
ROOTED IN RELATIONSHIPS

Evaluation Guidebook



KEY CONTACTS

Project Director
Dr. Kailey Snyder
kasnyder@unmc.edu

Data Collection Manager
Kate Dietrich
kathryn.dietrich@unmc.edu

Department Phone: 402-559-7368
Mailing Address:
Department of Education and Child
Development
Munroe-Meyer Institute
University of Nebraska Medical Center
985405 Nebraska Medical Center
Omaha, NE 68198-5405



University of Nebraska
Medical Center™

MUNROE-MEYER INSTITUTE



Overview

The evaluation of Rooted in Relationships includes three components:

1. Community strategies to impact Early Childhood Systems of Care
2. Pyramid Model Implementation
3. Building Statewide Capacity to Support Early Childhood Systems of Care

Progress and outcomes across these three areas are reported annually in the aggregate across all participating communities. Each community also receives an annual “snapshot” report for their own use to support program improvement and to share with their stakeholders. The annual report is posted and shared widely, while individual snapshots are for each specific community’s use only. Evaluators are available upon request to present, in person or through teleconference, about the Rooted in Relationships data at a community meeting. This document provides details of all aspects of the evaluation process.

Table of Contents

Pyramid Model Three-Year Implementation Evaluation Process	Pages 2-8
Pyramid evaluation plan.....	2-3
Evaluation documents.....	4-5
Coaching Management System & SharePoint guidance	6
Where to submit data infographic	7
When to submit data infographic	8
Supporting Community Early Childhood Systems of Care Evaluation Process	Pages 9-18
Early childhood systems priority areas.....	9-10
Strategy-specific evaluation plans.....	11-16
Priority Area: Family engagement.....	11-14
Priority Area: Early care and education.....	14-15
Priority Area: Early childhood mental health	15-16
Priority Area: Other	16

Updated 5/2024

RIR Pyramid Evaluation Plan			
Program Type	Evaluation Tool	When to collect	Method to Submit
Infrastructure evaluation for all programs	Provider Information	Initial and when new providers join RIR	Coaching Management System (CMS) https://app1.unmc.edu/rir/login.aspx
	Coaching documentation	Ongoing	CMS
	Training Surveys	Ongoing	Trainers collect surveys
Evaluation measures for all programs	Demographic Survey	Initial and September of Year 2 & Year 3	CMS
	ASQ-SE2 for all children	Initial and September of Year 2 & Year 3	Upload aggregate ASQ-SE2 results by site in the CMS
	Benchmarks of Quality (Collect only in centers that are currently participating center-wide. Center-wide is defined as centers currently receiving Pyramid Model coaching in ALL classrooms.)	Initial, Midpoint, End	CMS
	Family Child Care Home Benchmarks of Quality (All family child cares complete the FCCH BOQ)	Initial, Midpoint, End	CMS
	Provider Satisfaction and Skill Evaluation Survey Provider Continuous Improvement Survey Exit Survey	Midpoint End of Year 2 (optional) End of Year 3	Provider completes online survey
	Reflective Consultation Surveys completed by coach and consultant	Annually in December	Coach completes online survey
	Focus Groups	End of Year 1	MMI leads focus groups
Center-based programs only	TPOT or TPITOS: Coach obtains teacher consent.	Initial, Midpoint, End	Coach uploads consents to coach folder in SharePoint Observer uploads data to observer folder in SharePoint

Initial = Evaluation tools completed within the **first two months** of provider participation

September = Evaluation tools collected in early fall and submitted by September 30th

Midpoint = Evaluation tools collected in late fall at approximately 18 months of participation in RiR, submitted by December 31st

