

Early Connections Learning Centers' Home Network

2017–18 Evaluation Report

Submitted to Early Connections Learning Centers

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Finally, we thank the Home Network providers and families at the child care homes for participating in this evaluation. They were generous with their time in completing surveys. We could not have reached the depth of understanding we have without their participation.

Executive Summary

The Home Network Program, led by the Early Connections Learning Centers (ECLC), works to support the continuous quality improvement and professional development of Family Child Care Home (FCCH) providers in El Paso County, Colorado. The Home Network offers professional development, trainings, coaching, and financial incentives to their cohort of 38 FCCH providers. Members of this network join at one of three levels of involvement: (1) the “development cohort” includes providers who work to acquire a Child Development Associate (CDA) credential, (2) the “advanced cohort” includes providers who work to increase their Colorado Shines Quality Rating and Improvement System (QRIS) rating, and (3) the “progressive cohort” includes providers who partner to serve children in Early Head Start/Head Start (EHS/HS).

Description of the Study

The goals of this study are to: (1) evaluate the implementation of the Home Network; (2) measure the perceptions and outcomes of the Home Network quality improvement model; and (3) identify the successful features of the model so that may be replicated with other FCCH Networks or in other early childhood or educational settings. This study will take place over two years, 2017-2018 and 2018-2019. This report summarizes findings from Year 1.

Methods and Data

To address the goals of this study, Child Trends administered a series of surveys to providers participating in the Home Network, their coaches, and families that utilize the Home Network providers. In addition, Child Trends reviewed child-level scores on Teaching Strategies GOLD, administered by Home Network providers. Descriptive statistics were generated from the survey results and where the sample size allowed, t-tests were used to detect significant differences.

Key Findings

Provider Findings

- Providers demonstrated pre- to post-assessment growth across practices, including health, safety, environment, curriculum, assessment and screening, connection to community, family partnership, and business practices, as assessed by their coaches.
- Coaches rated providers in the “action” stage of change, meaning that coaches demonstrated active engagement in changing their practices.¹
- Many providers reported improving their learning environment and curriculum. Additionally, most providers described increasing their knowledge in child growth and development, social and emotional development, and developmentally appropriate practices.
- Most providers felt comfortable working with coaches and value their clear and knowledgeable feedback. Some providers stated that they thought of closing, but the support and guidance from coaches gave them the confidence to continue.

Coach Findings

- Coaches rated their communication with their supervisor highly. They reported that their supervisor understands what they do and offers support.
- Most commonly, coaches support providers by giving them feedback, encouraging reflection, and relationship building. Coaches believed the most effective strategy to use with providers was goal setting.

¹ The Stages of Change Scale is designed to determine the “readiness to change” of providers participating in quality improvement initiatives, such as the Home Network. The scale includes five stages of change: 1) precontemplation: provider is not ready to change; 2) contemplation: provider is thinking about change, but overwhelmed by obstacles; 3) preparation: provider is ready to change; 4) action: provider is actively engaged in change; and 5) maintenance: provider is maintaining change with vigilance.

- Coaches described a positive working relationship with providers, but mentioned the greatest challenge is their occasional reluctance to change or fear of change.
- Coaches also recognized the importance of the Home Network as a support system to FCCH providers, who often reported feeling isolated.

Family Findings

- Families reported high levels of satisfaction with their provider's learning environment and ability to meet their child's social, emotional, and physical needs. When asked, some families desired more academic time spent on tasks like reading, writing, and shapes.
- Nearly all families perceived their communication and comfort with provider positively. They reported feeling comfortable communicating their child's needs and leaving their child with the provider each day. Some families expressed that their provider became a part of their family.
- Families rated the providers' health, nutrition, and safety practices highly. They also rated the providers' business practices strongly, agreeing with statements about understanding the payment policies and receiving information about operational policies.

Child Findings

- Children cared for by providers in the progressive and advanced cohorts displayed growth from fall to spring across all six domains of development: social/emotional, physical motor skills, language, cognition, literacy, and mathematics on the Teaching Strategies GOLD child assessment. Furthermore, the number of children who met or exceeded expectations in the social/emotional and cognitive domains significantly increased from winter to spring for children served by providers in the advanced cohort.²

Discussion of Findings

Overall, coaches reported improvements in provider quality overtime and across cohorts. Providers attributed their growth and ability to provide high quality care to their participation in the Home Network. Providers also described feeling more confident in their business practices and started seeing themselves as professionals. Families expressed high levels of satisfaction with providers' practices but some expressed wanting more structured academic time. Across all three respondent types, they valued their positive relationships with each other. Most coaches believed the greatest strength of the Home Network is positive working relationships between themselves and providers and saw this as a method to overcome a provider's reluctance to change.

In the Year 2 Report, we will use the results and findings from Years 1 and 2 taken together to provide recommendations to the Home Network.

² Note that providers who participated in the development cohort did not use Teaching Strategies GOLD with the children in their care.

Introduction

The Home Network

The Early Connections Learning Centers’ (ECLC) Home Network Program supports continuous quality improvement and professional development among Family Child Care Home (FCCH) providers. Founded in 2000 as an ECLC project, the Home Network of the Pikes Peak Region provides training and coaching in implementing sound business practices, technical support and delivery of high-quality services to children and families. The Home Network aims to increase quality capacity among FCCH providers by offering training and coaching in business fundamentals and best practice in early care and education (ECE). The goal is to improve child outcomes and transitions to school, thereby impacting policy and serving as an example for the ECE field.

The Home Network’s target geographic area is El Paso County, Colorado, with a focus on Colorado Springs School District 11 and Harrison School District 2. These two areas have large numbers of children from low-income families, with the free/reduced lunch rate at 60 percent in District 11 and 69 percent in District 2. These neighborhoods also have higher numbers of minority families and lower education levels than Colorado Springs as a whole. By increasing the number of FCCH providers in these areas who provide high-quality ECE, the Home Network aims to increase the school preparedness of all children in these districts.

To recruit providers, ECLC presents at monthly classes and bi-monthly Pikes Peak Region Family Child Care Association (PPRFCCA) meetings; uses mail, phone and email marketing to approximately 350 providers in the area; hosts small informational meetings to interested providers; markets through Alliance for Kids, El Paso County’s Early Childhood Council; and sends newsletters through the ECLC website and social media. To date, members of the Home Network join one of three cohorts, and receive the following professional development, training, coaching, financial incentives, and materials (see [Table 1](#)).

Table 1. Characteristics and Services Provided to FCCH Providers in the Home Network, by Cohort

	Development	Advanced	Progressive
Overall support	Acquiring the Child Development Associate (CDA) credential	Increasing Colorado Shines ratings (QRIS)	Partnering to serve Early Head Start/Head Start (EHS/HS) enrolled children
Group size	15 FCCHs	13 FCCHs	10 FCCHs
Professional development, training and education	<ul style="list-style-type: none"> Monthly CDA professional learning communities (PLCs) Family child care business practices (FCCBP) PLCs Training opportunities to work toward the 120 clock hours required 	<ul style="list-style-type: none"> Monthly QRIS PLCs FCCBP PLCs Training opportunities in QRIS specifics, environment ratings and child assessments 	<ul style="list-style-type: none"> Training opportunities in program, curriculum, child assessment and more Higher education opportunities also offered up to BA/BS Degrees (based on agreements)

Coaching	<ul style="list-style-type: none"> Individual, monthly, early childhood, onsite coaching Individual, FCCBP, in person coaching 	<ul style="list-style-type: none"> Individual, monthly, early childhood, onsite coaching Individual, FCCBP, in person coaching 	<ul style="list-style-type: none"> Individual, twice monthly, early childhood, onsite coaching
Business practices	Support in strong FCCBP	Support in strong FCCBP	Support in strong FCCBP
Project funds/ financial support	<ul style="list-style-type: none"> CDA curriculum materials Up to \$ 425 towards the CDA application fee FCCBP curriculum materials, \$ towards FCCBP supports 	<ul style="list-style-type: none"> QRIS curriculum materials Up to \$1,000 towards a FCCERS Rating \$50 reimbursement for TS GOLD fees FCCBP curriculum materials, \$ towards FCCBP supports 	<ul style="list-style-type: none"> \$10 per day, per child to you for enrolled children Supply Stipend \$100-\$150 to you each month (based on education) Higher education \$ paid to entities (per agreements)
Materials	Materials lending library	Materials lending library	<ul style="list-style-type: none"> Curriculum materials Materials lending library
Enrollment	Referrals	Referrals	<ul style="list-style-type: none"> Eligibility confirmation for children enrolled in EHS/HS Referrals
Provider monthly Home Network participation fee	\$50	\$60	\$75

Evaluation Overview

The current cohort of 38 providers joined the Home Network in July 2017 and their involvement will end in June 2019. Providers are participating in one of the three cohorts:

- (1) Development: these providers are working towards earning a Child Development Associate (CDA) degree
- (2) Advanced: these providers are working towards obtaining a rating through Colorado Shines
- (3) Progressive: these providers have an Early Head Start/Head Start (EHS/HS) partnership to serve eligible children

The purpose of this study is to (1) evaluate the implementation of the Home Network, (2) measure the perceptions and outcomes of the Home Network quality improvement model and (3) identify the successful features of the

model so that they may be replicated with other FCCH Networks or in other ECE settings (i.e., preschool, K-12 settings).

To answer the research questions, ECLC contracted with Child Trends, a non-profit research organization, to lead evaluation efforts. During the first year of evaluation conducted by OMNI Institute, three distinct measurement tools were developed to assess key domains from coaches, providers, and families involved in the Home Network. The measurement tools assessed the following practices: assessment and screening processes, business practices, coaching agreement and expectations, coaching relationship, connection to community, curriculum, FCCH provider knowledge, family partnerships, environment, health and safety, provider qualifications, and use of the Home Network resources. Child Trends refined these tools and created a coach feedback survey to learn more about coaches' perspectives and satisfaction with the Home Network. Lastly, Child Trends received Teaching Strategies GOLD data to access child outcomes.

Methodology and Data

As mentioned, this evaluation included several activities to evaluate the implementation of the Home Network and assess the outcomes of increased support. The following research activities were designed to address the study objectives:

Provider pre- and post-assessments. Coaches completed assessments in the Fall 2017 and Spring 2018 for each provider with whom she worked. These assessments were designed to understand how providers' practices have changed overtime with their involvement in the Home Network from the perspective of their coach. Key practices assessed include health, safety, environment, curriculum, qualifications, business practices, connection to community, family partnerships, and coaching relationship. We also asked about coaches' perceptions of the provider's readiness to change. We analyzed the assessment using descriptive statistics, including frequency and mean for each assessment item. Finally, we compared frequencies and means for providers based on their pre- to post-assessment scores to test for significance.

Provider survey. Providers responded to an online survey in the Spring 2018. This survey focused on providers' perceptions of the Home Network and included information about children served, changes in the program, and relationship with their coaches. The findings were analyzed using descriptive statistics, including frequency and means for each survey item.³

Coach feedback survey. Completed in Winter 2018, these surveys were designed to understand perceptions, strengths, and any potential challenges of the Home Network, from the perspective of coaches. Descriptive statistics were used to identify trends and open-ended questions were qualitatively coded.

Family survey. Families completed an online survey in the Spring 2018. The survey was designed to understand families' experiences with Home Network providers and included their perceptions of their child's learning, growth, and development; nutrition, health and safety; the providers' business practices; their relationship and communications with the provider; and overall satisfaction. The findings were analyzed using descriptive statistics, including frequency and means for each survey item.

Teaching Strategies GOLD. Children receiving care from providers in the advanced and progressive cohorts were assessed across two (advanced) or three (progressive) time points (Fall 2017, Winter 2018, or Spring 2018) using Teaching Strategies GOLD. Teaching Strategies GOLD is an observational tool used to assess children from birth to kindergarten in six domains, including social/emotional, physical/gross/fine motor skills, language, cognition,

³ Due to the small sample size, Child Trends did not compare frequencies and means for providers based on their Home Network Involvement Level; however, findings by involvement level can be found in Appendix A.

literacy, and mathematics. When data were available, we compared frequencies of children meeting or exceeding expectations across domains and time points to test for significance.

We reviewed the results of the assessments and surveys for each involvement level. Where data were available and results varied, we compared results by involvement level. The findings are arranged by respondent type (provider, coach, family, and children); however, practices from the provider pre-/post-assessments are incorporated in the provider and coach findings sections.

Findings

Provider Findings

Twenty-nine providers completed the provider survey, for a response rate of 81 percent. Nearly half (48%) of providers participated in the advanced cohort, while 28 percent participated in development and 24 percent in progressive cohorts (see **Figure 1**).

As shown in **Figure 2**, the majority (38%) of providers have an experienced provider license, with the next-most common being large home (35%), regular (21%), and infant-toddler (3%).

All providers reported being open at least five days a week while some (14%) have regular weekend hours or offer weekend care if needed.

