



July 28, 2011

Harold F. Mayer
President
Oscar G. and Elsa S. Mayer Family Foundation
One South Pinckney St., #920
Madison, WI 53703

Dear Mr. Mayer,

Enclosed please find Invest in Kids' interim report for the \$50,000 grant we received from the Oscar G. and Elsa S. Mayer Family Foundation in January of this year. We greatly appreciate this ongoing partnership with the Foundation, which supports our work to improve the health and well-being of Colorado's most vulnerable children in communities across the state. As always, we are inspired by the Foundation's commitment to communities and working to fulfill our collective potential.

Please call me if you have any questions or if you require any additional information. I can be reached at 303-839-1808 ex. 103 or lmerlino@iik.org.

Sincerely,

Lisa Merlino
Executive Director

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OSCAR G. & ELSA S.MAYER FAMILY FOUNDATION

GRANT INTERIM REPORT

**PLEASE E-MAIL YOUR REPORT AND ANY APPLICABLE ATTACHMENTS
IN PDF FORMAT TO MFNDN@AOL.COM BY JULY 31, 2011**

Please provide a narrative report no more than 2 pages in length addressing the items below:

1. Refer back to the table completed in your Request for Proposal (Section IV, Outcomes and Evaluation) and provide a brief summary on the overall progress for the project and each major outcome listed in the table.

Invest in Kids has made excellent progress towards our proposed outcomes for the 2010-2011 academic year. Over 6,000 students and 500 parents completed the Incredible Years program this year. Participant pre- and post-tests were submitted to OMNI Institute for analysis in June and our evaluation results will be available August 31, 2011. We will send the Foundation a final evaluation report at that time.

Outcome 1: Statistically significant increase in children's pro-social communication and emotional regulation skills.

Progress: While we will not receive final outcomes for another month, we anticipate results similar to those for the 2009-2010 academic year, in which there was a statistically significant increase in the mean ratings from pre-test to post-test in both the Prosocial/Communication subscale and the Emotional Regulation subscale. Effect sizes for both subscales were large. On average children's scores increased from 3.0 to 3.79 on the five-point scale for prosocial/communication skills and from 2.98 to 3.73 for emotional regulation. These large effect sizes are especially important because typically in social science research, effect size is under 0.2.

Outcome 2: Statistically significant increase in children's academic skills.

Progress: We anticipate results similar to those for the 2009-2010 academic year, in which there was a statistically significant increase in the mean ratings from pre-test to post-test in the academic skills subscale. On average children's scores increased from a 3.09 to 3.82 on the five-point scale.

Outcome 3: Statistically significant increase in parents' positive parenting skills.

Progress: We anticipate results similar to those for the 2009-2010 academic year, in which significant increases were seen in all Positive Parenting subscales. Effect sizes ranged from 0.18 to 0.97 on the five-point subscales.

Outcome 4: Statistically significant decrease in parents' use of negative parenting

tactics.

Progress: We anticipate results similar to those for the 2009-2010 academic year, in which significant decreases were seen for both harsh discipline and inconsistent discipline subscales within the Negative Parenting scale. Effect sizes were 0.82 and 0.75 respectively.

2. Share any unanticipated developments, changes or challenges your project and/or organization have experienced.

Invest in Kids has had tremendous success expanding IY across Colorado, most notably in Adams county and Pueblo. We exceeded our student participation goals for the 2010-2011 academic year by 33%. This success is due in large part to the strong community partnerships we have cultivated with local stakeholders, as well as the program's consistency in delivering significant results.

One challenge that this significant and rapid growth presents for Invest in Kids is how to continue to deliver the level of program support that we know promotes fidelity to the model and ensures the types of program outcomes that we have seen historically. We know that the training and support that IIK's Program Consultants provide is invaluable to the success of the program, but we also recognize that the ultimate goal is to foster internal commitment and sustainability for the program within local communities. As a result we have developed a Peer Coach model that will enable IIK to support the overall implementation and growth of IY throughout Colorado in an economically efficient manner, without having significant growth in our staff. Peer Coaches will increase both the sustainability of the program within local communities as well as IIK's internal sustainability by increasing the organization's capacity to reach more communities.

During the 2009-2010 academic year IIK piloted the Peer Coach model in a number of IY communities. Through this effort IIK recruits, trains, and supports IY teachers to be Peer Coaches in their local communities. In some communities, the school districts already have a model in place for classroom coaches, so it was a natural fit for us to incorporate these coaches as mentors for teachers implementing IY. Building internal capacity within local communities is a primary goal of our Peer Coach model, so having that capacity already in place enabled our Program Consultants to easily identify and train Peer Coaches from the pool of classroom coaches. However, this benefit also created some challenges for the Peer Coaches. For one, prior to the 2009-2010 academic year, the classroom coaches were inexperienced in IY program delivery. A lack of familiarity with the program was a major obstacle to the classroom coaches successfully incorporating IY peer coaching into their roles. We now realize that it is necessary for all Peer Coaches to be certified IY group leaders so that they have the requisite program knowledge and experience to successfully coach others. This means that before someone can become a Peer Coach, they must successfully co-lead a parent group or classroom program.