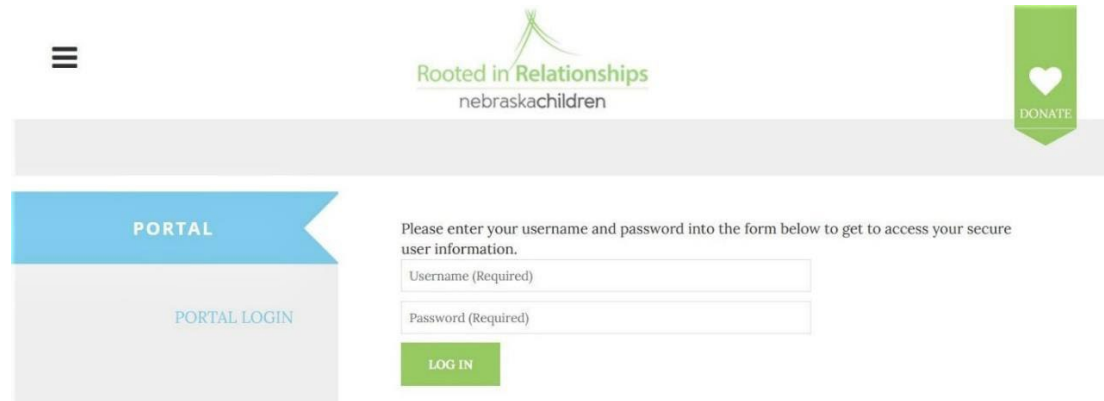
End = Evaluation tools collected in spring and submitted by May 31st at conclusion of 3 years of participation in RiR

Evaluation Tool	What is it?	Who completes it?	What is the Purpose?
Provider Information	Information about each provider in RiR—name, location, and role	The coach	To track who is participating in RIR. To assign classroom observations as needed
Coaching Documentation	A quick online survey about coaching session	The coach	To learn about the content and goals of each coaching session
Demographic Survey	A brief survey about the director, provider(s) and children	The coach, based on interview with provider and/or center director	To document staff qualifications in early childhood and the children’s risk factors
Benchmarks of Quality (center-wide is defined as only centers receiving Pyramid Model coaching in all classrooms)	Center-wide assessment across multiple Pyramid Model practices	The coach with the center director and/or staff	To document the degree to which the center implements the Pyramid Model center-wide to fidelity
Family Child Care Home Benchmarks of Quality (for all home-based providers)	Family child care home assessment across multiple Pyramid Model practices	The coach with the home provider	To document the degree to which the home-based program implements the Pyramid Model to fidelity
TPOT – Teaching Pyramid Observation Tool (ages 3-5) TPITOS – Teaching Pyramid Infant Toddler Observation Scale	A 2-hour classroom observation	An outside trained evaluator. Provider consent is required.	To measure classroom environment and teacher practices based on the Pyramid Model. Coach will receive results to use for Pyramid Coaching.
ASQ-SE2 – Ages & Stages Questionnaire-Social-Emotional	An age-based social-emotional screener	Parent completes. Provider & coach score. Coach records how many children had ASQ-SE2 & how many need further assessment.	To determine if a child is at risk for social-emotional challenges
Provider Satisfaction and Exit Surveys	Brief surveys for providers at midpoint, end of Year 2, and at exit	Provider	To measure provider satisfaction and self-assessment of skills
Reflective Consultation Surveys	Brief surveys for the coach and the consultant	Coach and consultant	To describe the coach and consultant’s experiences with Reflective Consultation
Focus Groups	Group discussion (1 hour) conducted at end of Year 1	Focus Group: Lead coach coordinates schedule, MMI leads	To collect feedback about Rooted in Relationships