Children Served

On average, providers had 11 children enrolled and served a capacity of 10 children based on their operating hours. The average provider had two staff members. In total, providers have over 300 children currently enrolled.

Nearly one third (30%) of children served by a provider received child care assistance from the Colorado Child Care Assistance Program (CCCAP), and 10 percent each were noted as being in Early Head Start and Head Start. Children with special needs accounted for 10 percent of children served by providers, on average.

Figure 1. Involvement Level

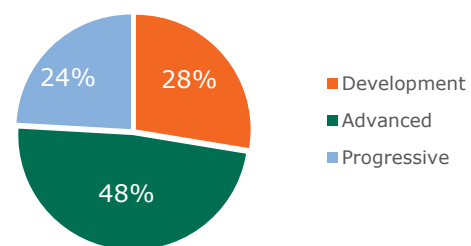
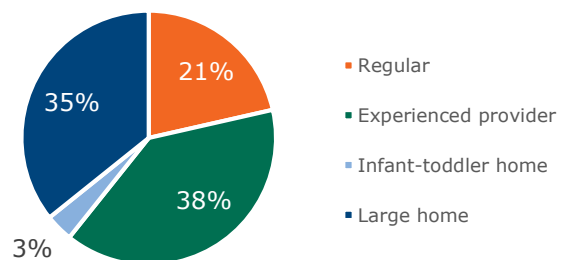


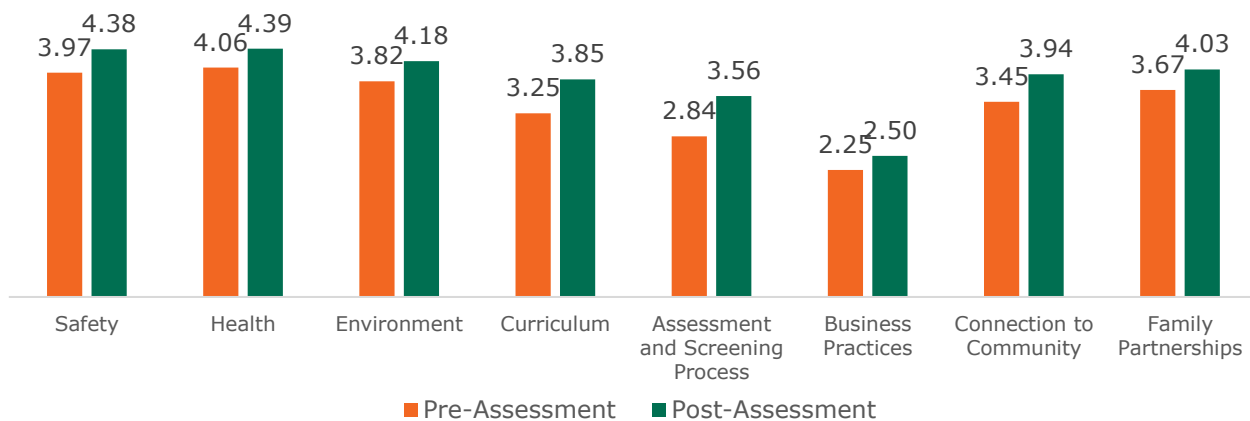
Figure 2. License Type



Coaches' Ratings of Providers' Practices

Coaches rated providers' abilities across practices in pre- and post-assessments on a seven-point scale (1- Inadequate to 7-Excellent). Each domain of practice included four to ten indicators that providers were assessed on in Fall 2017 and Spring 2018. **Figure 3** provides an average score across indicators per domain of practice.⁴ Coaches rated providers the highest in safety and health in both the pre- and post-assessment. Although the differences were not statistically significant, coaches reported fall to spring gains across all practices. Assessment and screening process and curriculum showed the most growth (0.72 and 0.60, respectively). Coaches reported the least growth in business practices (0.25).

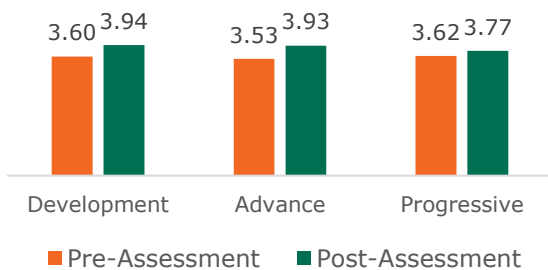
Figure 3. Provider Pre- and Post-Assessments Means Per Practice



Data source: Provider pre- and post-assessments completed by coaches. Note: Items were rated on a seven-point scale.

Coaches also completed the Stages of Change Scale for each provider (see **Figure 4**). Stages of Change Scale is designed to determine the “readiness to change” of providers participating quality improvement initiatives such as the Home Network.ⁱ The scale includes five stages of change: 1) precontemplation: provider is not ready to change; 2) contemplation: provider is thinking about change, but overwhelmed by obstacles; 3) preparation: provider is ready to change; 4) action: provider is actively engaged in change; and 5) maintenance: provider is maintaining change with vigilance. Although pre- to post-growth was observed, these differences were not statistically significant. According to the Stages of Change Scale, coaches rated providers at being in the “action” stage (scores ranging from 3.5 to 4.4), meaning that providers are exhibiting behaviors that show active engagement in change. Providers in the advanced and development involvement levels displayed the most growth from fall to spring.

Figure 4. Stages of Change Scale



Data source: Provider pre- and post-assessments completed by coaches. Note: Items were rated on a five-point scale.

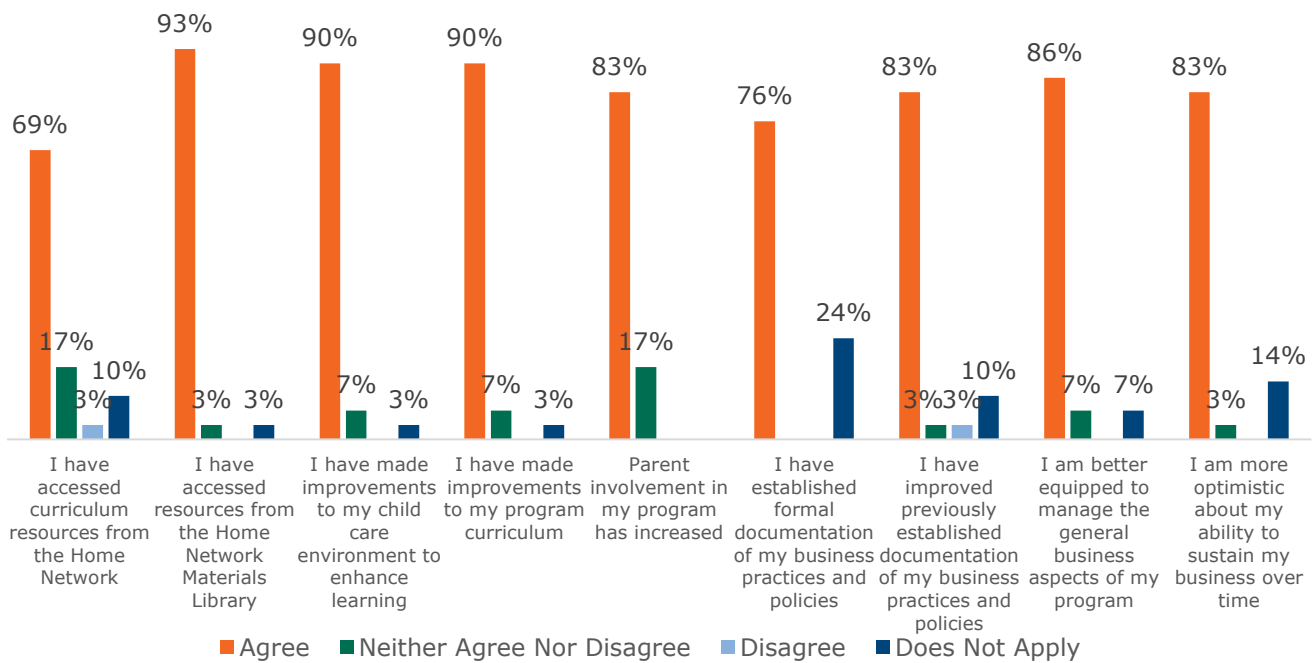
Changes in Provider Activities and Knowledge

Providers also reported making changes to their practices. As shown in **Figure 5**, the majority of providers reported making various changes to their operations as a result of their involvement with the Home Network. Most providers cited the following changes: accessing resources from the Home Network Materials Library (93%), improving their child care environment to enhance learning (90%), improving their

⁴ See Appendix B for complete pre- and post-assessments scores per domain and item.

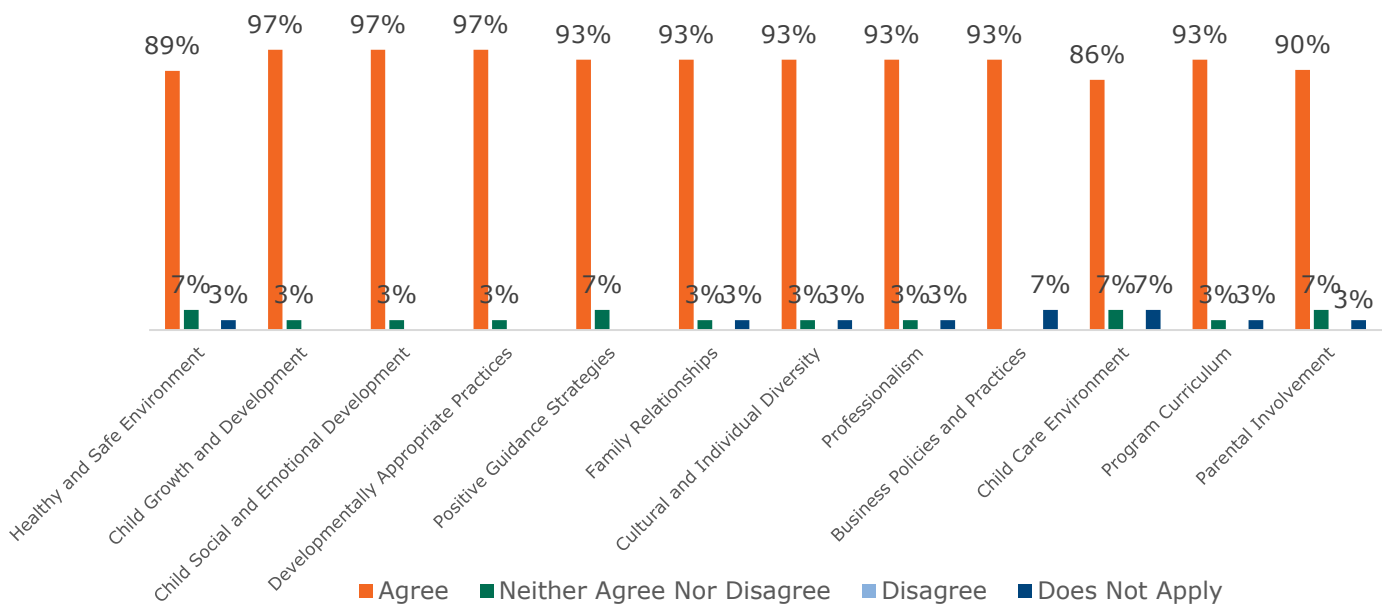
program's curriculum (90%), and becoming better equipped to manage the general business aspects of their program (86%). Fewer providers reported having established formal documentation of their business practices and policies (76%) and accessing curriculum resources from the Home Network (69%).

Figure 5. Changes to Providers' Activities



Providers overwhelmingly described themselves gaining more knowledge across every content category (see [Figure 6](#)). Nearly all (97%) noted increased knowledge about child growth and development, social and emotional development, and developmentally appropriate practices.

