

Center for Urban and Regional Affairs

## KRIS NELSON COMMUNITY-BASED RESEARCH PROGRAM

*...a program of the Center for Urban and Regional Affairs (CURA)*

# Evaluation Plan: Women Venture Childcare Co-op Curriculum Pilot

**Prepared in partnership with**  
Women Venture

**Prepared by**  
Vanessa Voller  
Research Assistant  
University of Minnesota

**2018**

**KNCBR Report # 1436**

*This report is available on the University of Minnesota Digital Conservancy:*  
<https://conservancy.umn.edu/>

Center for Urban and  
Regional Affairs (CURA)

UNIVERSITY OF MINNESOTA  
**Driven to Discover<sup>SM</sup>**

The Kris Nelson Community-Based Research Program is coordinated by the Center for Urban and Regional Affairs (CURA) at the University of Minnesota, and is supported by funding from the McKnight Foundation.

This is a publication of the Center for Urban and Regional Affairs (CURA), which connects the resources of the University of Minnesota with the interests and needs of urban communities and the region for the benefit of all. CURA pursues its urban and regional mission by facilitating and supporting connections between state and local governments, neighborhoods, and nonprofit organizations, and relevant resources at the University, including faculty and students from appropriate campuses, colleges, centers or departments. The content of this report is the responsibility of the author and is not necessarily endorsed by the Kris Nelson Community-Based Research Program, CURA or the University of Minnesota

© 2018 by The Regents of the University of Minnesota.



This work is licensed under the Creative Commons Attribution---NonCommercial-ShareAlike 3.0 Unported License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/3.0/> or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA. Any reproduction, distribution, or derivative use of this work under this license must be accompanied by the following attribution: “© The Regents of the University of Minnesota. Reproduced with permission of the University of Minnesota’s Center for Urban and Regional Affairs (CURA).” Any derivative use must also be licensed under the same terms. For permissions beyond the scope of this license, contact the CURA editor.

This publication may be available in alternate formats upon request.

Center for Urban and Regional Affairs (CURA)  
University of Minnesota 330 HHH Center  
301—19th Avenue South  
Minneapolis, Minnesota 55455  
Phone: (612) 625-1551  
E-mail: [cura@umn.edu](mailto:cura@umn.edu)  
Web site: <http://www.cura.umn.edu>

*The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.*

# Table of Contents

<b>Acknowledgments</b>	4
<b>Evaluation Background</b>	5
<b>Evaluation Rationale</b>	6
<b>Evaluation Purpose</b>	7
<b>Evaluation Stakeholders</b>	8
<b>Key Evaluation Questions</b>	9
<b>Program Logic Model and Key Definitions</b>	10
<b>Evaluation Design</b>	11
Explanation of the type of evaluation	11
Description of evaluation method	11
Description of data collection design	11
Description of each data collection method:	12
<b>Evaluation Management Plan</b>	13
Key Tasks	13
Roles/Responsibilities	13
<b>Timeline of Implementation</b>	16
<b>Proposed Data Analysis Plan</b>	17
<b>Communicating and Report Plan</b>	17
<b>Estimated Budget</b>	20
<b>Materials, Supplies, Equipment</b>	19
<b>Appendices</b>	20
Appendix A. Logic Model	20
Appendix B. Key Definitions	<b>Error! Bookmark not defined.</b>
Appendix C. Evaluation Instruments	20
1. Weekly Post-Lesson Reaction Surveys	20
2. Pre-Lesson Assessment Tool	21
3. Post-Course Assessment Tool	24
4. Post-Group Exit Interview	28
<b>References</b>	29

## Acknowledgments

I would like to express my most sincere gratitude to Dr. John LaVelle Ph.D. for his guidance and mentorship throughout this entire project and to Nancy Johnson for her vital encouragement and feedback.

## Evaluation Background

Between 2005 and 2014, approximately 3,000 licensed in-home family childcare providers in the state of Minnesota closed their businesses, leaving an estimated loss of over 36,000 childcare spaces (Legislative Task Force on Childcare Affordability - Access Report 2017). Over the nine year period, the Twin Cities lost 16,125 licensed in-home family childcare spaces but *gained* 19,409 spaces in new privately owned childcare centers (2017). While this resulted in a net gain of +3,284 spaces for children, this number can be misleading. Although openings in new childcare centers in the Twin Cities metropolitan area surpassed the lost family childcare spaces, at the neighborhood level the loss of licensed family childcare providers leaves many families struggling to find childcare that meets their family's specific needs.

