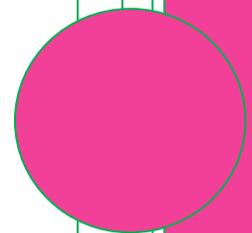


HEALTH AND SAFETY PILOT PROJECT

Year One Evaluation Summary

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ACKNOWLEDGEMENTS

The Center for Inclusive Child Care's (CICC) Health and Safety Pilot Project is funded by the Minnesota Department of Human Services. The CICC team includes Cindy Croft, M.Ed., Executive Director; Priscilla Weigel, Associate Director, Rebekah Gillard, M.A., Health and Safety Coordinator, Kimberly Harmon, Outreach and Engagement Coordinator; and Becky Esperson, Administrative Assistant. The project is managed by Kathleen Schwartz, Infant Toddler Professional Development Specialist within Child Development Services at the Minnesota Department of Human Services.

The evaluation team at the Center for Early Education and Development (CEED) sincerely thanks the CICC team and the MN DHS project manager for their collaborative effort, their quality and timely input, and their overarching supportive nature. The CEED team is extremely grateful to work with these talented colleagues.

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PURPOSE

The Center for Inclusive Child Care (CICC) at Concordia University—St. Paul was chosen by the Minnesota Department of Human Service (MN DHS) to implement a Health and Safety Pilot Project (HSPP). The overall goal of the Health and Safety Pilot Project is to develop an effective coaching model that will support licensed child care providers in improving their knowledge of and practices with child care health and safety information. The health and safety pilot project implements relationship-based coaching, technical assistance, and consultation to licensed child care providers who want to enhance and improve their health and safety knowledge and skills. The Center for Early Education and Development at the University of Minnesota is tasked with evaluating the implementation of this pilot project.

METHODOLOGY

Coaches

- Pre- and Post- Knowledge, Attitudes, and Skills Surveys (Fall and Spring 2017-2018)
- End-of-Event Surveys (2017-2018)
- Continuous Quality Improvement Plans
- Interviews (Spring 2018)

Providers

- Pre- and Post- Knowledge, Attitudes, and Skills Surveys (2017-2018)

RESULTS

HSPP Coaches are:

- Highly educated (14 out of 22 with post-graduate degrees)
- Experienced in the field of child care (average = 15.4 years of experience)
- Primarily white (5 non-white)
- Increasing their already high levels of competency with health and safety content

86% (n = 19) of the HSPP coaches stated that their effectiveness had increased during the past year.

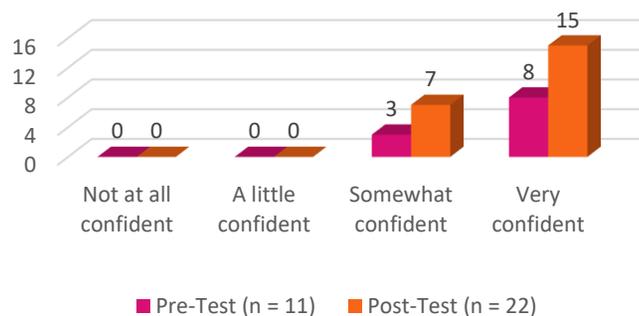
HSPP Coaches feel:

- That their knowledge of all three versions of the Minnesota Knowledge and Competency Frameworks (i.e., Family Child Care, Infant and Toddler, Preschool and School-Aged) has *improved* as a result of this project.
- That their coaching skills are *proficient*, while still recognizing the need to enhance their skills with *writing specific and measurable goals, evaluating practitioners' understanding of health and safety information, asking questions rather than providing solutions, providing time for reflection, and challenging biases and inequitable practices.*
- Confident in their ability to both share health and safety content with child care providers and help providers implement health and safety policies.

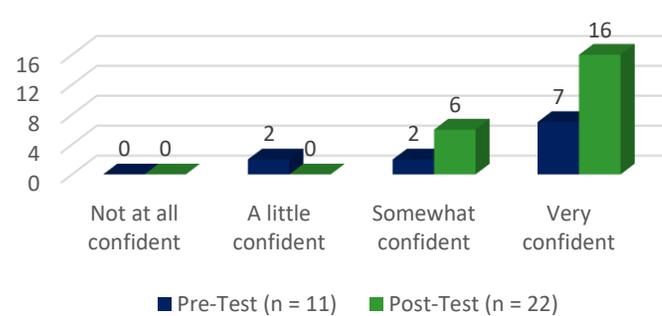
RELATIONSHIP-BASED PROFESSIONAL DEVELOPMENT

- All coaches were able to clearly and succinctly define relationship-based professional development and how they use those principles and skills in their work. The coaches also described a coaching model based on relationship development and included terms such as “getting to know someone before trying to help them,” “encouraging to reflect and think critically,” “building a culture of trust,” “collaborative,” and “ongoing over time.”
- One coach described it this way, *“I think one of the biggest things that I see is something that I have done to make that successful, is start with just a lot of listening, and getting comfortable in the classroom. I think it’s really important when you’re building that relationship to not come in too judgmental, and really get a sense of the provider’s style of interacting with kids, to get a feel for the kids themselves and what their needs are, to get a sense of what are some of the program practices that are at play in this situation that might be impacting what’s happening in the classroom, and all of that is how I start building that relationship.”*
- *The coaches used the words “observing,” “reinforcing,” and “listening” in their examples of how they use relationship-based professional development in their work.*

Coaches' Confidence Sharing Their Knowledge of Health and Safety Child Care Information



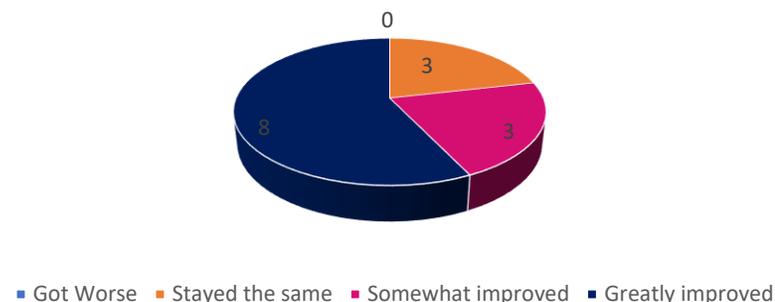
Coaches' Confidence Applying Their Knowledge of Relationship-Based Professional Development



HSPP CHILD CARE PROVIDERS

- Providers (n = 59) had an average age of just over 40 years (range = 20 to 66 years old); 42 of 58 identified as white; 62.5% stated that they work in center-based child care programs; and the average number of years of experience was just over 9 years.
- Forty-three percent (43%) of the providers stated that the work in the Twin Cities metro area, 19% in the Northeast district, 14% in the Southern district, 14% in the West/Central district, and 10% in the Northwest district.
- Providers have access to training and still want training on licensing rules, adequate and safe physical space, and developing and implementing health and safety policies.
- Providers most often chose emergency preparedness, interpreting licensing requirements, illness exclusion/identification, inclusion of children with special needs, physical environment/building safety, and active supervision as the topics *most difficult to implement*.
- Providers' familiarity and use of the Knowledge and Competency Frameworks increased as a result of receiving coaching.

Post-Survey: Change in Providers' Confidence in their Knowledge of Health and Safety Information (n = 14)



Goals Breakdown: Standards of Quality

