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

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June 30, 2010**

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Overview of the Presentation

- 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?

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?

Curriculum & Learning Environment

ERS and Ratio Score (1 to 5)

Professional Development & Training

Education Score (1 to 4)

Experience Score (1 to 4)

Lowest score = Seed Score



Implementation Study



Implementation Findings

- 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



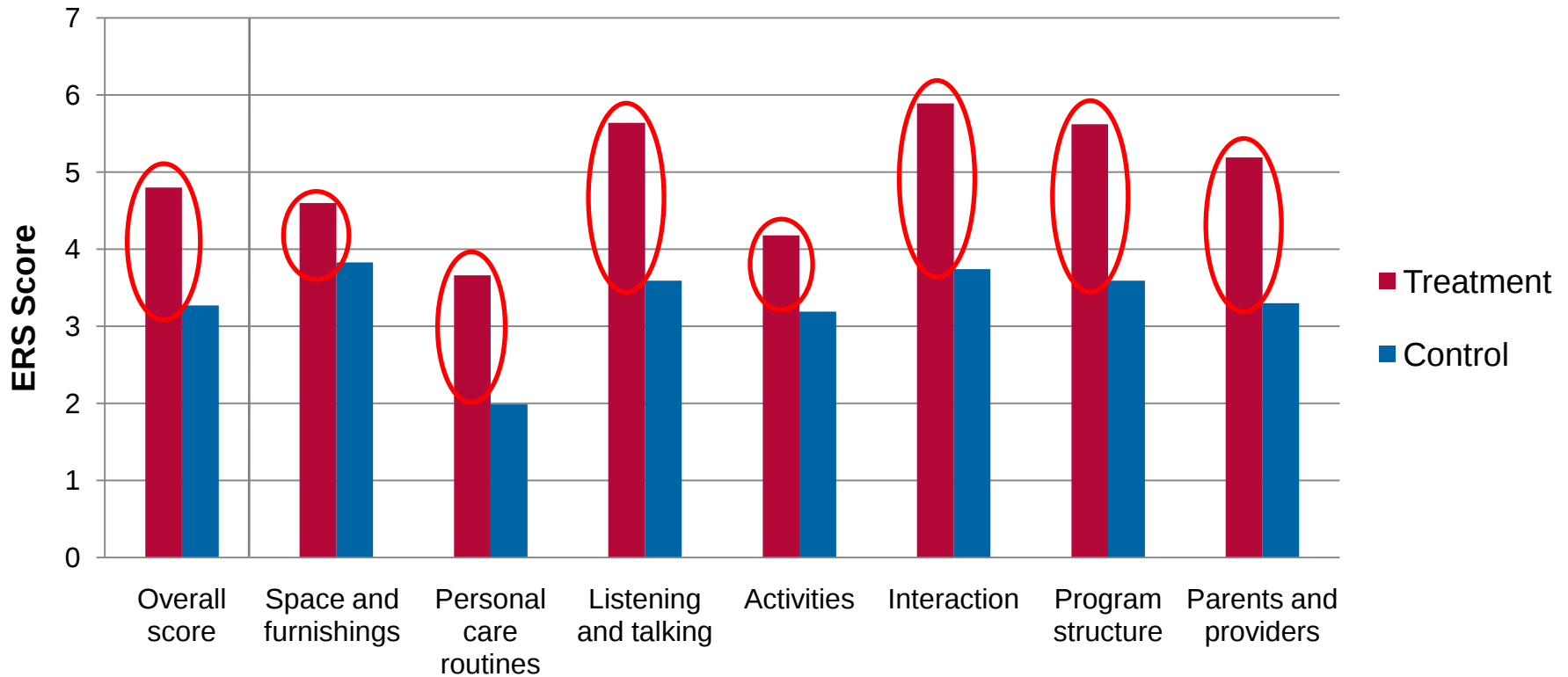
Impact Study Design

- 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

- 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

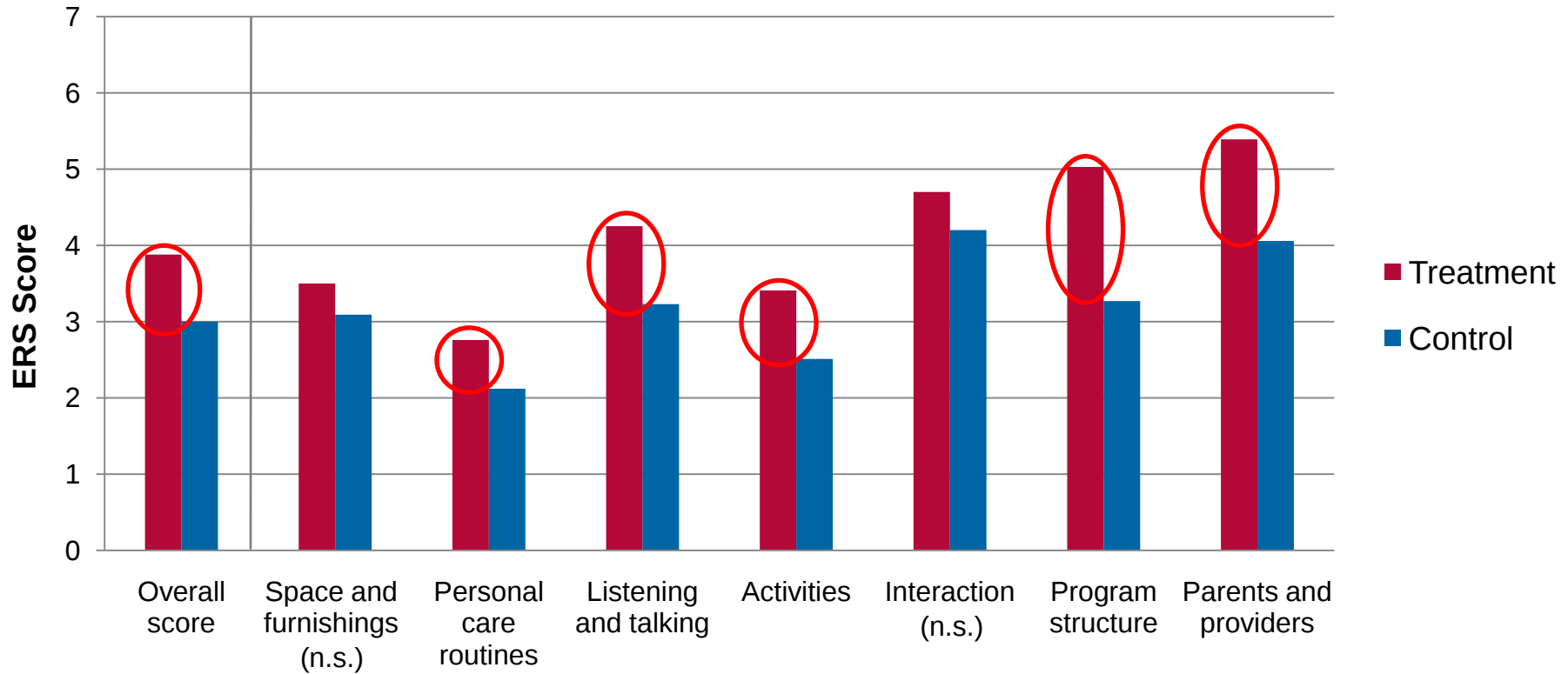
Seeds had a very large impact on quality among child care centers