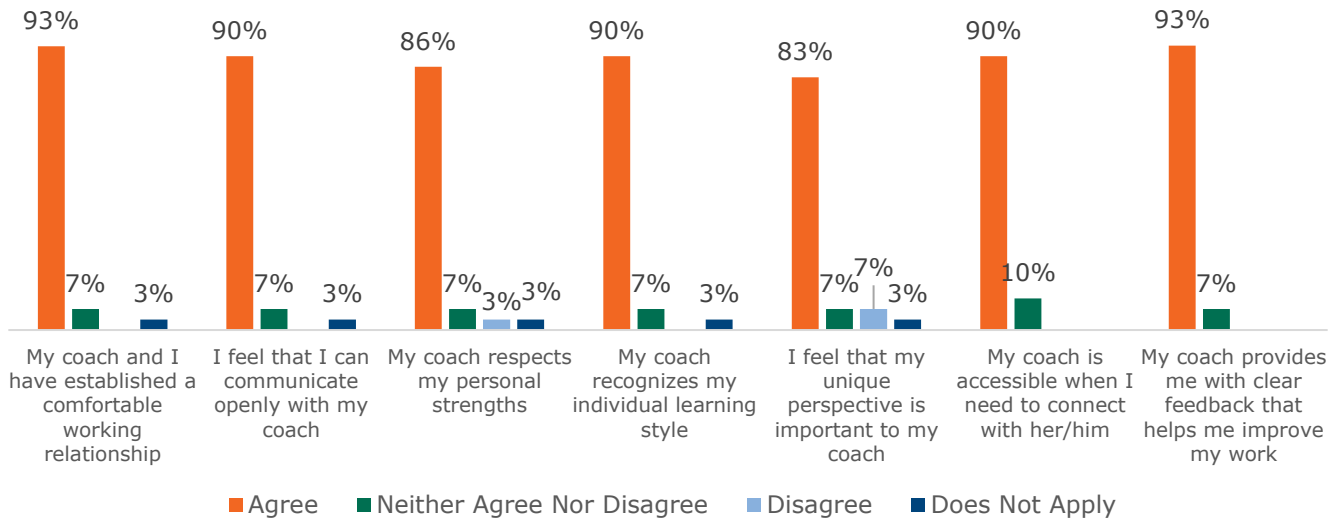
Figure 6. Changes in Provider Knowledge



Relationship with Coaches

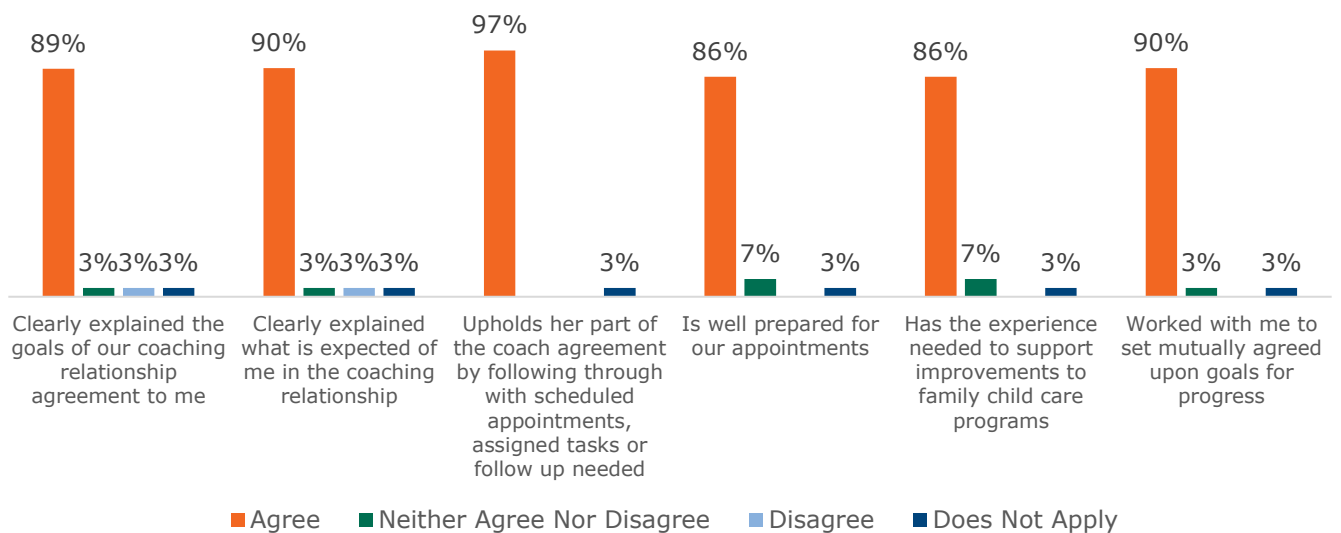
Providers reported satisfaction with their coaching relationship and communication. Providers reported high levels of satisfaction across all survey items about positive relationships and communication with coaches (see [Figure 7](#)). Most providers (93%) felt they had comfortable working relationships with coaches and that their coaches provided feedback to improve their work. Some providers reported lower levels of satisfaction on an item about their unique perspective being important to their coach.

Figure 7. Providers' Perceptions of Coaching Relationship and Communication



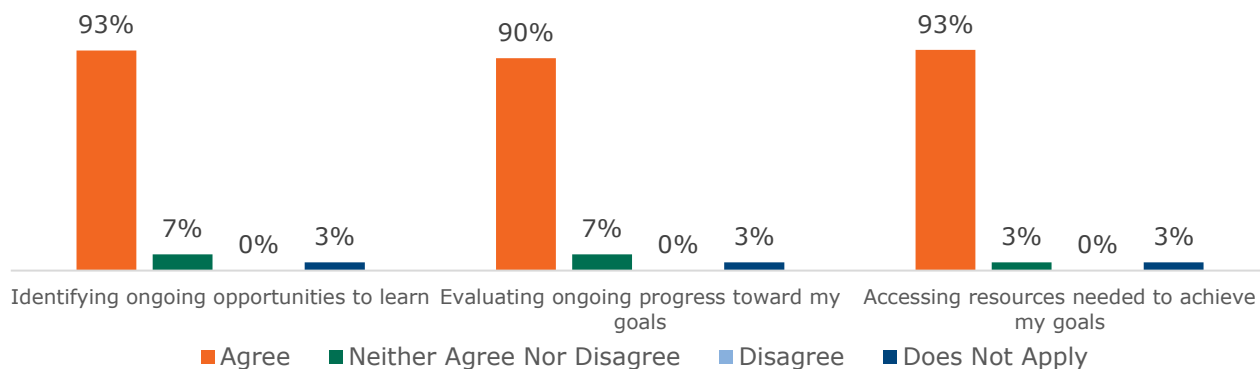
Similarly, [Figure 8](#) shows their level of agreement with statements related to coaching expectations. Nearly all (97%) providers reported that their coach follows through with scheduled appointments, assigned tasks, or other follow-up needs.

Figure 8. Providers' Perceptions of Coaching Expectations



As shown in [Figure 9](#), providers described being supported by coaches in the following ways: identifying ongoing opportunities to learn (93%), accessing resources needed to achieve goals (93%), and evaluating ongoing progress towards their goals (90%).

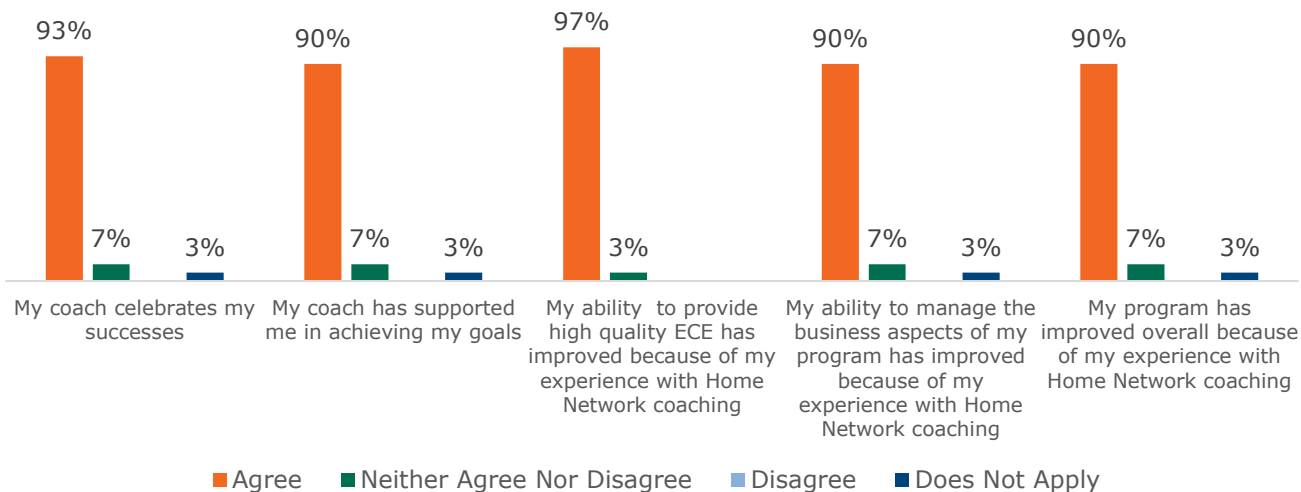
Figure 9. Support Received from Coaches



Ninety-seven percent of providers felt that their coach improved their ability to provide high-quality ECE, and 93 percent reported that their coach celebrated their successes (see [Figure 10](#)). Moreover, when asked how their coach had improved their quality, many (80%) providers described them as knowledgeable and found their advice and suggestions valuable. Providers also described how their coaches’ positive attitudes alleviated their fears and supported them in reaching their goals.

“My coach pushes me to do better and be better. I have a ton of support from the Home Network.... I know that it forces me to be the best I can be.”

Figure 10. Outcomes of Working with Coaches



Providers discussed how valuable the Home Network has been in developing their child care as a business and recommended that there be more such resources for family child cares across the country.

“I have been in the childcare business for over 32 years. Before the Home Network came in to my life, I was a licensed babysitter. In the last 5 years, I have evolved to a professional licensed childcare provider and preschool teacher. They made me believe in myself and my business has thrived.”

"I believe every state needs an organization like the Home Network to help providers attain the highest level of quality and understand they are business owners that are making a difference. All of which I have taken from my investment and involvement with the Home Network."

Summary of Provider Findings

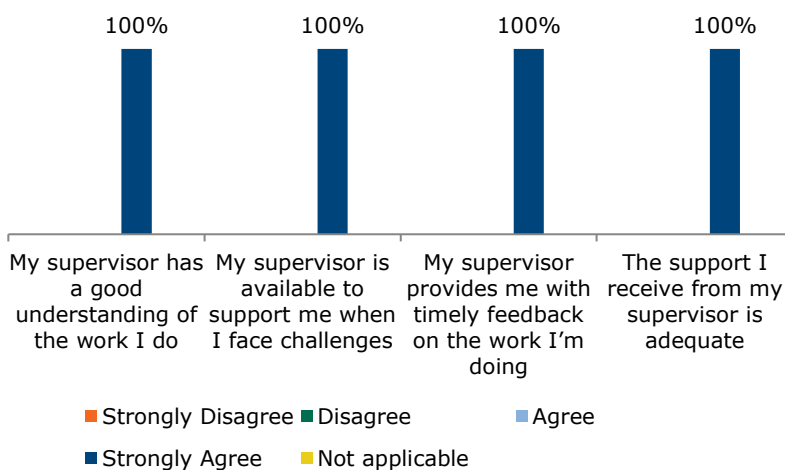
Coaches rated providers highest in safety and health-related items. No significant gains were observed, but coaches reported that they observed the most growth among providers in curriculum and assessment and screening processes areas over the course of the year. In addition, coaches rated providers as being actively engaged in change. Providers reported improving their practices and gaining knowledge as a result of their involvement in the Home Network. The most common changes in practice were accessing resources from the Home Network Materials Library, enhancing the learning environment, and improving the program curriculum. In addition, almost all providers reported gaining knowledge about child growth and development, social and emotional learning, and developmentally appropriate practices.

Providers have positive relationships with coaches. They reported feeling comfortable with coaches and value their clear feedback. The majority of providers viewed coaches as dependable and believed that their experience with the Home Network coaching has helped them provide high-quality ECE.

Coach Findings

Three coaches fully completed the coach feedback survey while one partially completed it. As described, three coaches worked solely with providers from their cohort (i.e. development, advanced, and progressive), while one coach works with all providers on their programs' business practices. Of the coaches who answered, two have a Bachelor's degree and majored or specialized in Early Childhood Education or Child Development. Three coaches noted that they have three to five years of experience coaching, consulting, or mentoring in the early childhood field. All coaches who responded also reported receiving training on the Home Network, Colorado Shines, and Practice Based Coaching Model, along with training on Colorado Department of Education Relationship-Based Professional Development, Early Childhood Coaching Courses at UC Denver, and various early childhood certificates and credentials (ECE Coaching Credential, Early Childhood Coaching Certificate, and Early Childhood Professional Credential).

Figure 11. Communication with Supervisor



As shown in **Figure 11**, coaches unanimously rated their communication with supervisor as high-quality. All coaches strongly agreed that their supervisor understands their work, is supportive when they face challenges, provides them with timely feedback, and receives adequate support.

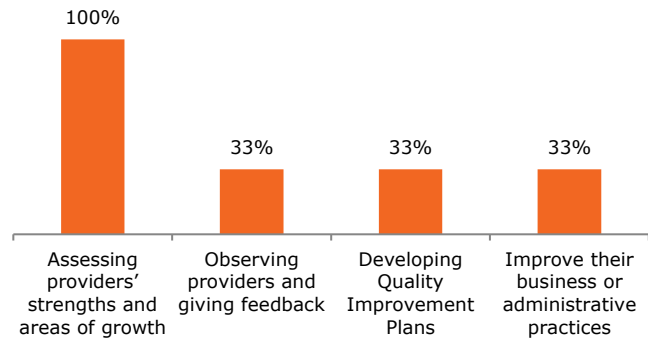
The frequency of communication with providers varied by cohort: twice or more per week (1), twice per month (1), and quarterly meetings (1). Coaches noted that each visit can last from one to two hours depending on the providers' needs.