EVALUATION DOCUMENTS – where to find them

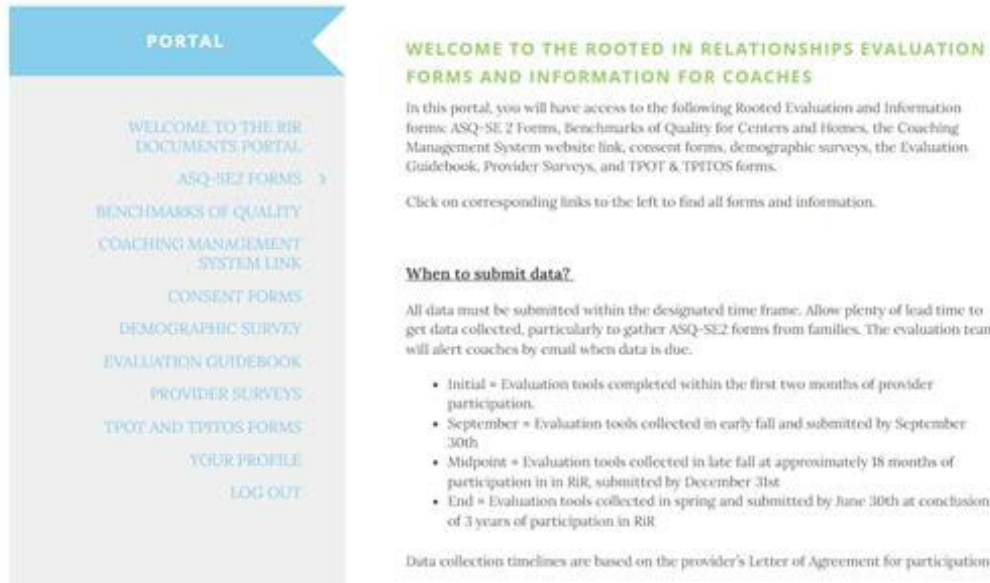
This guidebook and evaluation documents can be found in the Process Guide on the Rooted in Relationships website under the “Evaluation” tab and the “Coach and Trainer Information” tab or go to: [Rooted in Relationships Portal](#)

You will be taken to this screen:



The screenshot shows the login page of the Rooted in Relationships Portal. At the top, there is a navigation bar with a hamburger menu icon on the left, the logo for "Rooted in Relationships nebraskachildren" in the center, and a green "DONATE" button with a heart icon on the right. Below the navigation bar, there is a blue banner with the word "PORTAL" in white. To the left of the main content area is a vertical sidebar with a grey background and a blue header containing "PORTAL LOGIN". The main content area contains a login form with the text "Please enter your username and password into the form below to get to access your secure user information." Below this text are two input fields: "Username (Required)" and "Password (Required)". A green "LOG IN" button is positioned below the password field.

Once you are logged in, your screen will look like this:



The screenshot shows the home page of the Rooted in Relationships Portal after a user has logged in. The layout is similar to the login page, with a blue banner at the top containing "PORTAL". The left sidebar is now expanded, showing a list of navigation links: "WELCOME TO THE RIR DOCUMENTS PORTAL", "ASQ-SE2 FORMS", "BENCHMARKS OF QUALITY", "COACHING MANAGEMENT SYSTEM LINK", "CONSENT FORMS", "DEMOGRAPHIC SURVEY", "EVALUATION GUIDEBOOK", "PROVIDER SURVEYS", "TPOT AND TPITOS FORMS", "YOUR PROFILE", and "LOG OUT". The main content area features a green header that reads "WELCOME TO THE ROOTED IN RELATIONSHIPS EVALUATION FORMS AND INFORMATION FOR COACHES". Below this header, there is a paragraph of text: "In this portal, you will have access to the following Rooted Evaluation and Information forms: ASQ-SE 2 Forms, Benchmarks of Quality for Centers and Homes, the Coaching Management System website link, consent forms, demographic surveys, the Evaluation Guidebook, Provider Surveys, and TPOT & TPITOS forms." This is followed by a sub-section titled "When to submit data?" which includes a list of bullet points: "Initial = Evaluation tools completed within the first two months of provider participation.", "September = Evaluation tools collected in early fall and submitted by September 30th", "Midpoint = Evaluation tools collected in late fall at approximately 18 months of participation in RIR, submitted by December 31st", and "End = Evaluation tools collected in spring and submitted by June 30th at conclusion of 3 years of participation in RIR". At the bottom of the main content area, there is a note: "Data collection timelines are based on the provider's Letter of Agreement for participation".

