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# **Seeds to Success Modified Field Test Evaluation: Impact and Implementation Findings**

**Kimberly Boller  
Patricia Del Grosso  
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**MATHEMATICA**  
Policy Research, Inc.

# Overview of the Presentation

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- Overview of the Seeds Modified Field Test Evaluation
- Implementation study findings
- Impact study findings
- Conclusions
- Questions and comments

# What was the Modified Field Test Evaluation?

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## Impact Study

- Study of the effects of coaching and quality improvement grants on child care quality
- Half received coaching, quality improvement grants, and professional development funds (“treatment group”); half received professional development funds only (“control group”)

## Implementation Study

- Study of services the providers in the treatment group received and what the site coordinators, coaches, and providers thought about those services

# Seeds Quality Categories

The Seeds model includes four areas:

**Curriculum &  
Learning  
Environment**



**Professional  
Development  
& Training**

**Management  
Practices**



**Family Relationships  
& Community  
Partnerships**

# How are Seed Scores calculated?

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## Curriculum & Learning Environment

ERS and Ratio Score (1 to 5)

## Professional Development & Training

Education Score (1 to 4)

Experience Score (1 to 4)

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**Lowest score = Seed Score**



# Implementation Study



# Implementation Findings

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- On average, the amount of coaching received adhered to the Seeds model; however, participants had a range of experiences
- Most QI grants were used for making safety improvements and purchasing materials
- Some providers accessed professional development, but barriers still exist
- Providers saw coaches as partners



# Impact Study



# Impact Study Design

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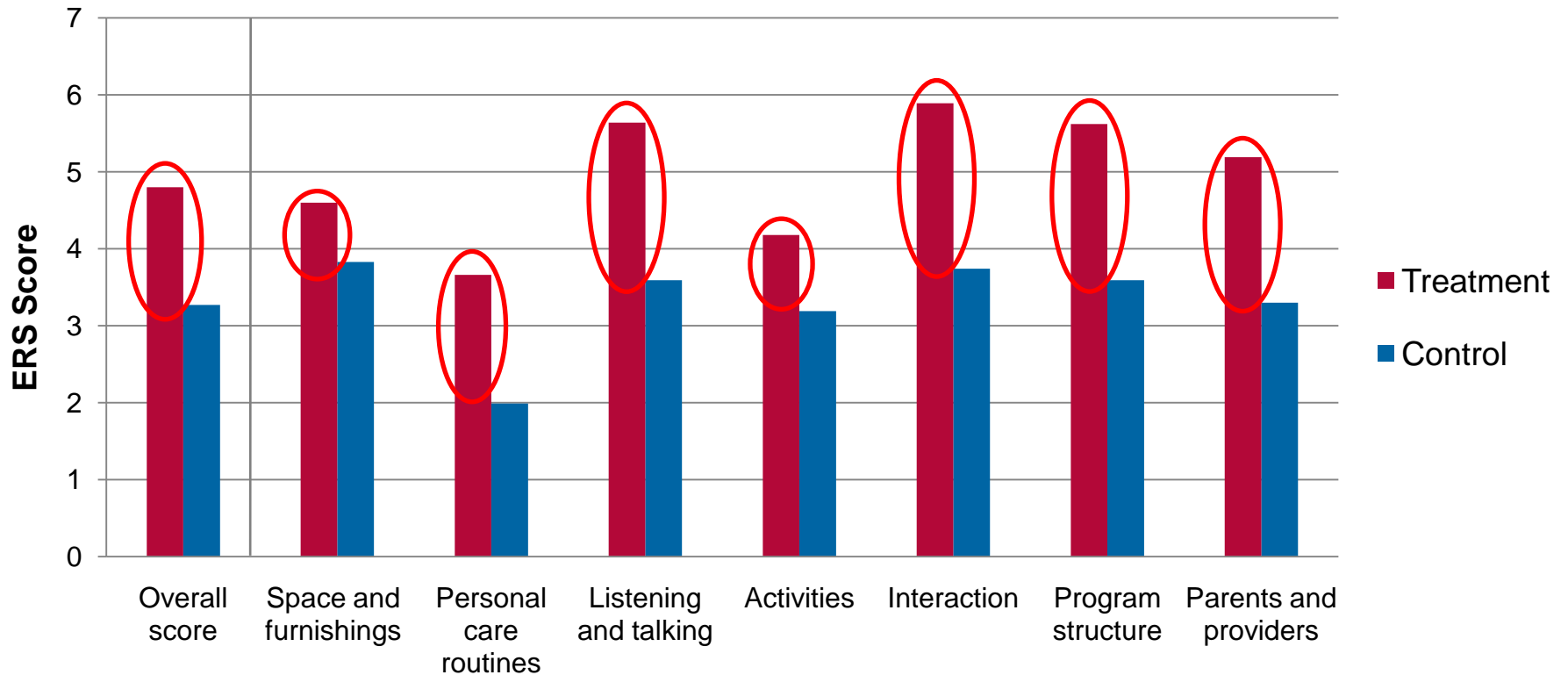
- Key Question: What was the impact of Seeds on quality of child care and on provider education and child care experience?
- *Impact* was defined as the difference between treatment and control groups at follow-up, controlling for baseline differences
- Data sources:
  - Baseline and follow-up director, teacher, and family child care provider questionnaires
  - Baseline and follow-up classroom and family child care provider observations

