good child outcomes, especially for children who are at risk. The ultimate goal for any quality improvement strategy is that child outcomes remain high.

The result of the CITQAGP is partially measured by identifying children's outcomes in the classrooms included in the grant. This year's Results Matter *Teaching Strategies GOLD* scores indicate significant progress occurred between the fall and spring testing periods for the ECHO infant and toddler classrooms that participated in the CITQAGP.

#### **Introduction to *Teaching Strategies GOLD***

The *Teaching Strategies GOLD* assessment system measures the knowledge, skills and behaviors that are most predictive of school success. The current analysis focuses on six areas of development and learning in a population of **infant** and **toddlers** included in the CITQAGP. The developmental and learning areas included in this evaluation are as follows:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy
- Mathematics

Teachers using the *Teaching Strategies GOLD* assessment tool follow a systematic process, or cycle in order to collect the data needed for all reports. An important part of this cycle is evaluating scores by comparing them to research-based indicators of development and learning (Widely Held Expectations).

Widely Held Expectations are a range of scores depicting the expected developmental levels of children according to their age in each of six domains: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics. Children who perform within the target range of Widely Held Expectations are considered to be displaying developmentally appropriate growth in each of the skill levels measured. The score ranges constituting *Widely Held Expectations* at each age level were determined by a consortium of child developmental experts after an extensive review and update of the literature in the field. *Widely Held Expectations* standards are the same for state, national and international regions. Information will be presented summarizing the percentage of children who obtained or exceeded WHE during both the Fall and Spring assessment periods at the aforementioned preschools.



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Staff at all four CITQAGP sites were trained in the use of **GOLD**. Parent conferences on **GOLD** results were held 2 to 3 times a year to review results and plan for future interventions. Parents were encouraged at these times to provide input into the planning that was generated from the assessment.

## The Results of Assessment with *Teaching Strategies GOLD: 2015-2016*

**Table 1** below presents data on the approximate number of infant and toddler **GOLD** children's profiles gathered in both the fall and spring **from all children** (both special program supported and non-supported) participating in the CITQAGP from each of the 11 classrooms. Special program supports were available from the Colorado Preschool Program (Waiver for age), Early Head Start, Special Education and Colorado Childcare Assistance Program (CCCAP). The total number of children assessed was 82 in the Fall and 99 in the Spring.

Center	Birth to 1 year olds		1 to 2 year olds		2 to 3 year olds	
	Fall	Spring	Fall	Spring	Fall	Spring
<b>Total CITQAGP Children</b>	<b>18</b>	<b>27</b>	<b>36</b>	<b>39</b>	<b>28</b>	<b>33</b>
<b>RMCDC</b>	<b>6</b>	<b>9</b>	<b>10</b>	<b>19</b>	<b>11</b>	<b>12</b>
<b>SPIN ECE</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>2</b>
<b>SPIN North</b>	<b>1</b>	<b>5</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>10</b>
<b>Kinder Haus</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>9</b>

**Table 1**

### Assessment Results for children Birth to 1 Year of Age

**GOLD** results were collected on 18 Birth to 1-Year old children in the fall and 27 children in the spring. Their results are included within the group of *Birth to 1-Year Old* children.

The total results of all the *Birth to 1-Year Old* children in the CITQAGP, presented strong performances during both the Fall and Spring Assessment periods. By the spring assessment, all children were obtaining or exceeding Widely Held Expectations (WHE) for their age at a minimum of the 93% level in all six areas, Social Development, Physical, Language, Cognitive, Literacy and Mathematics. The average score for birth to 1-year olds was 97%. This was slightly less than the average score from last year.

All areas were seen as strong performances with no areas of weakness being noted in either the fall or spring. The six tables below (Tables 2 through 7) display the percentage of ITQA children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessment periods, and the resultant growth throughout the school year.

### Assessment Results for children 1 to 2 Years of Age

**GOLD** results were collected on 36 1 to 2- Year old children in the fall and 39 children in the spring. Their results are included within the group of *1 to 2- Year Old* children.

The **GOLD** results of the *1 to 2- Year old* children showed a greater range of skills during both the Fall and Spring Assessments than the *Birth to 1- Year old group*. Some of the children assessed in the Fall

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were not assessed in the Spring and were replaced by other children who had matured into the 1 to 2-year category from the birth to 1-year old category. This resulted in some lower score thresholds being recorded in the Spring than would have otherwise been the case.