You can then access all forms by selecting the folders on the left.

If you are unsure of your login information, please contact Christen Million (cmillion@nebraskachildren.org).

The following forms can be found on the RiR Portal:

- a. **Provider Consent Forms:** for any providers who will have a TPOT or TPITOS observation.

Very Important!! Before TPOT or TPITOS data is collected, the provider must give written consent for the observer to collect the data and to share it with the evaluators at Munroe-Meyer Institute. Providers have the option to refuse to participate in the evaluation process. If they decline, have them sign the form and note that they elect not to participate. In this case, the observational data will not be collected.

- b. **ASQ-SE2:** materials are in English and Spanish, PLUS an excel form to summarize the ASQ-SE results. For centers, ASQ-SE2 data should be aggregated across all classrooms. Please do NOT report the results by individual child or classroom.
- c. **Benchmarks of Quality:** survey for centers doing program-wide implementation
- d. **Family Child Care Home Benchmarks of Quality:** survey for home-based child cares implementing the Pyramid Model
- e. **Demographic Surveys:** center-based and home-based
- f. **Provider Satisfaction and Exit Surveys:** Surveys are completed via an online link. If provider prefers a printed survey, download survey form. Contact the evaluation team for a stamped addressed envelope if needed so provider can return printed survey. As of 2024, there will no longer be Year 2 interviews with providers. An optional Year 2 continuous improvement survey will be available to communities upon request.
- g. **TPOT & TPITOS:** forms

EVALUATION DATA – when to submit

All data must be submitted within the designated time frame. Allow plenty of lead time to get data collected, particularly to gather ASQ-SE2 forms from families. **The evaluation team will alert coaches by email when data is due.**

- **Initial** = Evaluation tools completed within the **first two months** of provider participation
- **September** = Evaluation tools collected in early fall and submitted by September 30th
- **Midpoint** = Evaluation tools collected in late fall at approximately 18 months of participation in RiR, submitted by December 31st
- **End** = Evaluation tools collected in spring and submitted by May 31st at conclusion of 3 years of participation in RiR

Data collection timelines are based on the provider's Letter of Agreement for participation.

Questions?

Contact Data Collection Manager Kate Dietrich kathryn.dietrich@unmc.edu, 402-559-9728

EVALUATION DATA – where to submit

Evaluation data are submitted in two ways.

The Coaching Management System (CMS)

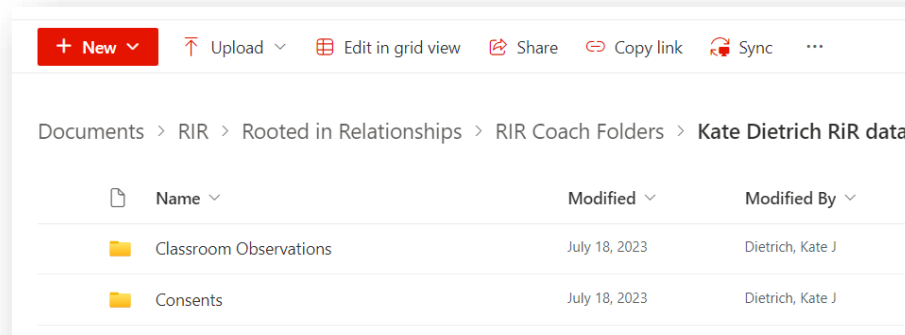
Contact the Evaluation Project Director to get a login for the Coaching Management Online System: <https://app1.unmc.edu/rir/login.aspx>

The following items are entered into the Coaching Management Online System (not SharePoint)

- a. **Teacher changes** – add new teachers and exit teachers who leave RIR
- b. **ASQ-SE2** – coach reports number of children screened and number of children that received scores above the cutoff (not passing) for each site
- c. **BOQ** –for centers implementing Pyramid Model center-wide (in every classroom)
- d. **FCCH-BOQ**—for home-based child cares implementing the Pyramid Model
- e. **Coaching documentation** – log every coaching session with the provider and/or director (if applicable)
- f. **Demographic survey** – enter demographic information about the director, providers, and children each fall

SharePoint Coach Folder: Each coach will have a personal folder in their name to submit consent forms and access TPOT and TPITOS observation data.

