

ROOTED IN RELATIONSHIPS

2-Year Evaluation Guidebook

Updated July 2026



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 aggregate across all participating communities in an evaluation report and an annual report to funders. 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 and RiR TA staff 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.

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Pyramid Evaluation Plan

General Data Collection		
Evaluation Tool	When to collect	Method to Submit
Provider Consent Forms	Initial – Before data is collected	Coach uploads consents to coach folder in SharePoint
Provider Information	Initial and when new providers join RIR	Coaching Management System (CMS) https://app1.unmc.edu/rir/login.aspx
Coaching Logs	Ongoing	CMS
Training Surveys	Ongoing	Trainers collect surveys using Qualtrics Link https://bit.ly/NePyramidEval

Evaluation for All Programs		
Evaluation Tool	When to collect	Method to Submit
Demographic Survey	Initial and September of Year 2	CMS
ASQ-SE2 for all children	Initial and September of Year 2	Upload aggregate ASQ-SE2 results by site in the CMS
Provider Satisfaction and Skill Evaluation Survey	Midpoint	Online survey sent by email
Exit Survey	End	Online survey sent by email
Coach Surveys completed by coach (was reflective consultation survey)	Annually in December	Coach completes online survey
Focus Groups	End	MMI leads focus groups

Evaluation in Center-based Programs Only		
Evaluation Tool	When to collect	Method to Submit
TPOT or TPITOS	Initial, Midpoint, End	Observer uploads data to folder in SharePoint
Benchmarks of Quality (Collect only in centers that are currently participating center-wide. Center-wide is defined as centers where 75% of lead teachers in a program are currently in or have completed Rooted AND the director is being coached.)	Initial, Midpoint, End	CMS

Evaluation in Home-based Programs Only		
Evaluation Tool	When to collect	Method to Submit
Family Child Care Home Benchmarks of Quality (All family child cares complete)	Initial, Midpoint, End	CMS

Initial = Evaluation tools completed by September 30th of year 1

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

Midpoint = Evaluation tools collected in Spring and submitted by May 31st of year 1

End = Evaluation tools collected in Spring and submitted by May 31st at conclusion of year 2

Information about Evaluation Tools			
Evaluation tool	What is it?	Who completes it?	What is the purpose?
Provider Consent Form	Evaluation consent form required for RiR participation	Signed by provider, coach uploads to SharePoint	To obtain consent to evaluate progress with the RiR initiative and share evaluation data between UNMC and NCFF
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 Logs	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/director	To document information about staff and children being served
Benchmarks of Quality (only in center-wide programs)	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
Teaching Pyramid Observation Tool (TPOT) Teaching Pyramid Infant Toddler Observation Scale (TPITOS)	A 2-hour classroom observation	An outside trained evaluator.	To measure classroom environment and teacher practices based on the Pyramid Model. Coach will receive results to use for Pyramid Coaching.
Ages & Stages Questionnaire-Social-Emotional (ASQ-SE2)	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, engage families in conversation to support their child's development, and refer as necessary
Provider Satisfaction and Exit Surveys	Brief surveys for providers at midpoint 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 the end of Year 2	Focus Group: Lead coach coordinates schedule, MMI leads	To collect feedback about Rooted in Relationships

Where to Submit Data

SharePoint

Consents

TPOT & TPITOS
(observer uploads)

Coaching Management System

Provider Information

FCCH BOQ

Demographic Survey

BOQ

Coaching Logs

ASQ-SE2

Emailed Link

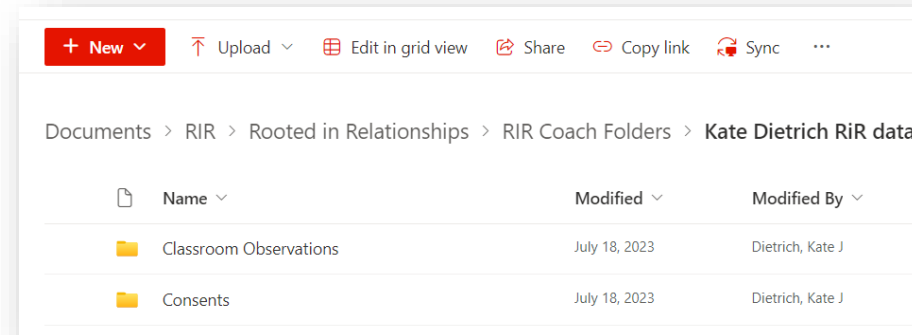
Provider
Surveys

Coach Surveys
(previously Reflective
Consultation)

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.