The top three ways coaches spend time working with providers is face-to-face meetings (3), phone calls (2), and to prepare for calls or meetings (2).

Site Visit Logs

Coaches track their visits with providers using the Home Network’s site visit log. It includes information about activities completed and goals for their next visit. All coaches reported filling out site visit logs immediately onsite. When asked how effective the site visit log is at maintaining and achieving quality improvement goals, most coaches (2) saw it as very effective while one coach felt it was very ineffective. Coaches were also divided on the value of the site visit log in their work with providers. Two coaches saw it as very valuable, while the remainder rated it as being somewhat valuable. When asked how they measure a provider’s progress in achieving her goals, two coaches stated that they used the site visit log to track goals since their last meetings. Another coach stated that she measures provider progress based on their accomplishments on My Teaching Strategies Reliability and completed assessments.

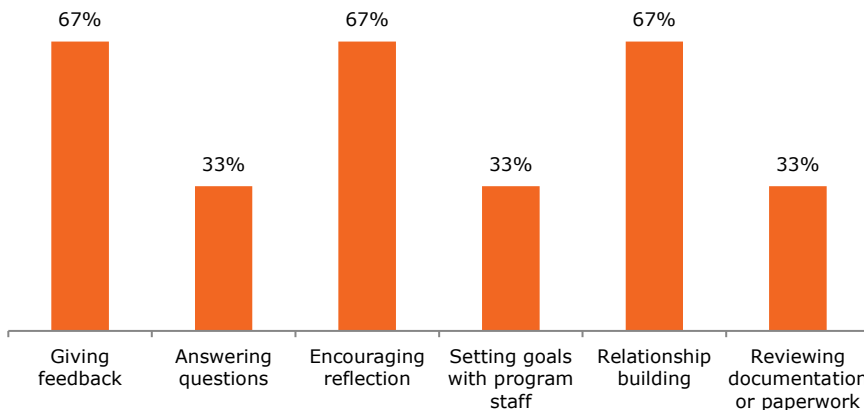
Figure 12. Top Three Activities Engaged with Providers



Working with Providers

Figure 12 shows the top three activities that coaches engage in with providers. All responding coaches noted that they assess providers’ strengths and areas of growth. Other activities included observing providers and giving feedback (1), developing quality improvement plans (1), and improving their business or administrative practices (1).

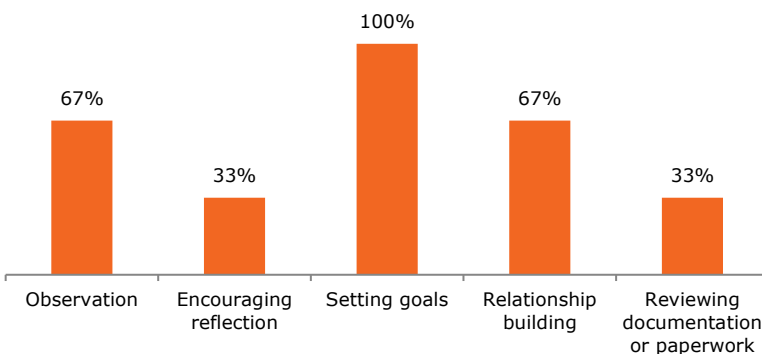
Figure 13. Most Common Strategies Used by Coaches



Coaches set priorities using a variety of tools, including the provider pre-assessment (1), Head Start performance standards (1), CDA requirements (1), Environment Rating Scale (ERS) or CLASS scores (1), or by developing or reviewing their quality improvement plan (1).

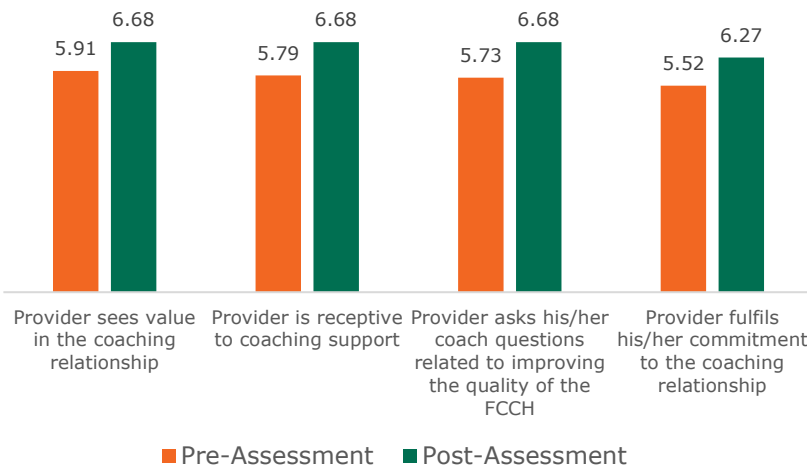
The most common strategies used by coaches were giving feedback (2), encouraging reflection (2), and relationship building (2) (see **Figure 13**). When asked what the most effective strategies were to support providers, all coaches selected setting goals, followed by completing observations (2) and relationship building (2) (see **Figure 14**).

Figure 14. Most Effective Strategies Used to Support Providers



Relationship with Providers

Figure 15. Provider – Coach Relationship



Data source: Provider pre- and post-assessments completed by coaches. Note: Items were rated on a seven-point scale (1-strongly disagree/no to 7-strongly agree/yes).

strength of the Home Network is the trusting relationships built between themselves and providers. They noted that these relationships helped them provide useful feedback to providers.

All coaches described reluctance to change as the greatest barrier in working with providers. One coach noted that, once a relationship is built, some fears about changing are alleviated. Coaches also noted that there must be a willingness to change and provider buy-in. They stated that providers benefit from regular check-ins and goal setting.

Figure 15 shows coaches' ratings of their relationship with providers in the pre- and post-assessment. Overall, coaches agreed that providers see value to the coaching relationship, are receptive to support, ask questions related to improving quality, and was committed to coaching (e.g., returns calls and attends meetings/appointments).

Coaches recognized that the greatest

The Home Network is a support system to providers who are often isolated. We provide current and relevant information that is important to the providers. As coaches, we take time to build relationships with the providers that allow for the attainment of goals and growth. I have heard from providers that without the Home Network they would have closed or given up, but the support and guidance we offered gave them the confidence and desire to continue and strive to be the best.

Summary of Coach Findings

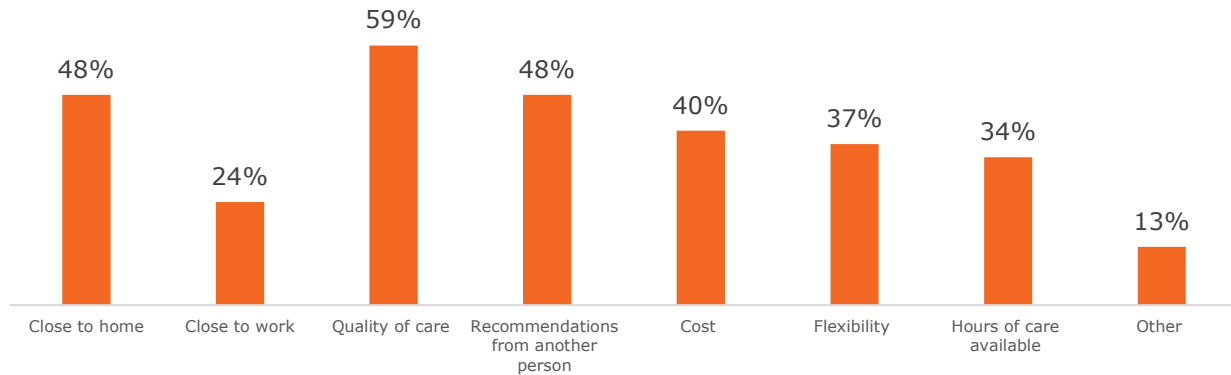
All coaches reported feeling understood and supported by their supervisor. Coaches commonly spend time assessing providers' strengths and areas for growth. They noted that setting goals is an effective strategy for supporting providers and rated their relationships with providers as getting stronger over time. Coaches described being trusted by providers as a knowledgeable source of information and acknowledged that the greatest strength of the Home Network is the positive relationships between coaches and providers.

Family Findings

Of the 120 families served by Home Network providers, 101 completed the family survey for a response rate of 84 percent. The average family size was four members, two of whom were children. Over one third (39%) of families had preschool-age children, followed by toddlers (27%), school-age (24%), and infants (10%). Families are predominantly white (50%), black (21%), or Hispanic (15%). The majority (61%) make \$50,000 or more per year while 39 percent make less than that. Fourteen percent make less than \$25,000 per year.

Many (61%) families had been with their current provider for over one year, and 35 percent for more than two years. Only 15 percent of families had been with their current provider for six months or less. As shown in **Figure 16**, the majority (59%) of families chose their provider because of the quality of care provided. The second most common reason was that the provider was close to their home (48%) and came recommended from another person (48%).

Figure 16. Reasons for Choosing Provider



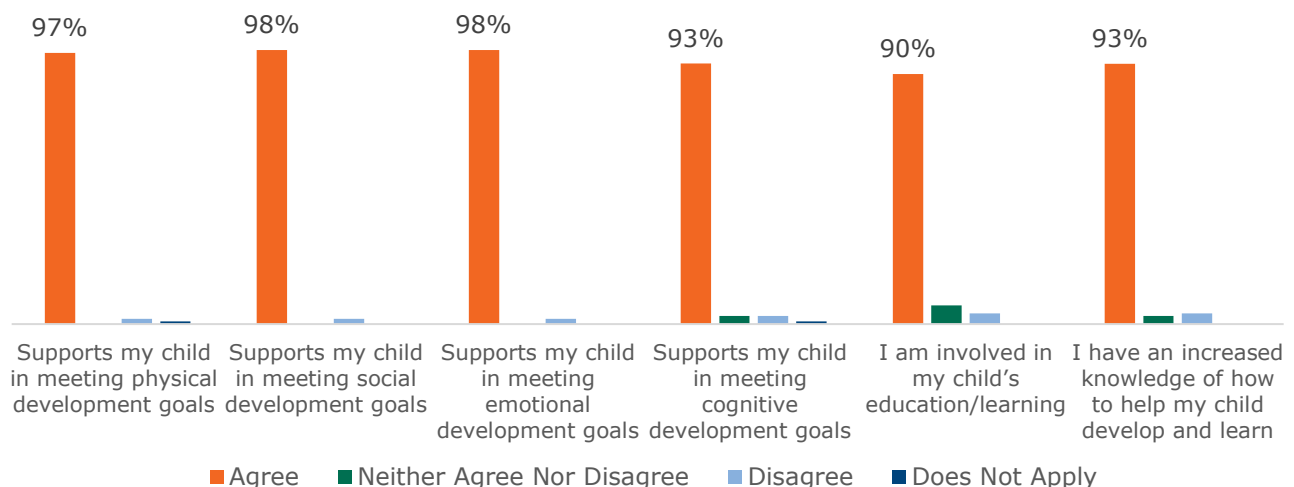
Families rated providers highly on their ability to provide opportunities for children to learn, grow, and develop. Nearly all families believed that the environment was set up well for children to learn (98%), and that children had the right materials and supplies (96%); nearly all were satisfied with the amount of learning activities (96%). However, in an open-ended question, some families wanted more academic activities like reading, practicing handwriting, and learning about shapes.

As shown in **Figure 17**, families also overwhelmingly agreed that their provider supported their child in meeting social development goals (98%), emotional development goals (98%), and physical development goals (97%).

Families' reported their perceptions about their communication and relationship with providers. Almost all families reported feeling comfortable communicating with providers (98%) and leaving their children with them each day (98%). They also felt confident that the provider would address any concerns (98%), and felt respected (98%). The majority (98%) believed that their child is happy at the provider's program. Fewer families reported receiving information from their provider about helping their child learn and develop.