# Impact Findings: Services and Supports

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- Treatment group family providers and teachers received more coaching services than controls
- Seeds improved enrollment of center teachers, but not family child care providers, in education and training services
  - Lead teachers were much more likely to take college courses
- Possibly due to time constraints, Seeds did not have a positive impact on providers' and teachers' completion of degrees and CDAs

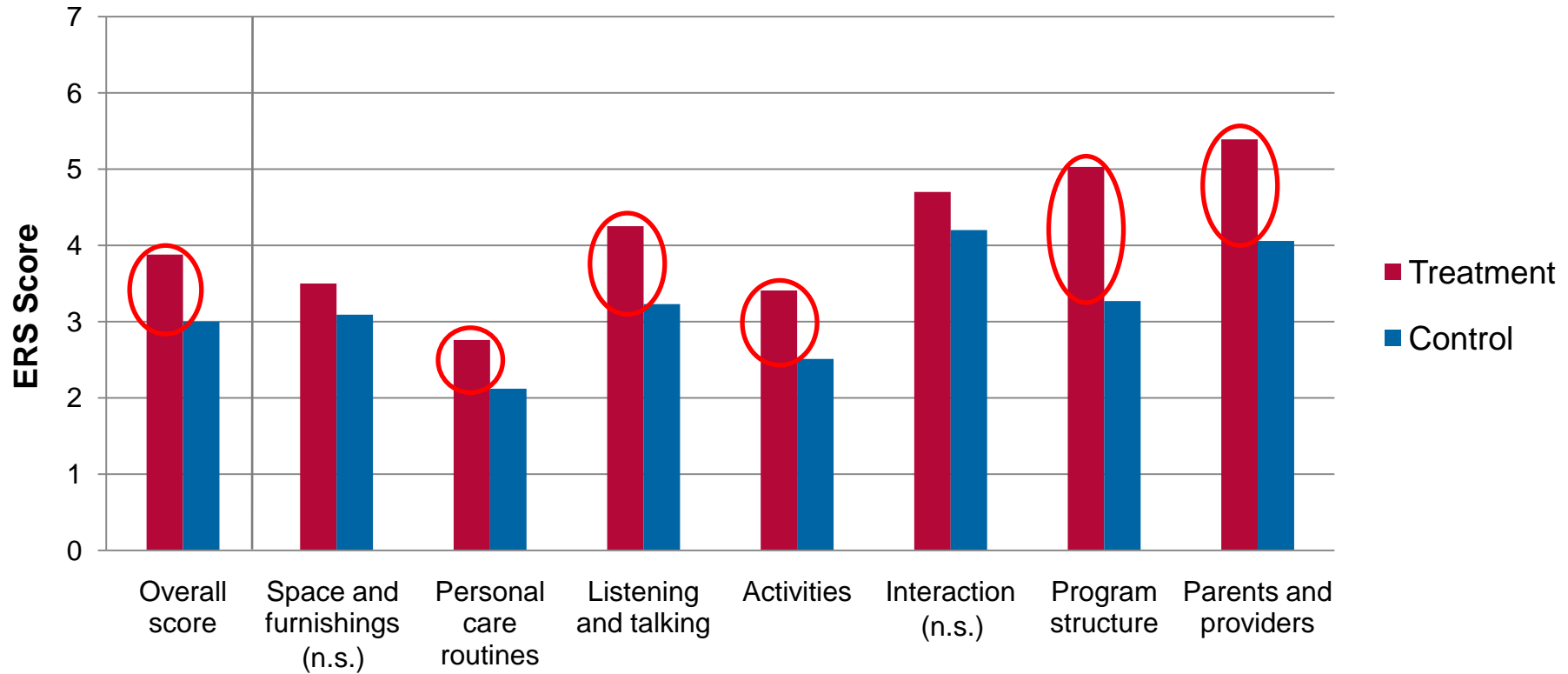
# Seeds had a very large impact on quality among child care centers



Source: Follow-Up Child Care Observation completed in winter 2010.