1. Coaches will receive an email invitation to their coach RiR data folders.
2. Coaches will click on the link in the invitation email to access their folders. This triggers a second email that will contain the access code.
3. The access code email will come from the sender SharePoint Online. Sometimes this gets filtered to the email spam folder. Coaches might need to check there for it.
4. **Coaches must SAVE their invitation email, as they will use the link in the invite each time they want to access their coach RiR data folder.**



SharePoint coach RiR data folder view (above): Coaches will use the upload button on the task ribbon at the top to upload consent forms. Classroom observation data will be submitted to MMI by the observers and will be copied to the “Classroom Observations” folders for coaches to view. Coaches will be informed by MMI via email when new observation data has been copied to their coach RiR data folders.

Questions?

Contact Data Collection Manager Kate Dietrich kathryn.dietrich@unmc.edu, 402-559-9728

Where to Submit Data

Upload to SharePoint

Consents

TPOT & TPITOS
(observer uploads)

Coaching Management System

Provider Information

FCCH BOQ

BOQ

Demographic Survey

ASQ-SE2

Coaching Logs

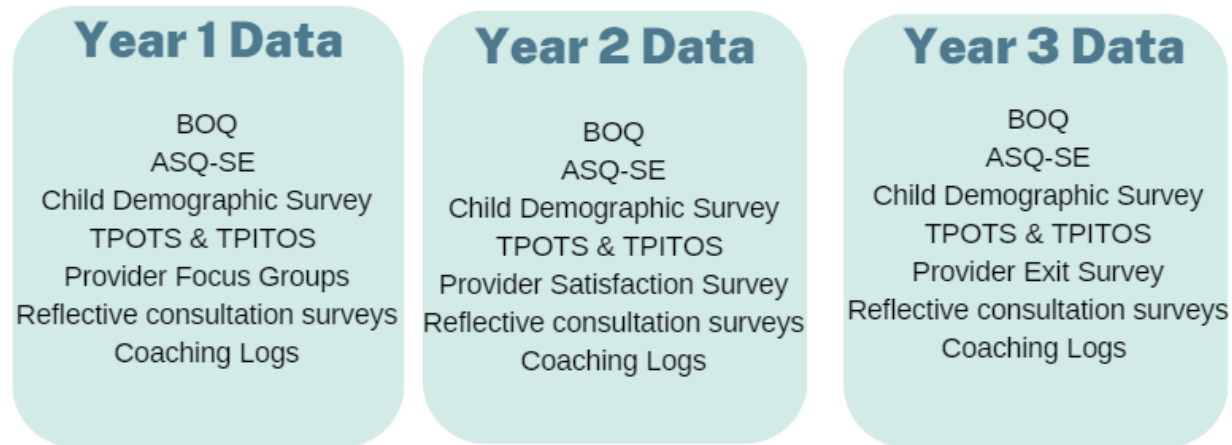
Online

Provider Surveys

Reflective Consultation Surveys
(coach)

When to Submit Data

The evaluation team will alert coaches by email when data is due.



*BOQ for centers is ONLY for centers implementing Pyramid center-wide. FCCH BOQ is completed with ALL home providers.

*Coaching logs are completed after every coaching session throughout Year 1, Year 2, and Year 3.

TPOT and TPITOS Observations Timeline

- **August/September:** MMI will connect the observers with the coaches by email. The email will include the teacher's name, site name, and TPOT or TPITOS needed. The coach will connect the observer with the teacher to help facilitate the scheduling of the observation and debrief.
- **September/October:** Year 1 TPOT and TPITOS observations and debriefs are completed.
- **November/December:** Year 2 TPOT and TPITOS observations and debriefs are completed.
- **February/March:** MMI will connect the observers with the coaches by email. The email will include the teacher's name, site name, and TPOT or TPITOS needed. The coach will connect the observer with the teacher to help facilitate the scheduling of the observation and debrief.
- **April/May:** Year 3 TPOT and TPITOS observations and debriefs are completed.

