



# Today and for the Future... Results Matter

A transcript of the video *Today and for the Future...Results Matter*.

*Results Matter* is Colorado's statewide system that supports high quality early childhood services.

## Introduction

*Narrator:* From the moment they are born, children are learning about themselves and the world around them. And children learn best in relationships with encouraging adults who support their participation in a variety of rich experiences.

In children's earliest weeks and months, families meet these needs. As children grow, new people enter their lives. Early care, education, and intervention programs play increasingly important roles in helping children develop positive relationships, gain knowledge and skills, and participate fully in the world. Together, Colorado's early childhood programs and families share an unwavering commitment to support children's learning. This commitment is based on the knowledge that quality early experiences result in children's success in school and in the community. Because, when our children are concerned, for today and for the future, Results Matter.

*Results Matter* is Colorado's statewide system that supports high quality early childhood services. A wide variety of public and privately-funded programs participate in Results Matter, including child care homes and centers, preschool, early Intervention, home visiting, family literacy, and teen parent programs. There are five components of the Results Matter system:

- Authentic Assessment,
- Long-Term Studies,
- Quality Measures for Services and Programs,
- Family Outcomes, and
- Professional Development.

Authentic assessment provides ongoing information about a child's progress to help parents and practitioners work together to support the child's learning.

## Authentic Assessment

*Narrator:* The first component of the Results Matter system, authentic assessment, provides ongoing information about a child's progress to help parents and practitioners work together to support the child's learning and participation.

*Kelley Cleo Martin, Teacher:* Well, I believe assessment is not a one-shot deal. It is not a one time thing. It's something that's going on all day long. It's just a part of our every day curriculum. The information that I gather at one assessment point guides my work with each child.

*Rebecca Diekelman, SLP, Early Interventionist:* Ongoing assessment helps me to describe a child's progress. And in turn it helps me to become a more effective communicator with families and allows us to celebrate a child's achievements together.

By observing children in their typical routines and play activities we can learn how to tailor the curriculum to best fit each child's needs.

Assessment information let's me know how my child is developing, what I can expect next, and gives me information that I can use everyday to help my child meet those goals.

*Layna Mendes, Teacher:* Authentic assessment is about the whole child; it looks at all aspects of growth and development.

*Kelley Cleo Martin:* An assessment system helps me make sure that I am observing children in all areas of their development. I observe the kids in all their activities and interactions so I can understand how each area of development influences another.

*Rebecca Diekelman:* Authentic assessment is naturalistic. We observe children in their daily routine, their typical routines and activities with familiar people.

*Kelley Cleo Martin:* By observing the children in their typical routines and their play activities I learn how I can tailor the curriculum to best fit each child's needs.

**Shawn Johnston, Parent:** In order to get to know Emily you would have to observe her in different settings on different days and observations by different people who are important in her life and then all of that information coming together.

*Kelley Cleo Martin:* By combining the information from different sources, we develop a more complete, valid, and useful picture of the child.

*Carisa Hunter, Parent:* I really like that the teacher tells me what she's been doing throughout the day; for example her pictures, and new songs and the things that she is learning.

*Eudora London, Teacher:* As a family child care provider, ongoing assessments helped me in a lot of ways. It helps me to plan curriculum in our classroom environment, indoor as well as outdoor.

*Shawn Johnston:* I like that her teacher shows us her progress through her work. This information gives us ideas of how we can make learning opportunities for our daughter at home.

*Rebecca Diekelman:* Assessment provides me with ongoing information about how the child is doing and the progress that they're making and it helps me to work together with families to come up with strategies to help a child learn.

*Geer Smith, Parent:* Assessment information let's me know how my child is developing, what I can expect next, and gives me information that I can use everyday to help my child meet those goals.

## Long-term Studies

*Narrator:* The second component of Results Matter, long-term studies, helps us know how well Colorado's early childhood programs are preparing children for success in the future.

*Diane Price, Administrator:* We've been doing good work in early childhood education for a long time. Results Matter is going to document all of that good work and show that children have good outcomes as they prepare and get ready for school. What we'll learn from this in the long term through this study, is that not only do children do well in the beginning when they start school, they're going to do well in their lifetime, because of good quality early learning programs.

Data from long term studies will help us demonstrate that all children are having more success in their school years as a result of being involved in quality early childhood programs.

*Nan Vendegna, Coordinator, Results Matter:* Data from long term studies will help us demonstrate that all children, particularly children who are impacted by poverty or impacted by disability, are having more success in their school years as a result of being involved in quality early childhood programs. This data will help the public and policy makers make decisions about how to invest in quality early care, education, and intervention programs.

## Service and Program Quality Measures

*Narrator:* The third component of Results Matter, Quality Measures for Services and Programs, helps programs enhance and demonstrate their quality.

*Lori Goodwin Bower, Senior Consultant, Colorado Department of Education:* Historically, early childhood programs have used tools to reflect on the quality of their program. We support and encourage the use of these tools because it will help us to all understand the relationship between program quality and positive child outcomes.

*Rhonda Beel, Parent:* When I see a program has good standards of quality, it makes me confident that my son is safe, healthy, and learning each day.