Relatively stronger performance was noted in the Spring *1 to 2-Year olds* Assessment in Social-Emotional, Physical, Cognitive, Language and Literacy development with between 80% to 93% obtaining or exceeding WHE during the Spring assessment. In contrast, the *1 to 2-Year old* group performed less ably in the developmental skill set of Mathematics with the percentage of children reaching a WHE score of 69%. The six tables below (Tables 2 through 7) display the percentage of CITQAGP children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessment periods, and the resultant growth throughout the school year. The average score for 1 to 2-year old children was 83%, the same score as achieved last year.

### Assessment Results for children 2 to 3 Years of Age

**GOLD** results were collected on twenty-eight *2 to 3-Year old* children in the fall and 33 children in the spring. Their results are included within the group of *2 to 3-Year Old* children.

The **GOLD** results of the *2 to 3-Year old* children showed positive growth between the Fall and Spring Assessments in 3 out of the 6 developmental categories (Social, Cognitive and Mathematics). Physical, Language and Literary development showed slight decreases between Fall and Spring (-1% to -9% respectively). Some of the children assessed in the Fall were not assessed in the Spring and were replaced by other children who had matured into the *2 to 3-year* category from the 1 to 2-year old category. This resulted in some lower score thresholds being recorded in the Spring than would have otherwise been the case. Overall, by the Spring Assessment, 82% to 94% of the children had reached WHE in all 6 developmental areas with an average growth of -0.83%, the smallest overall growth shown by any of the age categories (i.e., Birth to 1yr, 1yr to 2yr, and 2yr to 3yr). Strength during the Spring Assessment was noted in Social-Emotional (94% WHE), Physical (94% WHE), Language (88% WHE) and Mathematics (91% WHE). The average score for the 2 to 3-year old children was 89%, slightly higher than last year.

Overall, the findings from all three age groups are impressive with Spring overall assessments averaging 90% WHE's. This is even a better score when considering the percentage of children within this group that demonstrate risk factors (i.e., CPP, IFSP and Early Head Start supports). This is the same percentage of children attaining Widely Held Expectations for the average group score as was recorded in last year's CITQAGP findings.

## **ECHO and FAMILY CENTER EARLY CHILDHOOD COUNCIL** **PERFORMANCE MATRIX 7/1/2015-6/30/2016**

The six tables below (Tables 2 through 7) display the percentage of CITQAGP children meeting or exceeding Widely Held Expectations in both the Fall and Spring assessment periods, and the resultant growth throughout the school year.

Total CITQAGP Children	Fall	Spring	Growth
Birth to 1-Year Old Children	78%	93%	15%
1 to 2-Year Old Children	94%	87%	-7%
2 to 3-Year Old Children	89%	94%	5%

Table 2 Social-Emotional Development

Total CITQAGP Children	Fall	Spring	Growth
Birth to 1-Year Old Children	89%	93%	4%
1 to 2-Year Old Children	78%	93%	15%
2 to 3-Year Old Children	100%	94%	-6%

Table 3 Physical Development

Total CITQAGP Children	Fall	Spring	Growth
Birth to 1-Year Old Children	71%	96%	25%
1 to 2-Year Old Children	64%	80%	16%
2 to 3-Year Old Children	89%	88%	-1%

Table 4 Language Development

Total CITQAGP Children	Fall	Spring	Growth
Birth to 1-Year Old Children	94%	97%	3%
1 to 2-Year Old Children	94%	88%	-6%
2 to 3-Year Old Children	79%	82%	3%

Table 5 Cognitive Development

Total CITQAGP Children	Fall	Spring	Growth
Birth to 1-Year Old Children	100%	100%	0%
1 to 2-Year Old Children	58%	83%	25%
2 to 3-Year Old Children	92%	83%	-9%

Table 6 Literacy Development

Total CITQAGP Children	Fall	Spring	Growth
Birth to 1-Year Old Children	100%	100%	0%
1 to 2-Year Old Children	55%	69%	14%
2 to 3-Year Old Children	88%	91%	3%

Table 9 Mathematical Development