Best Practices for Making Observation Assignments: Decisions about observer assignments are made on a case-by-case basis, and the following best practices are dependent on community circumstances, such as observer capacity and availability.

1. RiR coordinators and lead coaches will not be observers for their own county cohorts.
2. Observers will not be assigned to a classroom with a potential conflict of interest, such as being related to a teacher/coach or having a history with them.
3. The same observer will be assigned for all three of a teacher's observations, if possible.

Questions?

Contact Data Collection Manager Kate Dietrich kathryn.dietrich@unmc.edu, 402-559-9728

Supporting Community Early Childhood Systems of Care Evaluation Process

The systems work of the Rooted in Relationships package can be broken down into five priority areas. They are family engagement, early care and education, early childhood mental health, medical, and partnerships with schools. Communities work within these systems to implement strategies that fill gaps and make their systems of care stronger for young children. Progress reports are broken into these categories for reporting purposes.




Systems Work Priority Areas

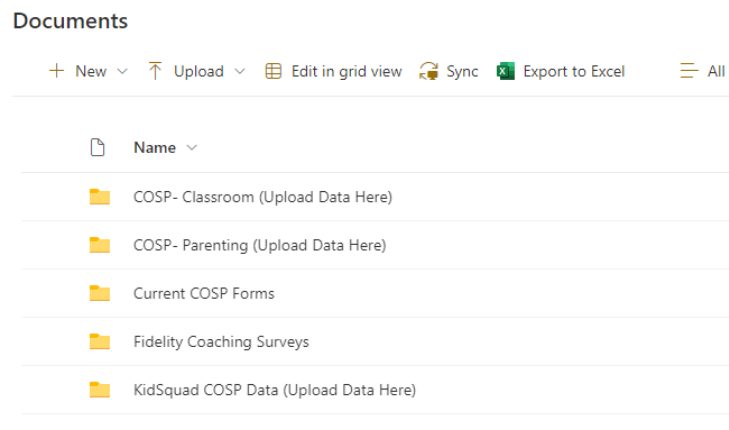
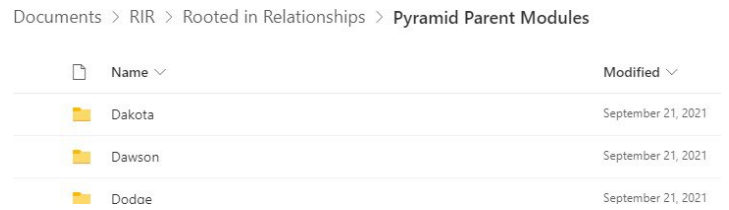
Priority Area	Definition and Examples
Family Engagement	<p>Strategies that fit into this system impact parents understanding of social emotional development and high-quality care. These strategies also encourage parents to engage with and build strong relationships with their children.</p> <ul style="list-style-type: none"> • Parents Interacting with Infants (PIWI) • Circle of Security Parenting (COSP™) • Parent Pyramid Modules • Community Specific Strategies <ul style="list-style-type: none"> ○ e.g., Story Walk, Library Parent Corner, SE backpacks, etc. • Media/Information Sharing <ul style="list-style-type: none"> e.g. Social Media, Newsletters/e-Newsletters, Press Releases/Public Presentations, Billboards
Early Care and Education (ECE)	<p>Strategies that fit into this system impact the affordability, accessibility, reliability, and quality of child care in the community.</p> <ul style="list-style-type: none"> • Networking Events, specifically for child care providers • Expanding Pyramid work to Spanish-speaking providers <ul style="list-style-type: none"> ○ Translation of the materials, Culturally appropriate implementation, Embedding Spanish-speaking capacity • Media/Information Sharing <ul style="list-style-type: none"> e.g. Social Media, Newsletters/e-Newsletters, Press Releases/Public Presentations, Billboards
Early Childhood Mental Health (ECMH)	<p>Strategies that fit into this system impact the knowledge of, availability of, and access to mental health consultation, assessment resources, and therapy services.</p> <ul style="list-style-type: none"> • Mental Health First Aid • Parent-Child Interaction Therapy (PCIT)
Medical	<p>Strategies that fit into this system impact the availability and accessibility of quality pre and postnatal healthcare services, such as screenings for parental mental health/substance use, child development screenings within primary care, and an increase in engagement around early childhood mental health.</p> <ul style="list-style-type: none"> • Primary Care Project (e.g., Keith Co) • ASQ:SE screenings in primary care settings • Medical clinic partnership to prescribe reading to children
Partnerships with Schools	<p>Strategies that fit into this system impact the engagement between parents and schools or builds partnerships with schools to increase social emotional development.</p> <ul style="list-style-type: none"> • Engagement with Local School Systems/Head Start