Similarly, families rated provider's highly on many items related to nutrition, health, and safety. The majority (97%) viewed their providers as offering a safe and healthy space. Most families (97%) received information on children's

Figure 17. Families' Perceptions of Child's Learning, Growth, and Development



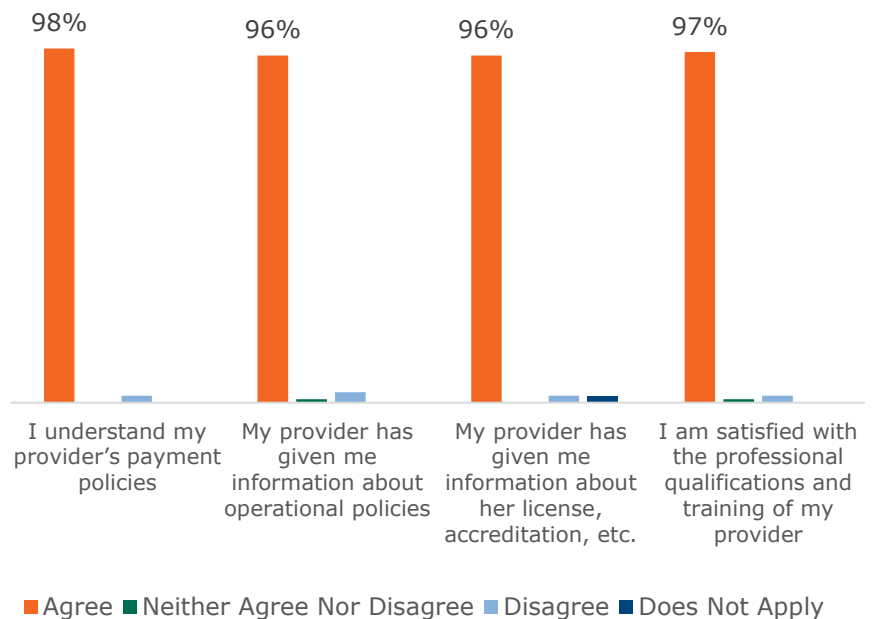
Insights from Open-Ended Questions

Over half (52%) of families reported that the trait they most appreciate about their provider is their caring, loving, and positive attitude and atmosphere of the program.

"She's like family. I know she genuinely cares about my child."

"She has become family us all. My daughter is very excited to go to daycare every day and is a more social and bright child because of [provider]."

Figure 18. Families' Perceptions of Provider Business Practices



health issues. Families who needed information on services offered to children with special needs, reported receiving it.

As shown in **Figure 18**, almost all families rated their providers' business practices highly. Families reported understanding payment policies (98%) and being satisfied with provider qualifications (97%).

Summary of Family Findings

The majority (59%) of families chose their provider because of its quality of care (i.e., QRIS rating). While most families felt satisfied with the provider's learning environment, fewer families were satisfied with the amount of time spent on reading. An open-ended question revealed that some families desire more academic activities like reading, handwriting, and shapes. Moreover, these families also desired more frequent updates on daily activities and their child's progress.

Most families perceived their relationship and communication with providers as positive. Families also viewed providers as offering a safe and healthy place for their children. Nearly all families reported that providers demonstrated strong business practices. Lastly, over half of families most valued their provider's caring and loving attitude toward their children.

Insights from Open-Ended Questions

When asked about ways for providers to improve the program, most (70%) families believed that providers needed no improvements.

Others wanted more academic activities—for example, spending more time reading, practicing handwriting, and shapes. Moreover, some families wanted more regular and consistent feedback about their child's day-to-day activities and progress.

Child Findings

To measure child outcomes, the providers participating in the progressive and advanced cohorts collected Teaching Strategies GOLD results at up to three timepoints per involvement level. As mentioned, this measure assesses children birth to kindergarten across six domains: social/emotional development, physical, gross, or fine motor skills, language, cognition, literacy, and mathematics to create an overall average of a child's development. Child Trends and the Home Network used these results to measure growth in child development. The results below represent a sub-set of children served by providers in the progressive and advanced involvement levels.

Sixteen pre-school aged children attending nine progressive provider sites with Early Head Start and Head Start partnerships were assessed in fall, winter, and spring. **Figure 19** shows growth from Fall 2017 to Spring 2018 in six major domains. The overall percentage of children meeting or exceeding expectations overall increased from 67 percent in Fall 2017 to 89 percent in Spring 2018. While all other domains showed fall to springs gains, no growth was observed in Mathematics (75%).

Figure 19. Percentage of Children Meeting or Exceeding Expectations across TS GOLD Domains, Progressive Cohort Sites

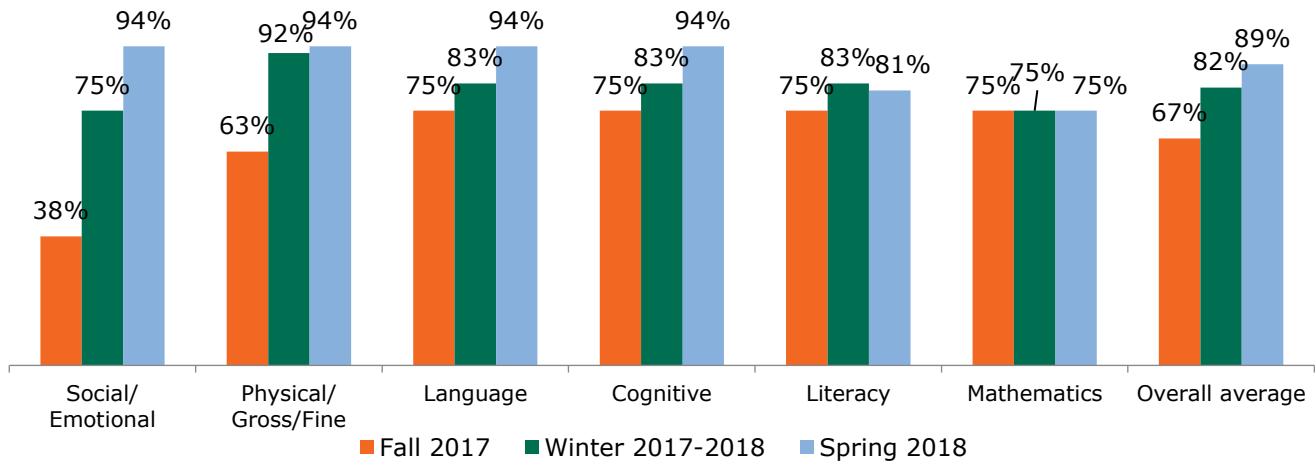
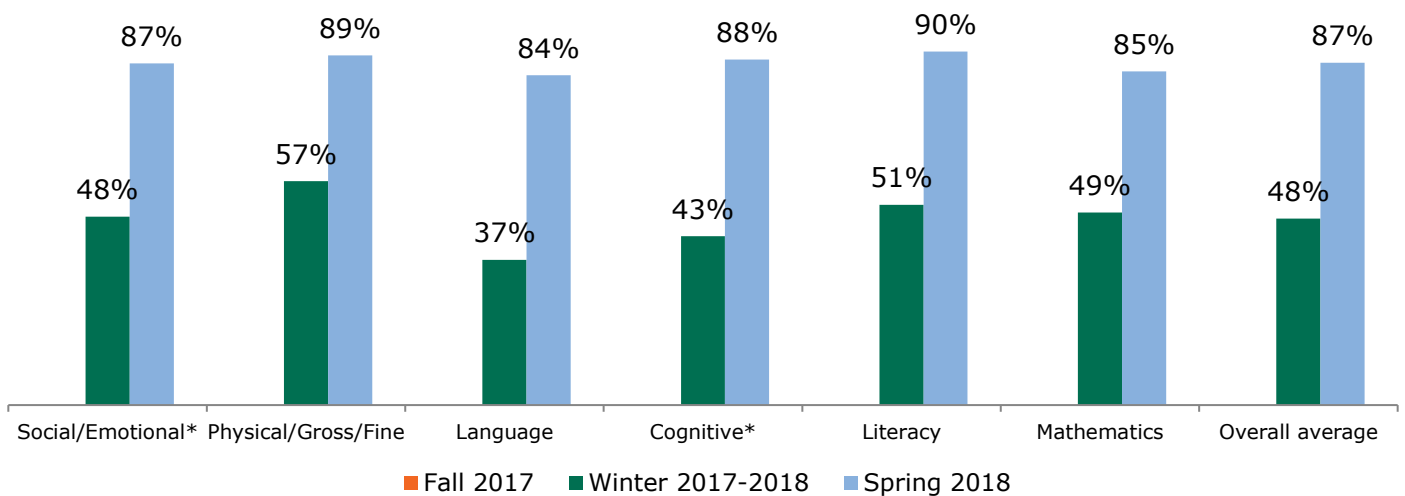


Figure 20 represents 46 children preschool and Pre-K students attending 12 provider sites working in the advanced cohort. Providers in this group became reliable using Teaching Strategies GOLD in Winter 2017 so no fall data are available. The overall percentage of children meeting or exceeding expectations increased from 48% in winter to 87% in spring. The number of children meeting or exceeding expectations in the social/emotional and cognitive development domains significant increased from winter to spring (p -value = 0.04 and 0.05, respectively).

Figure 20. Percentage of Children Meeting or Exceeding Expectations across TS GOLD Domains, Advanced Cohort Sites



(*) indicates differences are statistically significant to at least $p < 0.05$.

Summary of Child Findings

Children in both involvement levels (progressive and advanced) displayed growth; however, the number of children meeting or exceeding significantly increased in the social/emotional and cognitive domains for children served by advanced providers.

Discussion of Findings

Across instrument tools and cohorts, the following conclusions can be made:

Coaches rated providers as improving across all practices in the pre- and post-assessments. Coaches perceived the most provider growth in assessment and screening processes and curriculum. Similarly, the majority of providers saw themselves as gaining knowledge in child growth and development, social and emotional development, and developmentally appropriate practices.

Both coaches and providers recognize that changes have been made to providers' practices. Coaches scored providers as being in the action stage of change, meaning that providers across involvement levels demonstrate active engagement in changing and improving their practices. Many providers reported improving their environment to enhance learning and improving their program's curriculum.

Coaches and providers felt positively about their working relationship. Providers rated coaches' abilities to communicate and support their work highly and reported that their clear feedback and dependable follow-up improves their work. Similarly, coaches acknowledged that providers value their relationship and are receptive to their feedback. Coaches viewed their positive relationship with providers as a way to mitigate a provider's unwillingness or fear of changing.

Coaches reported high levels of satisfaction with their supervisor and work as part of the Home Network. Coaches reported feeling understood and supported by their supervisor and recognized the impact made by the Home Network. They described the greatest strength of the Home Network is their ability to build positive relationships with providers.

Providers have more confidence in their business practices. Across involvement levels, many providers reported improvements to the documentation of business practices and policies, their ability to manage their business, and sustain it over time. Similarly, families reported positively about their providers' business practices. Almost all families reported understanding their providers' payment policies and receiving information about operational policies.

Families rated providers highly across all practices. Many families felt that the provider supports their child's physical, social, emotional, and cognitive goals. Some families desired more structured academic time spent on reading, handwriting, or shapes. They expressed satisfaction with their relationship and communication with providers, stating that they most value their provider's loving and caring attitude towards their children.

In the advanced cohort, the number of children meeting or exceeding expectations in social/emotional and cognitive domains of the Teaching Strategies GOLD significantly increased from winter to spring. From pre- to post-test, children in both involvement levels improved. Children served by providers in the Advanced involvement level displayed greater levels of growth than those in the Progressive level. Results in the progressive cohort were not tested for significant differences.

Overall, coaches reported improvements in provider quality overtime and across involvement levels. Providers attributed their growth and ability to provide high quality care to the Home Network. Providers also described feeling more confident in their business practices and started seeing themselves as professionals. Families expressed high levels of satisfaction with providers' practices but some expressed wanting more academic time. Across all three respondent types, they valued their positive relationships with each other. Most coaches believed the greatest strength of the Home Network is positive working relationship between themselves and providers and saw this as a method to overcome a providers' reluctance to change.

Taken together, the results and findings from years one and two of this study will be used to provide recommendations to the Home Network in the 2018–19 report.