*Layna Mendes, Teacher:* In our classroom we use the Infant-Toddler Environmental Rating scale and it helps us to see any strengths and anything that we need to improve on in our classroom.

*Rebecca Diekelman:* Family satisfaction surveys help us to understand how we're meeting families' needs.

*Geer Smith:* Well I'm happy with their services. But I'm also glad that I can give feedback to let them know if there is any room for improvement.

*Lisa Bilger, Administrator:* Accreditation is important – it's a way for us to meet quality standards and let families and others know that we are a quality program.

*Diane Price, Administrator:* We participate in a Star Rating System that looks at several components of quality. It looks at the environment that that the children are in their classrooms. It looks at how you are engaging with the family, how you are involving that family in their child's education. It looks at the ratios in the classroom; how many teachers, how many children. But very importantly, it looks at the education of your staff that are working with children.

*Evelyn Johnson, Parent:* As a single mother of two children, where my children go in child care is very important to me. And because my family child care program participates in Results Matter, I know that it's a quality program.

When I see a program has good standards of quality, it makes me confident that my son is safe, healthy, and learning each day.

## Family Outcomes Data

*Narrator:* The fourth component of Results Matter, Family Outcomes Data, helps us understand how programs can best support families in their unique and critical role of supporting their children's learning and development.

*Linda Davis, Administrator:* We know that the relationships between children and their parents and other family members is actually the most influential on their learning and development. In other words, when we support parents we are actually supporting children.

*Shawn Johnston:* Being a parent is the most rewarding and sometimes the toughest job I have. The better equipped I am for this role, the better off my kids will be. My child's preschool knows this and they offer programs to help support our entire family.

*Kathleen Kearney, Early Childhood Special Educator:* I think it's not enough to just provide a service. We need to know that that service has a positive impact on the family and the child.

*Nan Vendegna:* We are hoping the family outcomes data will help us understand the extent to which families feel they are benefiting from their involvement in our programs and services. This data will help inform a variety of decisions, from allocating our resources effectively, to planning staff development, and in general, how best to support families and children.

## Professional Development

*Narrator:* The fifth component of Results Matter, Professional Development, helps early childhood practitioners hone their skills in supporting children and their families.

*Layna Mendes:* It was great that Results Matter provided the training for the new assessment tool. Not only did the training help us learn how to use the tool but it also gave us the information on how to enhance our curriculum and our classroom.

*Debi Blackwell, Administrator:* Results Matter provides professional development in the use of assessment tools. But it is much more than just the use of assessment instruments. For example, Results Matter provided professional development in observation skills. That led to staff's enhancement in the ability to document progress.

*Diane Price:* We are a profession and so that role of professional development is critical for us to help teachers be better at what they do, to stay on the cutting edge of what is going on in early learning.

*Debi Blackwell:* A hidden benefit of the professional development was as staff increased their understanding of development of all areas and the whole child, then staff could plan curriculum and interventions to meet the unique needs of every child.

*Lori Goodwin Bower:* We recognize that there is a need for all types of professional development activities. For instance, Results Matters is going to generate a lot of useful data. We're creating training opportunities for programs to be able to use that data effectively.

The relationships between children and their parents and other family members are the most influential on their learning and development...when we support parents we are actually supporting children.

Professional development is critical; it helps teachers be better at what they do and stay on the cutting edge of early learning.

Results Matter helps us pull it all together: better assessment practices, well-trained staff, and collaboration with families. And it all adds up to better outcomes for children.

## Conclusion

*Narrator:* Together, the five components of Results Matter help Colorado's early childhood community promote positive outcomes for Colorado's young children and their families.

*Nan Vendegna:* It is so important that families and practitioners have the resources they need to support children's learning and development. And it is our vision that Results Matter can help provide some of those resources.

*Rhonda Beel:* Results Matter helps me know that when my son goes off to preschool that he is in excellent hands. It also helps me in my most important role, helping my son learn each day.

*Rebecca Diekelman:* What I like about Results Matter is it really helps us to work together with families to support their children's learning and development.

*Eudora London:* Results Matter provides me with tools to help me with ongoing assessment.

*Layna Mendes:* Results Matter helps us to individualize our curriculum for each child.

*Lisa Bilger:* Results Matter helps us to pull it all together: better assessment practices, well-trained staff, collaboration with families, and it all adds up to better outcomes for children.

*Narrator:* Colorado's families and early care, education, and intervention programs are committed to enhancing children's early learning experiences, because today, and in the future...

*Two young girls:*...Results Matter.

## End Credits

Dedicated to Colorado's young children, families, and early childhood community

*A Presentation of:* Results Matter, Early Childhood Initiatives, Colorado Department of Education and JFK Partners, University of Colorado at Denver and Health Sciences Center

*Written by:* Larry Edelman and Heidi Eigsti

*Produced and Directed by:* Larry Edelman

*Production Services by:* Mark Herlinger Productions, Inc.

*Executive Producer:* Nan Vendegna

*Narrated by:* Rolando Garcia

*Logo design by:* Janet Roucis, State-of-the-Art Graphics, Inc.

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Karen Stroup, Deputy Commissioner of Education

Ed Steinberg, Assistant Commissioner of Education

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For more information: [www.cde.state.co.us/resultsmatter](http://www.cde.state.co.us/resultsmatter)