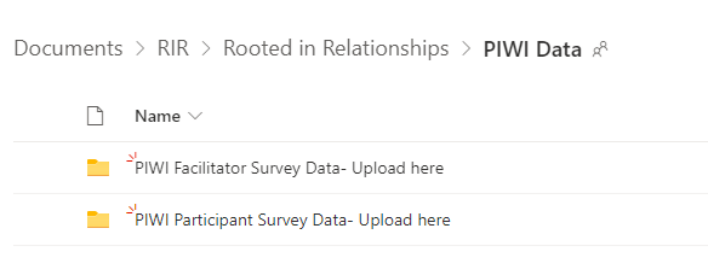
Strategy-Specific Evaluation Plans




Systems strategies evaluation forms can be found in the SharePoint folder where data is submitted and in the password-protected evaluation portal on the Rooted Website. <https://rootedinrelationships.org/portal/>

***Please note: If you have difficulty accessing a survey, go to your privacy settings, clear your cookies and try again.**

Strategy	Evaluation Tool	When to Collect	Method to Submit Data
Priority Area: Family Engagement			
Community Events	Number of attendees Standard Event Satisfaction Survey	During or after each event	Number of attendees: Report twice a year (Jan. and July) in community's progress reports that are submitted to Nebraska Children and Families Foundation (NC) Standard Event Satisfaction Survey 
Circle of Security Parenting (COSP)	Numbers and demographics of those served Participant knowledge and satisfaction survey Facilitator survey Class attendance	At the end of the 8 week program (final class)	Circle of Security Facilitator Survey Circle of Security Parent Survey Circle of Security Classroom/ Early Care Professional Survey Circle of Security Attendance If surveys are not entered online at the links above, scans of hard copy surveys can be uploaded to SharePoint: Circle of Security Parenting> Evaluation Data

Strategy	Evaluation Tool	When to Collect	Method to Submit Data
			 <p>Please contact Kailey Snyder kasnyder@unmc.edu to request access.</p>
<p>Positive Solutions for Families (Parent Pyramid Modules)</p>	<p>Class attendance</p> <p>Participant survey</p>	<p>At the end of the classes</p>	<p>Positive Solutions for Families Class Attendance</p> <p>Positive Solutions for Families Participant Survey</p> <p>If surveys are not entered online at the links above, scans of hard copy surveys and attendance can be uploaded to SharePoint:</p> <p>Education and Child Development> Documents> RIR > Rooted in Relationships > Pyramid Parent Modules</p>  <p>Please reach out to Kailey Snyder kasnyder@unmc.edu for access.</p>