Appendix A. Provider Survey Items by Involvement Level

Changes in Program Activity Items

Table 2

	I have accessed Curriculum Resources (i.e., Storybook Journey Kits, Macmillan Kits) from the Home Network.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	2 25.00%	3 37.50%	1 12.50%	8 27.60%
Advanced	1 7.10%	0 0.00%	3 21.40%	1 7.10%	7 50.00%	2 14.30%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	1	0	5	3	17	3	29
Column Total %	3.40%	0.00%	17.20%	10.30%	58.60%	10.30%	100.00%

Table 3

	I have accessed resources (e.g., furniture or other supplies) from the Home Network Materials Library.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	0 0.00%	3 37.50%	5 62.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	1 7.10%	0 0.00%	12 85.70%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	1	3	24	1	29
Column Total %	0.00%	0.00%	3.40%	10.30%	82.80%	3.40%	100.00%

Table 4

	I have made improvements to my child care environment to enhance learning.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	0 0.00%	7 87.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	1 7.10%	0 0.00%	12 85.70%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	0	26	1	29
Column Total %	0.00%	0.00%	6.90%	0.00%	89.70%	3.40%	100.00%

Table 5

	I have made improvements to my program curriculum.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	6 75.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	1 7.10%	4 28.60%	8 57.10%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	5	21	1	29
Column Total %	0.00%	0.00%	6.90%	17.20%	72.40%	3.40%	100.00%

Table 6

	Parent involvement in my program has increased.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	3 37.50%	4 50.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	4 28.60%	4 28.60%	6 42.90%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	5	8	16	0	29
Column Total %	0.00%	0.00%	17.20%	27.60%	55.20%	0.00%	100.00%

Table 7

	I have established formal documentation of my business practices and policies. (Please select "does not apply" if you had already established this before becoming involved in the Home Network).						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	0 0.00%	3 37.50%	2 25.00%	3 37.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	8 57.10%	3 21.40%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	5 71.40%	1 14.30%	7 24.10%
Column Total	0	0	0	7	15	7	29
Column Total %	0.00%	0.00%	0.00%	24.10%	51.70%	24.10%	100.00%

Table 8

	I have improved previously established documentation of my business practices and policies. (e.g., contracts for parents or employees, etc).						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	1 12.50%	1 12.50%	0 0.00%	6 75.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	9 64.30%	3 21.40%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	1	1	2	22	3	29
Column Total %	0.00%	3.40%	3.40%	6.90%	75.90%	10.30%	100.00%

Table 9

	I am better equipped to manage the general business aspects of my program.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	0 0.00%	2 25.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	2 14.30%	1 7.10%	10 71.40%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	2	4	21	2	29
Column Total %	0.00%	0.00%	6.90%	13.80%	72.40%	6.90%	100.00%

Table 10

	I am more optimistic about my ability to sustain my business over time.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	4 50.00%	2 25.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	10 71.40%	2 14.30%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	1	4	20	4	29
Column Total %	0.00%	0.00%	3.40%	13.80%	69.00%	13.80%	100.00%

Changes in Knowledge Items

Table 11

	My knowledge of how to maintain a Healthy and Safe Environment in my program increased.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	6 75.00%	0 0.00%	8 28.60%
Advanced	0 0.00%	0 0.00%	1 7.10%	2 14.30%	10 71.40%	1 7.10%	14 50.00%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 16.70%	5 83.30%	0 0.00%	6 21.40%
Column Total	0	0	2	4	21	1	28
Column Total %	0.00%	0.00%	7.10%	14.30%	75.00%	3.60%	100.00%

Table 12

	My knowledge of Child Growth and Development has increased.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	6 75.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	11 78.60%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	1	5	23	0	29
Column Total %	0.00%	0.00%	3.40%	17.20%	79.30%	0.00%	100.00%

Table 13

	My knowledge of Child Social and Emotional Development has increased.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	Row Total
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	6 75.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	12 85.70%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	1	4	24	0	29
Column Total %	0.00%	0.00%	3.40%	13.80%	82.80%	0.00%	100.00%

Table 14

	My knowledge of Developmentally Appropriate Practices for the children I serve has increased.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	Row Total
Development	0 0.00%	0 0.00%	1 12.50%	2 25.00%	5 62.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	4 28.60%	10 71.40%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	1	7	21	0	29
Column Total %	0.00%	0.00%	3.40%	24.10%	72.40%	0.00%	100.00%

Table 15

	My knowledge of using Positive Guidance Strategies with young children has increased.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	Row Total
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	6 75.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	11 78.60%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	2	4	23	0	29
Column Total %	0.00%	0.00%	6.90%	13.80%	79.30%	0.00%	100.00%

Table 16

	My knowledge of Family Relationships within my program has increased.						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	Row Total
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	6 75.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	10 71.40%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	2 28.60%	5 71.40%	0 0.00%	7 24.10%
Column Total	0	0	1	6	21	1	29
Column Total %	0.00%	0.00%	3.40%	20.70%	72.40%	3.40%	100.00%

Table 17

	My knowledge of Cultural and Individual Diversity has increased.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	2 25.00%	5 62.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	10 71.40%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	1	6	21	1	29
Column Total %	0.00%	0.00%	3.40%	20.70%	72.40%	3.40%	100.00%

Table 18

	My knowledge of Professionalism has increased.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	0 0.00%	7 87.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	11 78.60%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	2 28.60%	5 71.40%	0 0.00%	7 24.10%
Column Total	0	0	1	4	23	1	29
Column Total %	0.00%	0.00%	3.40%	13.80%	79.30%	3.40%	100.00%

Table 19

	I have learned about specific ways to improve my business policies and practices.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	0 0.00%	2 25.00%	4 50.00%	2 25.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	1 7.10%	13 92.90%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	0	4	23	2	29
Column Total %	0.00%	0.00%	0.00%	13.80%	79.30%	6.90%	100.00%

Table 20

	I have learned about specific ways to arrange my child care environment so that it enhances learning.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	2 25.00%	3 37.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	10 71.40%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	2 28.60%	5 71.40%	0 0.00%	7 24.10%
Column Total	0	0	2	7	18	2	29
Column Total %	0.00%	0.00%	6.90%	24.10%	62.10%	6.90%	100.00%

Table 21

	I have learned about specific ways to improve my program curriculum.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	4 50.00%	3 37.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	11 78.60%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	3 42.90%	4 57.10%	0 0.00%	7 24.10%
Column Total	0	0	1	9	18	1	29
Column Total %	0.00%	0.00%	3.45%	31.03%	62.07%	3.45%	100.00%

Table 22

	I have learned about specific ways to enhance parental involvement in my program.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	2 25.00%	5 62.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	1 7.10%	4 28.60%	8 57.10%	1 7.10%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	2 28.60%	5 71.40%	0 0.00%	7 24.10%
Column Total	0	0	2	8	18	1	29
Column Total %	0.00%	0.00%	6.90%	27.60%	62.10%	3.40%	100.00%

Changes in Coach Relationship and Communication Items

Table 23

	My coach and I have established a comfortable working relationship.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	1 7.10%	13 92.90%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	1	25	1	29
Column Total %	0.00%	0.00%	6.90%	3.40%	86.20%	3.40%	100.00%

Table 24

	I feel that I can communicate openly with my coach.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	1 7.10%	13 92.90%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	1	25	1	29
Column Total %	0.00%	0.00%	6.90%	3.40%	86.20%	3.40%	100.00%

Table 25

	My coach respects my personal strengths.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	1 7.10%	13 92.90%	0 0.00%	14 48.30%
Progressive	0 0.00%	1 14.30%	0 0.00%	0 0.00%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	1	2	1	24	1	29
Column Total %	0.00%	3.40%	6.90%	3.40%	82.80%	3.40%	100.00%

Table 26

	My coach recognizes my individual learning style.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	1 12.50%	4 50.00%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	12 85.70%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	3	23	1	29
Column Total %	0.00%	0.00%	6.90%	10.30%	79.30%	3.40%	100.00%

Table 27

	I feel that my unique perspective is important to my coach.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	1 12.50%	2 25.00%	0 0.00%	4 50.00%	1 12.50%	8 27.60%
Advanced	0 0.00%	1 7.10%	0 0.00%	3 21.40%	10 71.40%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	2	2	3	21	1	29
Column Total %	0.00%	6.90%	6.90%	10.30%	72.40%	3.40%	100.00%

Table 28

	My coach is accessible when I need to connect with her/him.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	3 37.50%	4 50.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	2 14.30%	2 14.30%	10 71.40%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	3	6	20	0	29
Column Total %	0.00%	0.00%	10.30%	20.70%	69.00%	0.00%	100.00%

Table 29

	My coach provides me with clear feedback that helps me improve my work.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	2 25.00%	4 50.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	4 28.60%	10 71.40%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	6	21	0	29
Column Total %	0.00%	0.00%	6.90%	20.70%	72.40%	0.00%	100.00%

Changes in Coach Agreement and Expectations

Table 30

	My coach provides me with clear feedback that helps me improve my work.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	2 25.00%	4 50.00%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	4 28.60%	10 71.40%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	6	21	0	29
Column Total %	0.00%	0.00%	6.90%	20.70%	72.40%	0.00%	100.00%

Table 31

	My coach has clearly explained what is expected of me in the coaching relationship (e.g., scheduled appointments, assigned tasks or follow-up needed, etc.).						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	1 12.50%	1 12.50%	2 25.00%	3 37.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	4 28.60%	10 71.40%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	1	1	6	20	1	29
Column Total %	0.00%	3.40%	3.40%	20.70%	69.00%	3.40%	100.00%

Table 32

	My coach upholds his/her part of the coach agreement by following through with scheduled appointments, assigned tasks or follow up needed, etc.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	0 0.00%	3 37.50%	4 50.00%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	11 78.60%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	0	6	22	1	29
Column Total %	0.00%	0.00%	0.00%	20.70%	75.90%	3.40%	100.00%

Table 33

	My coach is well prepared for our appointments.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 28.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	5 38.50%	8 61.50%	0 0.00%	13 46.40%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 25.00%
Column Total	0	0	2	5	20	1	28
Column Total %	0.00%	0.00%	7.10%	17.90%	71.40%	3.60%	100.00%

Table 34

	My coach has the experience needed to support improvements to family child care programs.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 28.60%	0 0.00%	4 57.10%	1 14.30%	7 25.00%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	11 78.60%	0 0.00%	14 50.00%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 25.00%
Column Total	0	0	2	3	22	1	28
Column Total %	0.00%	0.00%	7.10%	10.70%	78.60%	3.60%	100.00%

Table 35

	My coach has worked with me to set mutually agreed upon goals for progress.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 14.30%	1 14.30%	4 57.10%	1 14.30%	7 25.00%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	12 85.70%	0 0.00%	14 50.00%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 25.00%
Column Total	0	0	1	3	23	1	28
Column Total %	0.00%	0.00%	3.60%	10.70%	82.10%	3.60%	100.00%

Changes in Coaching Process Items

Table 36

	Identifying ongoing opportunities to learn						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	12 85.70%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	2	3	23	1	29
Column Total %	0.00%	0.00%	6.90%	10.30%	79.30%	3.40%	100.00%

Table 37

	Evaluating ongoing progress toward my goals						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	1 7.10%	13 92.90%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	2	2	24	1	29
Column Total %	0.00%	0.00%	6.90%	6.90%	82.80%	3.40%	100.00%

Table 38

	Accessing resources needed to achieve my goals						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	4 28.60%	10 71.40%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	2 28.60%	5 71.40%	0 0.00%	7 24.10%
Column Total	0	0	1	7	20	1	29
Column Total %	0.00%	0.00%	3.40%	24.10%	69.00%	3.40%	100.00%

Outcomes

Table 39

	My coach celebrates my successes.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	3 21.40%	11 78.60%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	2	3	23	1	29
Column Total %	0.00%	0.00%	6.90%	10.30%	79.30%	3.40%	100.00%

Table 40

	My coach has supported me in achieving my goals.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	5 35.70%	9 64.30%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	2	6	20	1	29
Column Total %	0.00%	0.00%	6.90%	20.70%	69.00%	3.40%	100.00%

Table 41

	My ability to provide high quality ECE has improved because of my experience with Home Network coaching.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	2 25.00%	5 62.50%	0 0.00%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	5 35.70%	9 64.30%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100.00%	0 0.00%	7 24.10%
Column Total	0	0	1	7	21	0	29
Column Total %	0.00%	0.00%	3.40%	24.10%	72.40%	0.00%	100.00%

Table 42

	My ability to manage the business aspects of my program has improved because of my experience with Home Network coaching.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	1 12.50%	1 12.50%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	1 7.10%	4 28.60%	9 64.30%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	2	6	20	1	29
Column Total %	0.00%	0.00%	6.90%	20.70%	69.00%	3.40%	100.00%

Table 43

	My program has improved overall because of my experience with Home Network coaching.						Row Total
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Does Not Apply	
Development	0 0.00%	0 0.00%	2 25.00%	0 0.00%	5 62.50%	1 12.50%	8 27.60%
Advanced	0 0.00%	0 0.00%	0 0.00%	2 14.30%	12 85.70%	0 0.00%	14 48.30%
Progressive	0 0.00%	0 0.00%	0 0.00%	1 14.30%	6 85.70%	0 0.00%	7 24.10%
Column Total	0	0	2	3	23	1	29
Column Total %	0.00%	0.00%	6.90%	10.30%	79.30%	3.40%	100.00%