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

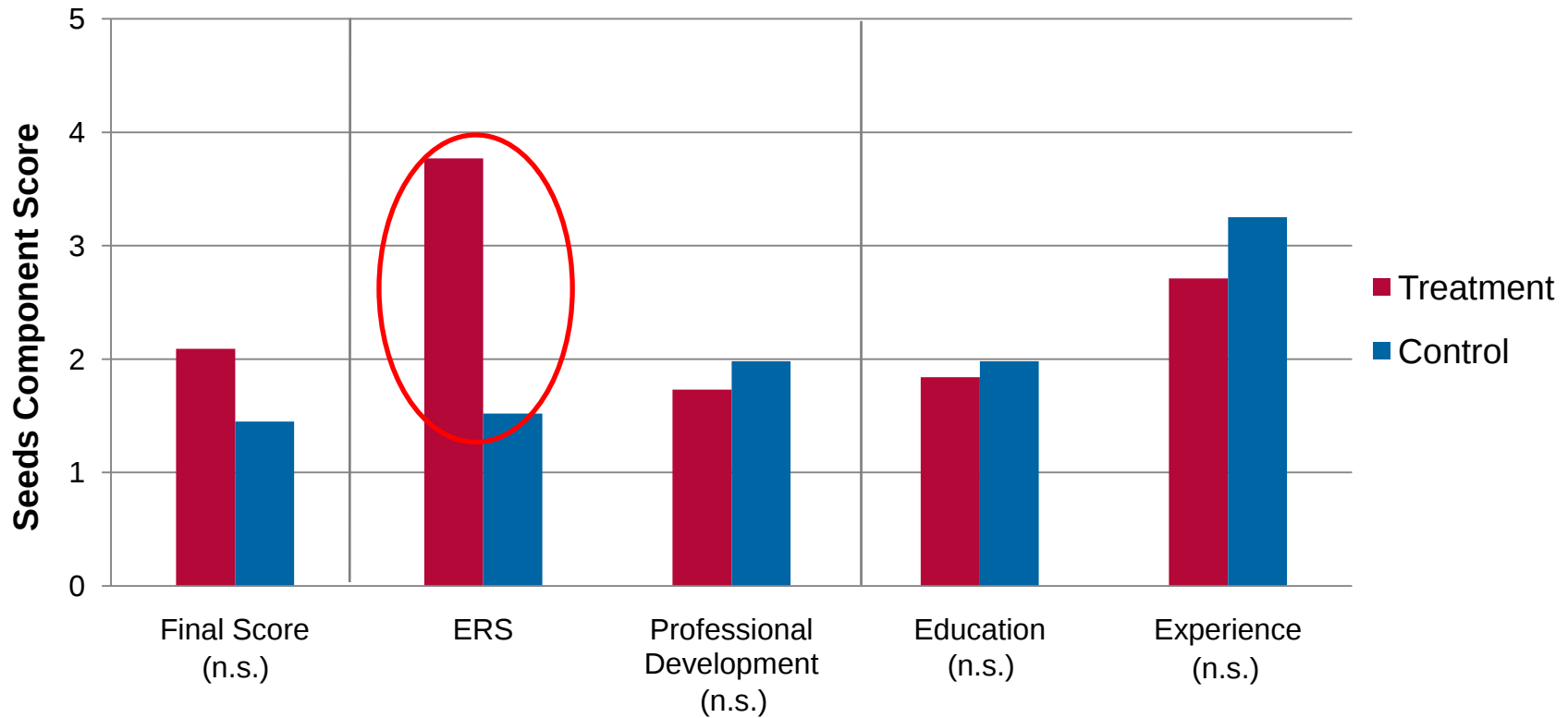


Source: Follow-Up Child Care Observation completed in winter 2010.

Sample Size: 43

n.s. = not statistically significant.

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

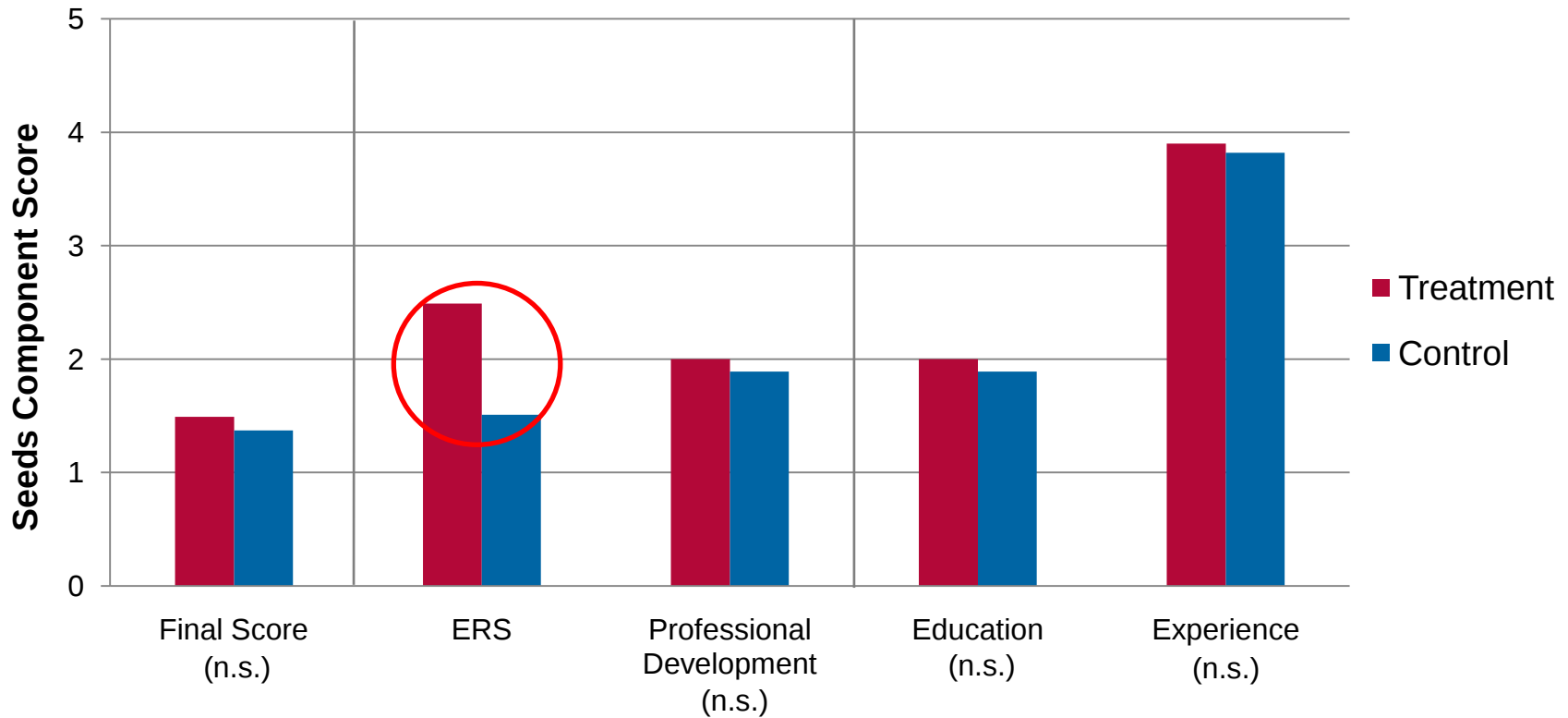


Source: Follow-Up Child Care Observation, Family Child Care Provider Interview, and Teacher Questionnaire completed in winter 2010.

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

- 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

- 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

- 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

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