Strategy	Evaluation Tool	When to Collect	Method to Submit Data
Parents Interacting With Infants (PIWI)	Participant survey Facilitator survey Class attendance	At the end of the classes	<p> PIWI Facilitator Survey PIWI Participant Survey PIWI Attendance Sheet </p> <p> If surveys are not entered online at the links above, scans of hard copy surveys and class attendance can be uploaded to SharePoint: Education and Child Development> Documents> RIR> Rooted in Relationships> PIWI Data </p>  <p> Please reach out to Kailey Snyder at kasnyder@Unmc.edu for access. </p>
Social Emotional Backpacks for libraries	Counts of those utilization Brief satisfaction survey	Survey link/QR code should be included with backpacks when checked out	<p> Number of times checked out/utilized: Report twice a year (Jan. and July) in community's progress reports that are submitted to NC </p> <p> Satisfaction survey links and QR codes below. If you are doing backpacks but do not have a link, please request one through your Rooted in Relationships TA. </p> <p> Dakota County SE Backpacks Satisfaction survey </p>

Strategy	Evaluation Tool	When to Collect	Method to Submit Data
			 Madison County SE Backpacks Satisfaction survey  Dawson County SE Backpacks Satisfaction Survey 
Priority Area: Early Care and Education			
Provider recognition/ appreciation events	Number of attendees	During or after each event	Report twice a year (Jan. and July) in community's progress reports that are submitted to NC
Provider recognition/ appreciation gifts	Number of gifts distributed	When gifts are distributed	Report twice a year (Jan. and July) in community's progress reports that are submitted to NC

Strategy	Evaluation Tool	When to Collect	Method to Submit Data
Social Emotional Backpack Training for Providers	Number of attendees Training Follow-Up Survey	During or after each training	Number of participants: Report twice a year (Jan. and July) in Community's Progress Reports that are submitted to NC Training Follow-Up Survey: Providers can submit the survey electronically using the link, or paper copies can be used. If paper copies are used, the trainer or community coordinator will need to enter the surveys using the link below: Social Emotional Backpack Training Follow-up Survey for Providers
Director Collaboration Meetings	Number of meetings Satisfaction survey	Once a year in June	Number of meetings: Report twice a year (Jan and July) in community's progress reports that are submitted to NC Community sends out to Directors in June https://unmcmmi.co1.qualtrics.com/jfe/form/SV_3q1JXoiTCs0nXhQ
Coach collaboration meetings	Number of meetings Satisfaction survey (optional)	Twice a year	Number of meetings: Report twice a year (Jan. and July) in community's progress reports that are submitted to NC Satisfaction survey: Implementation is optional but provides feedback for the group on how the work is perceived and what can be improved. Talk to your RiR TA if you would like this survey set up for your group.
High Quality Childcare-Information Dissemination	Number printed or distributed	After distribution of materials/ information	Report twice a year (Jan. and July) in community's progress reports that are submitted to NC
Priority Area: Early Childhood Mental Health			
Child-Parent Psychotherapy (CPP) – Getting therapist(s) trained	Number trained	After completing training	Report twice a year (Jan. and July) in community's progress reports that are submitted to NC
Mental Health First Aid Trainings (MHFA) for Providers	MHFA standard survey Supplemental SurveyMonkey Survey	At the end of training	As communities support the training. Coordinator/Lead Coach obtains a copy of the MHFA survey from the trainer. Provider emails are collected and a SurveyMonkey is sent out at the completion of the training. https://www.surveymonkey.com/r/LD2686C

Strategy	Evaluation Tool	When to Collect	Method to Submit Data
Parent Child Interaction Therapy (PCIT)	Numbers and demographics of those served	After PCIT sessions are complete	Please contact your RiR TA to discuss how to submit data.
Supporting therapist training	Number trained	After completing training	Report twice a year (Jan and July) in community's progress reports that are submitted to NC
Other strategies not shown above			
Community-specific, individualized systems strategies	<p>Report twice a year (Jan. and July) in community's progress reports that are submitted to NC.</p> <p>Consult your Rooted in Relationships TA to utilize an existing evaluation or to develop a plan. Some strategies have evaluation plans already developed that communities can access as needed. Examples of strategies that fall into this section include: professional development beyond the Rooted package, partnerships with medical clinics, kindergarten readiness, reflective consultation groups, and more.</p>		