The Coaching Management System (CMS)

<https://app1.unmc.edu/rir/login.aspx>

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

1. Teacher changes – add new teachers and exit teachers who leave RIR
2. ASQ-SE2 – coach reports number of children screened and number of children that received scores above the cutoff (not passing) for each site
3. BOQ –for centers implementing Pyramid Model center-wide (in every classroom)
4. FCCH-BOQ—for home-based child cares implementing the Pyramid Model
5. Coaching logs– document every coaching session with the provider and/or director (as applicable)
6. Demographic survey – enter demographic information about the director, providers, and children each fall

Adding, Exiting, or Editing Teachers in the CMS

All providers need to be entered into the Coaching Management System (CMS) **How to:**

1. Click on “Teacher Additions/Changes” tab on CMS.
2. **To Enter:** Instructions for entering teachers are listed on the site page. For providers in Rooted **only (not CCP)**, nothing should be entered under “CCP Program Information”
3. **To Edit:** On the right-hand side of the screen, find teacher that needs to be edited and click “edit”. This should allow you to edit details
4. **To Exit:** On the right-hand side of the screen, find teacher that needs to be edited and click “edit”. This should allow you to edit details. Click “Yes” under “Check Yes if Teacher is Exiting RiR”, enter the exit date, click “submit” to save.

IMPORTANT INFORMATION ON ENTERING, EXITING, OR EDITING PROVIDERS

- All RiR providers need to be entered into the Coaching Management System (CMS) under the Teacher Additions/Changes Tab
 - a. Directors and/or assistant directors also need to be entered into CMS. Coaching session logs only need to be completed for directors/assistant directors if they are receiving coaching.
- Prior to entering the teacher’s information in the CMS, coaches and/or coordinators will send provider names and sites to Kate Dietrich Kathryn.dietrich@unmc.edu
- If a provider exits Rooted in Relationships before the first major data collection deadline (Sept 30th of first implementation year), do not exit from the CMS. Coach will notify Kate and their RiR Technical Assistant. Kate will remove from the CMS.
- If a provider exits Rooted in Relationships after the first major data collection deadline (Sept 30th of first implementation year), coach will exit them from the CMS, and notify Kate and their RiR Technical Assistant.
- New providers can be added to an implementation cohort up until September 30th of the first implementation year. If a provider exits RiR and communities are interested in adding a different provider to take their place after September 30th, coaches and coordinators need to communicate with their RiR TA and Kate to determine if a new provider can be added.

Any and all changes with providers including site changes, ages of children in classroom, extended time off, position changes, etc. must be communicated with Kate and your RiR Technical Assistant.

Having trouble with SharePoint or CMS? Reach out to Data Collection Manager Kate Dietrich for help!

kathryn.dietrich@unmc.edu, 402-559-9728

Where to Find Evaluation Documents

This guidebook and other 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.

[Portal Login : Portal : Rooted In Relationships](#)

Portal Login

Please enter your username and password into the form below to get to access your secure user information.

Username * REQUIRED

Password * REQUIRED

LOG IN

Portal Login

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

RiR Portal

Welcome to the Rooted in Relationships Evaluation Forms and Information for Coaches

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.

Click on corresponding links to the left to find all forms and information.

Welcome to the RiR Documents Portal

Tutorials

[ASQ-SE2 Forms](#) >

[Benchmarks of Quality](#)

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

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

The following forms can be found on the RiR Portal:

- Provider Consent Forms - Completed for all Family Child Care Home Providers and Center Based Providers that are identified and selected Rooted Providers. Data collection is a requirement of Rooted in Relationships.
- 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 participating in RiR. Please do NOT report the results by individual child or classroom.
- Benchmarks of Quality - survey for centers doing center-wide implementation
- Family Child Care Home Benchmarks of Quality - survey for home-based child cares implementing the Pyramid Model
- Demographic Surveys - center-based and home-based
- 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.
- TPOT & TPITOS – forms

When Data is Collected

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

Year 1

Consents
Provider Information
Demographic Survey
ASQ-SE2
Initial BOQ
Midpoint BOQ
Initial TPOT/TPITOS
Midpoint TPOT/TPITOS
Provider Focus Group
Coach Survey
Coaching Logs

Year 2

Demographic Survey
ASQ-SE2
Final BOQ
Final TPOT/TPITOS
Provider Exit Survey
Coach Survey
Coaching Logs

*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 and Year 2.

TPOT and TPITOS Observations Timeline

- Initial Year 1
 - 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: Initial Year 1 TPOT and TPITOS observations and debriefs are completed.
- Midpoint (Year 1) and end (Year 2)
 - 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: Midpoint and end 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.

- RiR coordinators and lead coaches will not be observers for their own county cohorts.
- 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.
- The same observer will be assigned for all three of a teacher's observations, if possible.

[Click Here](#) for systems evaluation guidance