Appendix B. Pre- and Post-Assessment Growth by Practice

Figure 21. Mean Safety Pre-/Post-Assessment Rating

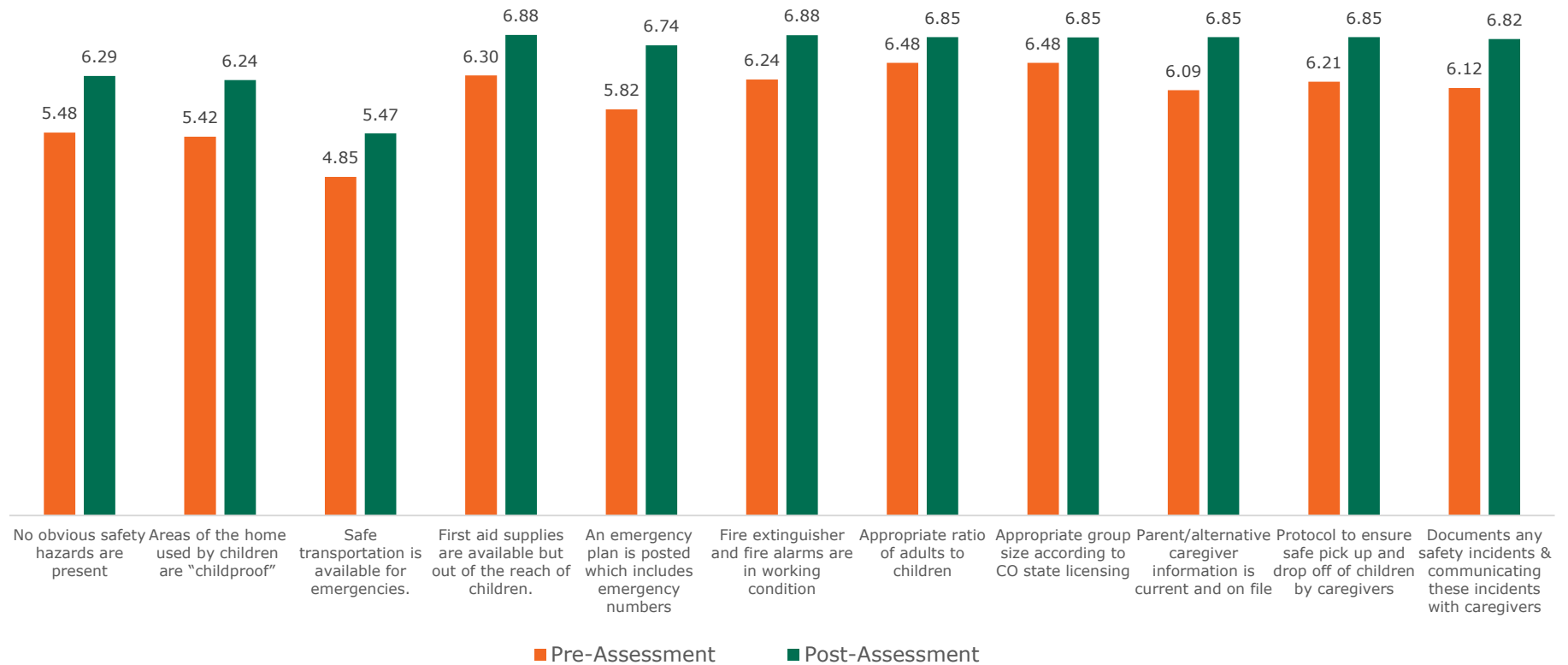


Figure 22. Mean Health Pre-/Post-Assessment Rating

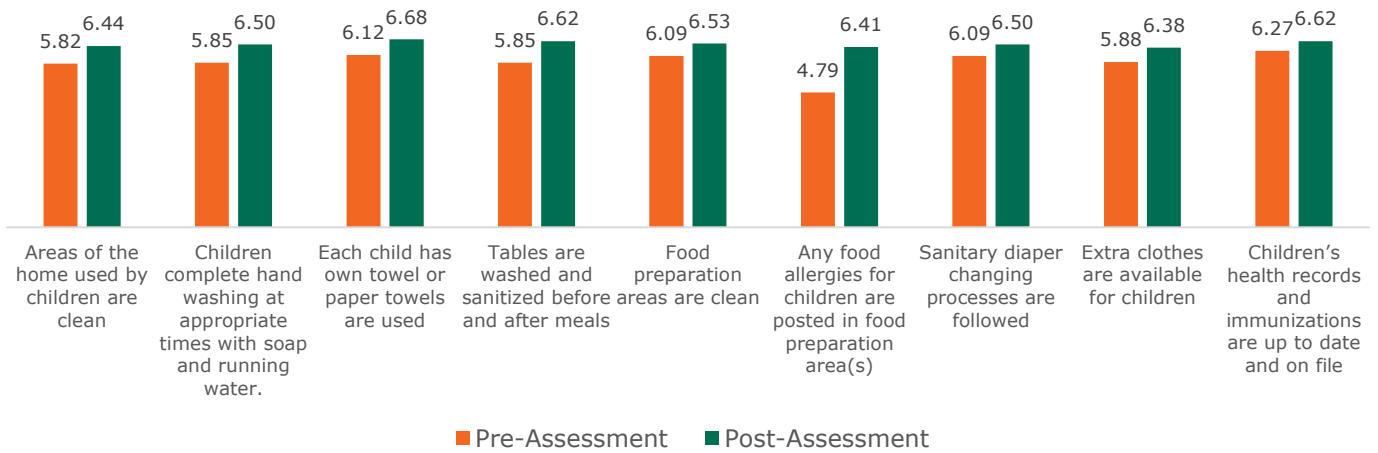


Figure 23. Mean Environment Pre-/Post-Assessment Rating

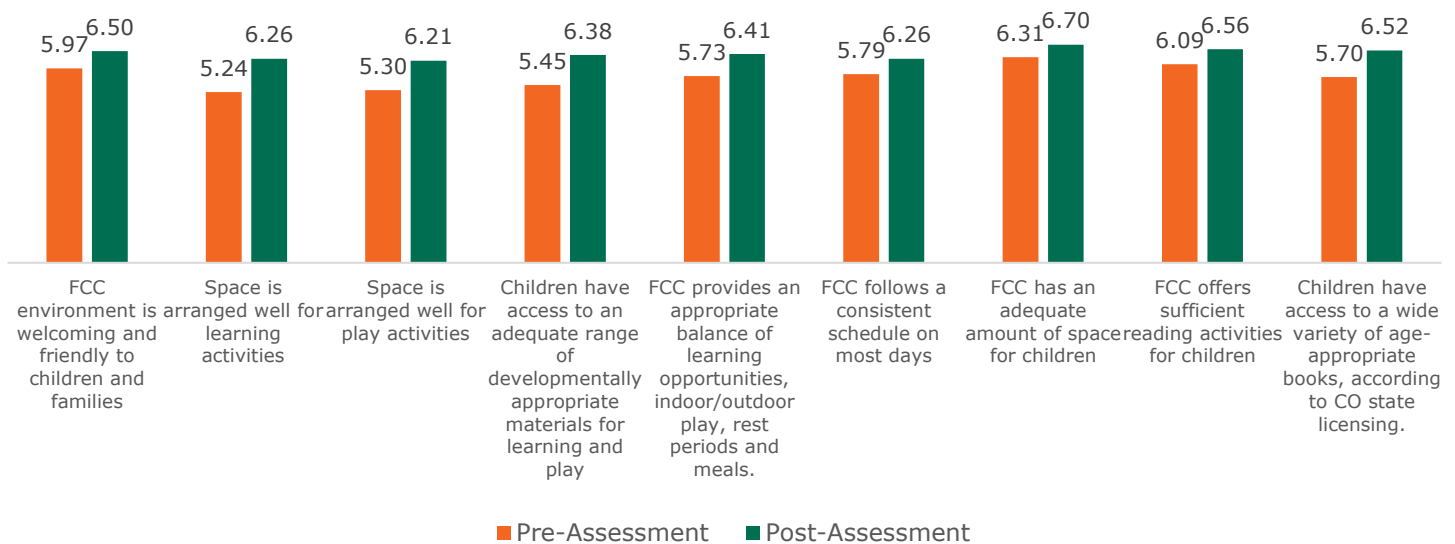


Figure 24. Mean Curriculum Pre-/Post-Assessment Rating

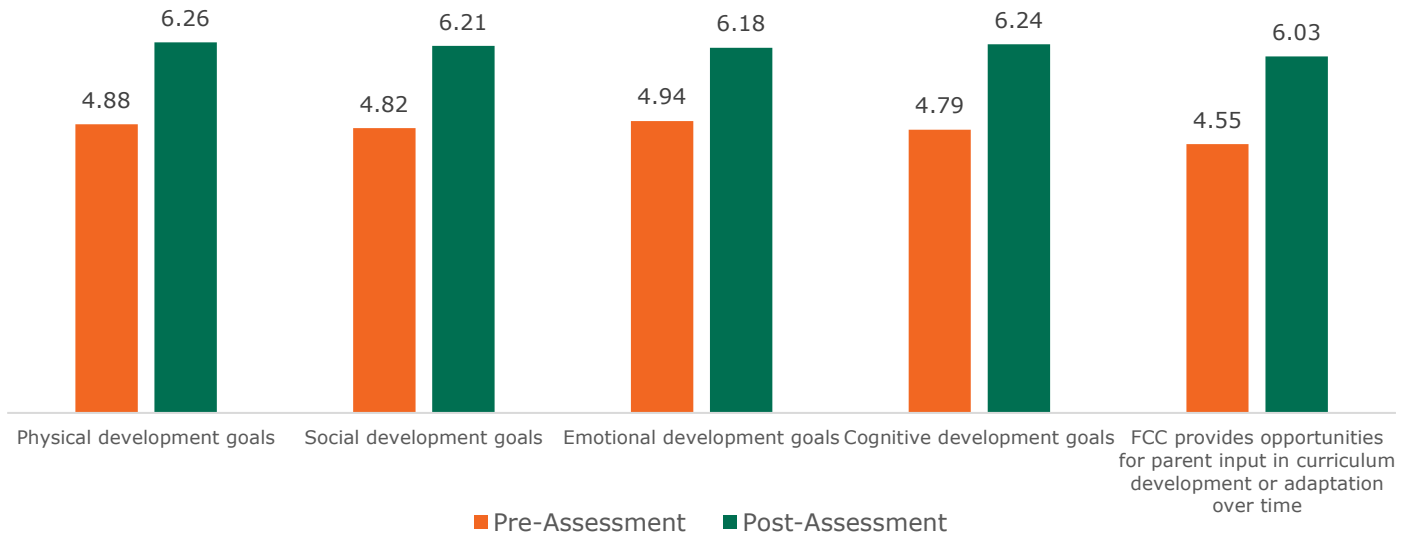


Figure 25. Mean Assessment and Screen Processes Pre-/Post-Assessment Rating

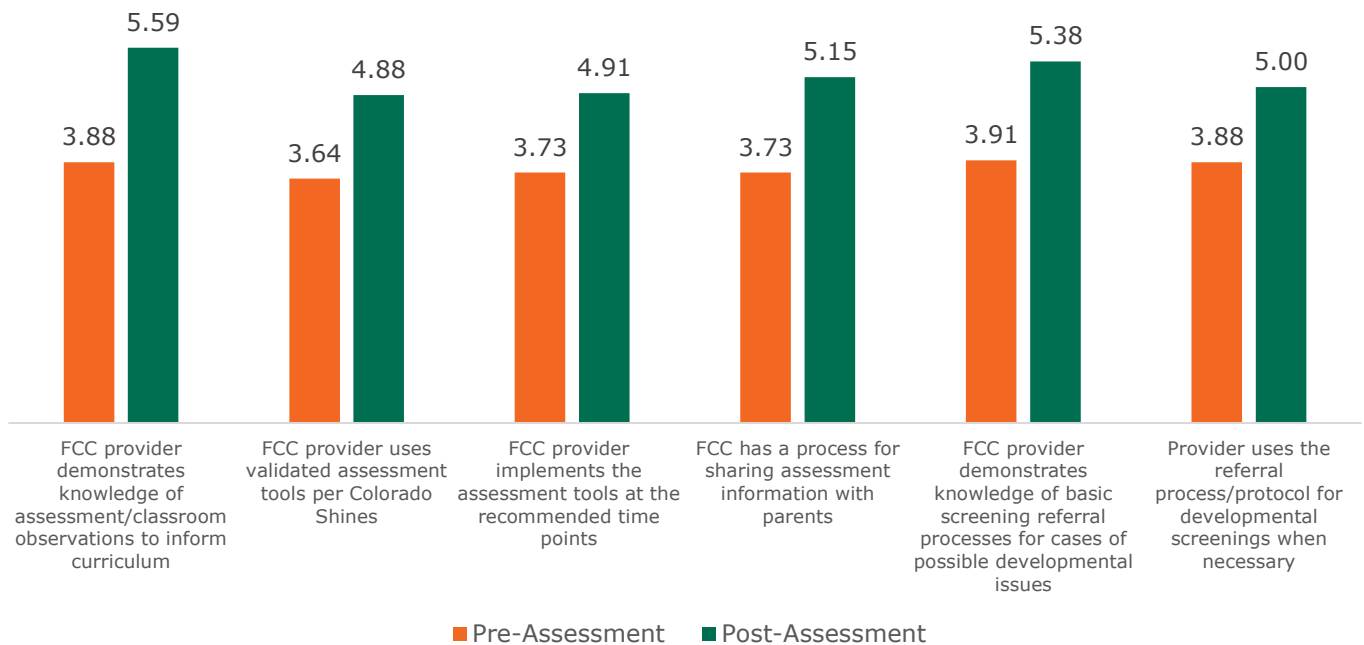


Figure 26. Mean Provider Qualifications Pre-/Post-Assessment Rating