Sample Size: 14

# Seeds had a large impact on quality among family child care providers

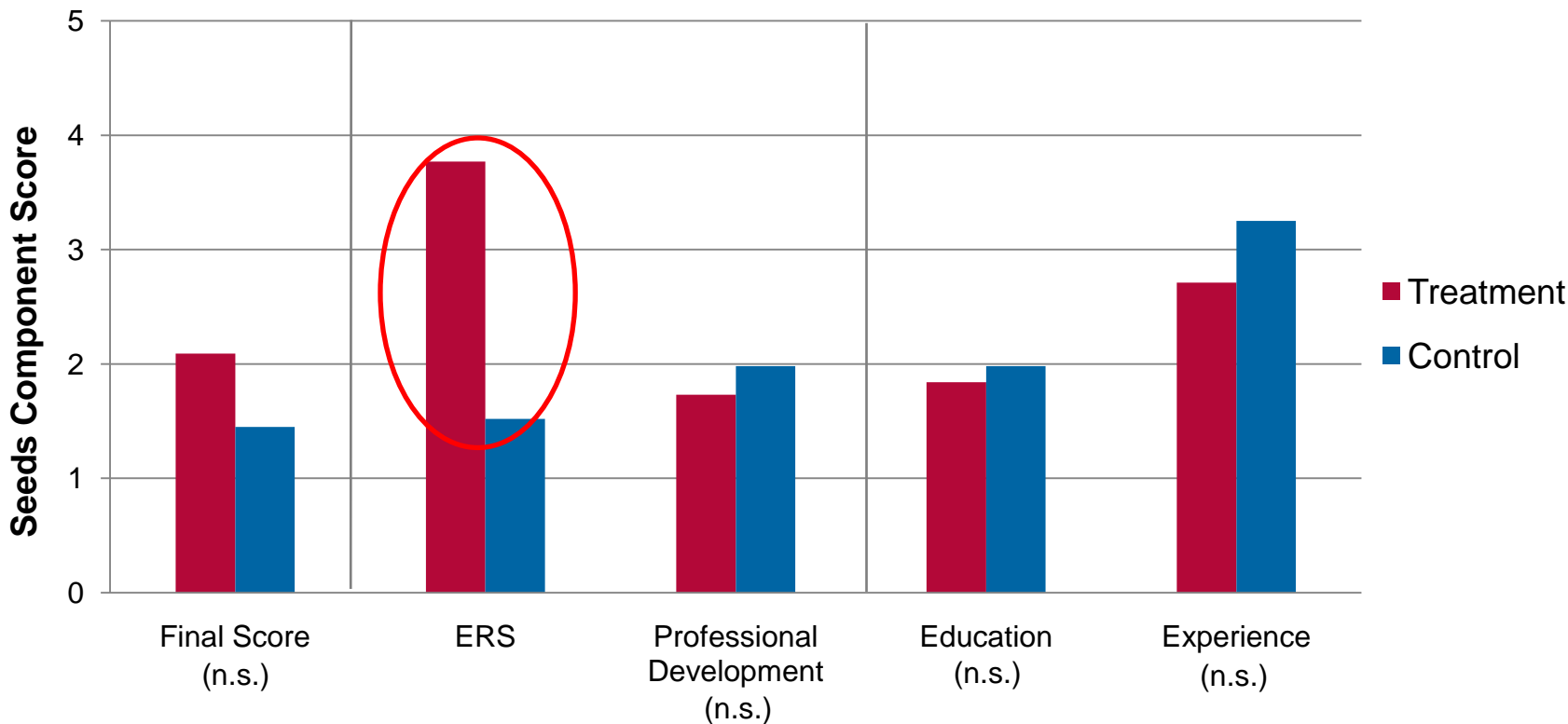


Source: Follow-Up Child Care Observation completed in winter 2010.

Sample Size: 43

n.s. = not statistically significant.