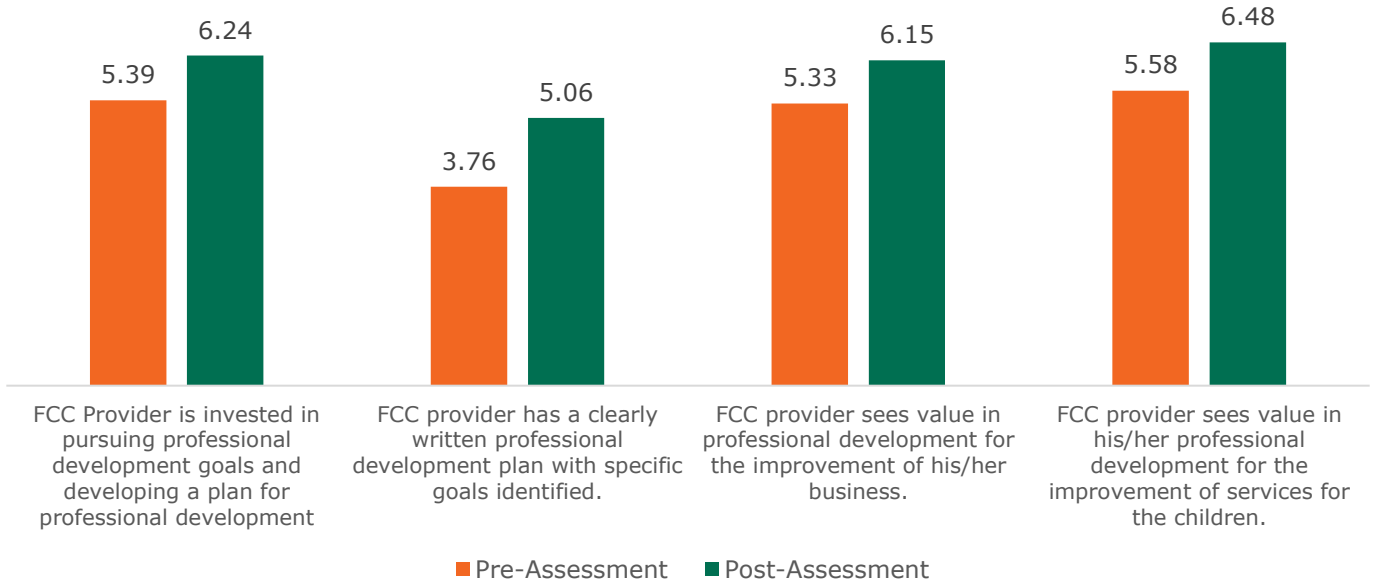


Figure 27. Mean Business Practices Pre-/Post-Assessment Rating

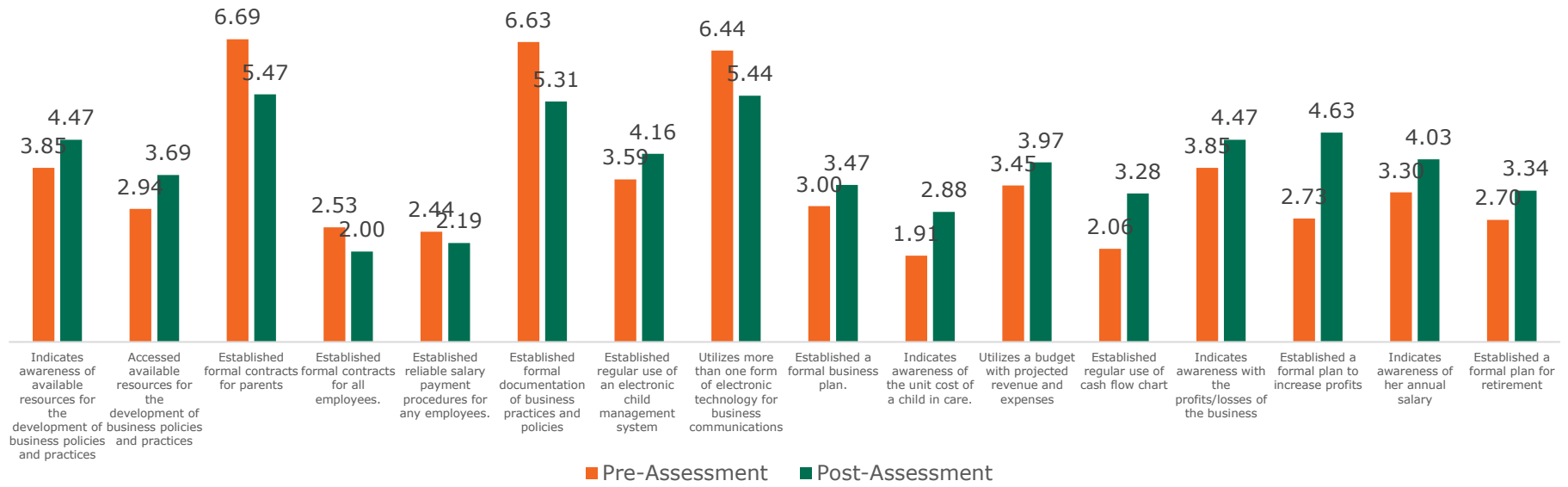


Figure 28. Mean Family Partnerships Pre-/Post-Assessment Rating

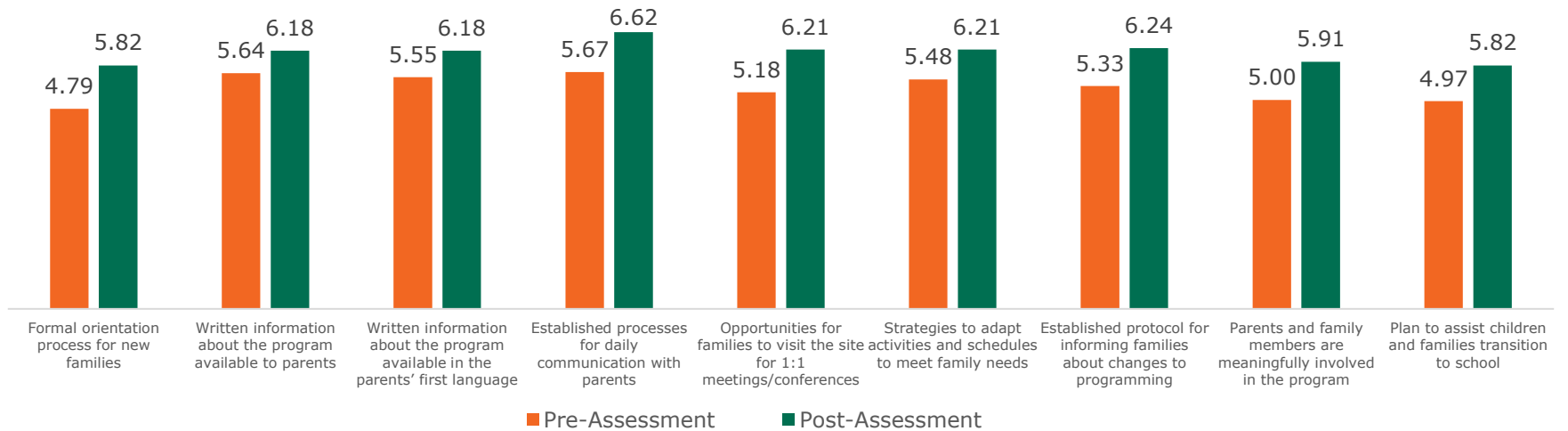


Figure 29. Mean Connection to Community Pre-/Post-Assessment Rating

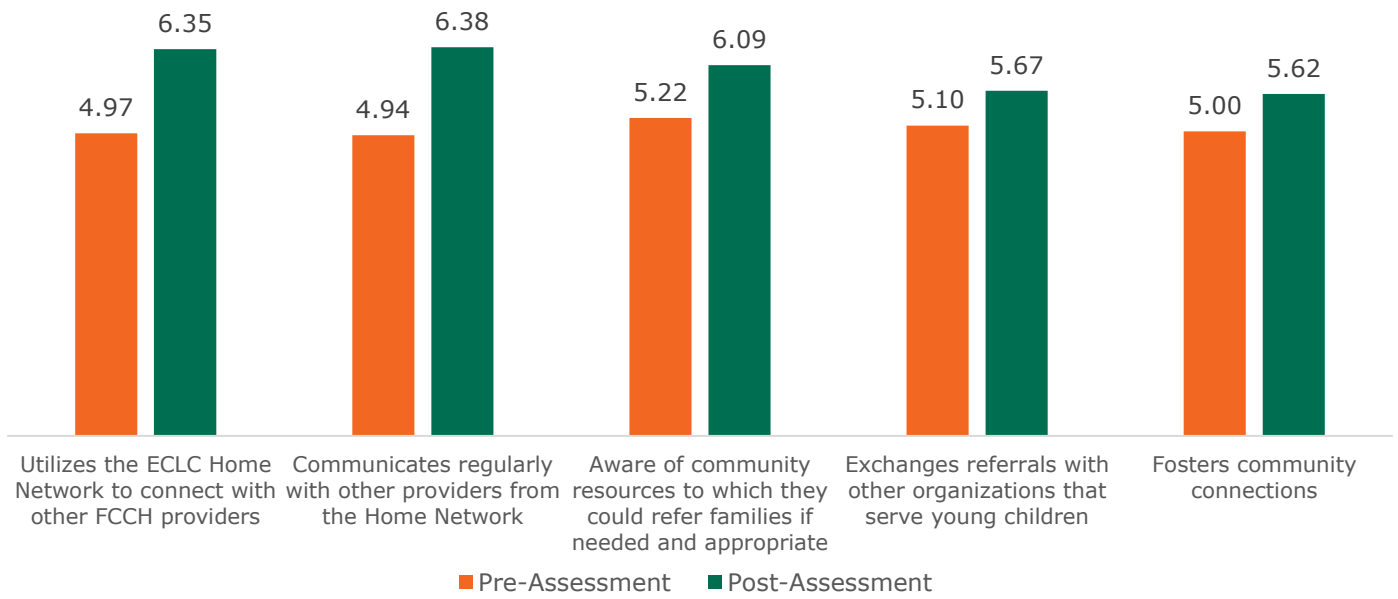
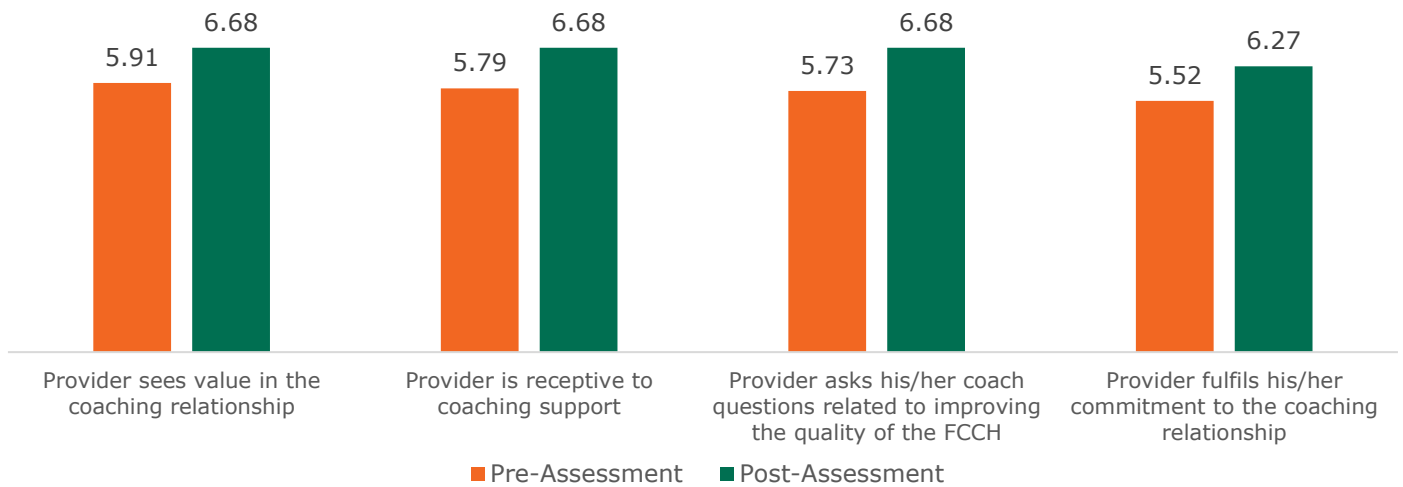


Figure 30. Mean Coaching Relationship Pre-/Post-Assessment Rating



References

- ⁱ Peterson, S.M., Baker, A., & Weber, M (2010). *Stage of Change Scale for Early Education and Care 2.0 Professional Manual*. Children's Institute. Rochester, NY.