# Coaching and supports did not have a significant impact on *child care centers' Seed scores*

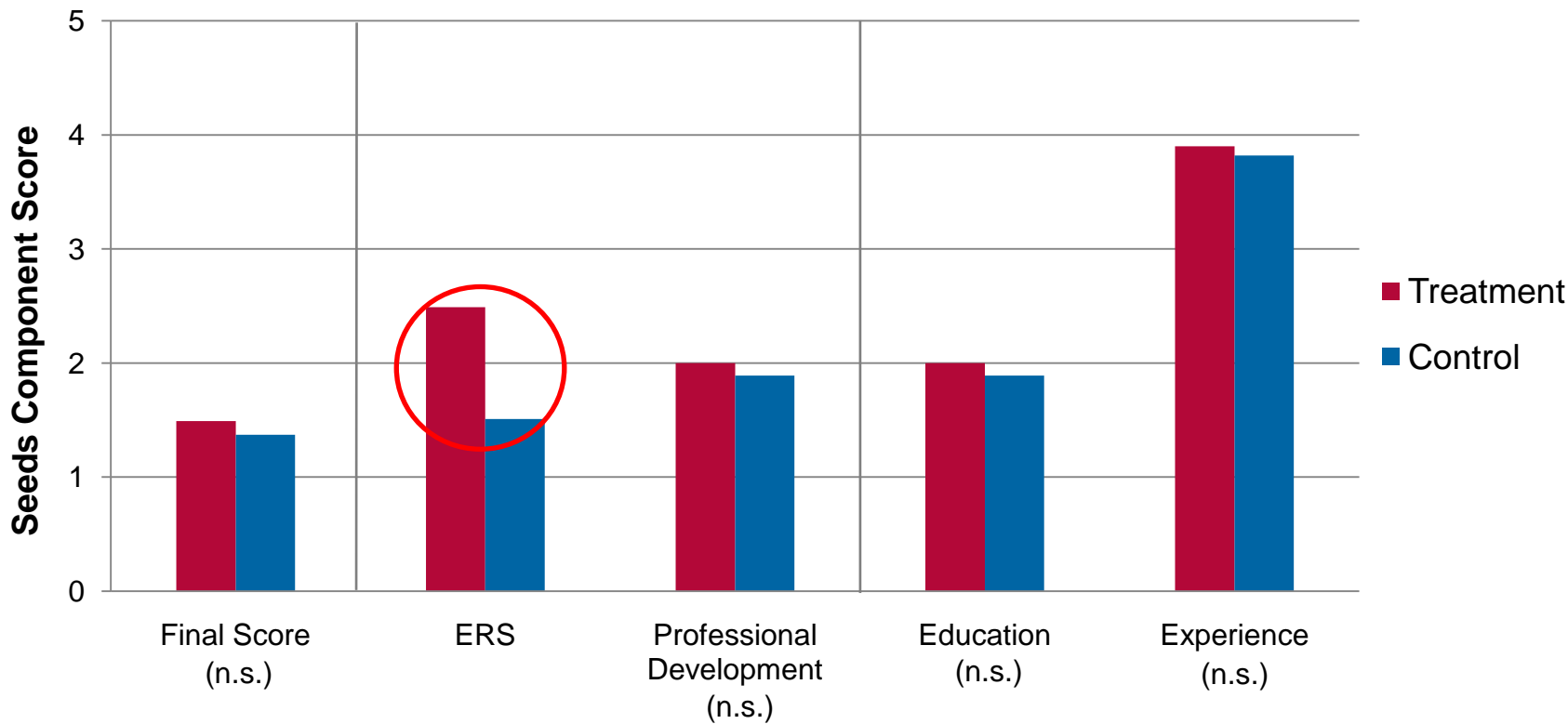


Source: Follow-Up Child Care Observation, Family Child Care Provider Interview, and Teacher Questionnaire completed in winter 2010.

Sample Size: 14

n.s. = not statistically significant.

# Coaching and supports did not have a significant impact on *family child care providers' Seed scores*



Source: Follow-Up Child Care Observation, Family Child Care Provider Interview, and Teacher Questionnaire completed in winter 2010.

Sample Size: 43

n.s. = not statistically significant.

# Other Impact Findings

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- Seeds did not decrease observed group size or child-adult ratio
- Seeds decreased turnover among lead teachers
- Seeds substantively increased the quality of caregiver-child interactions in centers. In family child care homes, we found only suggestive evidence that Seeds improved interactions.

# Conclusions

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- Implementing the Seeds model is feasible
  - Coaching and incentives are sufficient to motivate participation
  - Overall, providers found coaching very helpful
- Seeds significantly improved observed quality of child care
- Due to the building blocks scoring system, large improvements in observed quality did not translate into higher Seeds scores
  - Limited timeframe for education outcomes to be observed

# Take-Away Lessons

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- Rating a small number of items coupled with intensive coaching and quality improvement grants can yield substantial quality improvements
- Seeds *caused* these quality improvements
- The Seeds coaching and quality improvement approach is worthy of replication and further study
  - Can fewer hours improve quality?
  - Do quality improvements lead to enhanced child outcomes?

# Reporting Plans

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- **The full report is available at the Mathematica and Thrive websites.**
  - <http://thrivebyfivewa.org/qris.html>
- **Shorter briefs will be available in September 2010**