One reason explaining this child care shortage is the poor working conditions of the child care workforce. The average hourly wage for child care workers in Minnesota is USD\$10 an hour and the national median annual salary for a child care work is USD\$ 22,000 which is nearly USD\$ 2,000 under the Federal poverty line for a family of four (Whitebook, 2016). Many child care centers fail to provide their workers with paid vacation or sick days, health benefits or a 401K plans (2016).

**This crisis - both the shortage of childcare providers for parents and the low wages and poor working conditions of childcare workers - disproportionately affects women. Many mothers, unable to find affordable, quality care for their children are unable to re-enter the workforce and childcare workers, 95% of whom are women, are not able to earn a living wage to support their families.**

In response to this crisis, WomenVenture secured a USD\$ 375,000 grant from the W.K. Kellogg Foundation to develop, implement, and evaluate an educational program to support women childcare providers in developing worker-owned cooperative child care centers in the Twin Cities metropolitan area. Worker-owned cooperatives have the potential to ensure that both the childcare providers receive a livable wage for their services and that parent-clients have access to quality child care for their children.

By training worker-owners in both the business structure of the co-op business model and in the empowering principles of self-governance and democratic decision-making, the Women Venture childcare co-op program pilot aims to:

1. **Support low-income women overcome obstacles by finding a pathway out of poverty and provide a living wage for themselves and their families.** Cooperative businesses increase low-wage workers' ability to become high-wage earners in strong business collaborations. The pilot training program will be built such that it can be replicated in other regions to assist worker-owners to create childcare co-ops in other markets.
2. **Assist in the creation of community-based co-op childcares in high-need low-income areas that are sustainable and profitable, and ultimately create stronger and more vibrant communities.** By developing an entrepreneurial pathway to self-sufficiency, embedded in areas that have a high demand for childcare owned and operated by women living in those communities, WomenVenture aims to meet the holistic needs of the targeted communities. There will be more financial stability, businesses will thrive because worker-owners take pride in their work and reinvest in their community. Parents

will be able to work and support their family and children will receive the intangible benefits of stable, reliable, quality childcare services are paramount to the health, education and future success of their children.

3. **Implement a pilot that is a sustainable model to replicate for childcare cooperatives.**

The advanced curriculum and incubation support WomenVenture will develop, in partnership with co-op and child development experts, will provide a replicable pathway for low income individuals develop accounting and business plan, access capital, and successfully govern and operate a worker-owned childcare cooperative business. Ultimately, WomenVenture aims to have their program replicated both locally and nationally.

### Evaluation Rationale

This evaluation, commissioned by WomenVenture, will assess the first, pilot phase of the project which is the “Getting Ready for Cooperative Ownership” and the “Childcare Worker-Owned Cooperative Business Training” curriculum. The evaluation will be used to assess the overall effectiveness of the curriculum including participant’s change in:

- knowledge and beliefs about cooperative child care models,
- entrepreneurial business and organizational skills,
- conflict resolution skills,
- collective and self-efficacy,
- and sense of preparedness in starting their own cooperative child care center.

WomenVenture has commissioned this evaluation as a mechanism to monitor the immediate and short-term outcomes of their curriculum on participants and hopes to use the evaluation plan as a tool for future evaluation research on the mid- and long-term outcomes of their curriculum on participant’s success in opening a profitable childcare business.

## Evaluation Purpose

The evaluation will be used to determine if the curriculum (1) meets the needs and expectations of the participants and (2) the intended learning outcomes and course objectives. The evaluation will be two-fold including both a summative and a formative portion. The summative portion of this evaluation will be used to augment the “Getting Ready Course: Cooperative Ownership Assessment” and the “Guided Business Plan Child Care Cooperative Business Training” curriculum in future program years. The evaluation will also include a formative portion which will be utilized as an ongoing tool to monitor and evaluate the individual class sessions within the curriculum as so WomenVenture can adjust their classroom instruction to meet the needs of their participants.



*Photo Credit: Women Venture*

## Evaluation Stakeholders

A preliminary list of stakeholders are presented below as to illustrate the different individuals, organizations, and institutions that are required to carry-out the evaluation and the degree to which they will be involved in the actual implementation of the evaluation.

<b>Name</b>	<b>Description</b>	<b>Type</b>	<b>Explanation</b>
Nancy Johnson	Nancy is the primary lead on WomenVenture's project and will not only be co-facilitating the course but will also be implementing and analyzing the evaluation.	Primary	Nancy's position as co-op program manager at WomenVenture includes co-developing and co-facilitating the training and implementing the evaluation of the course and business incubation period afterwards. She will be using the results from the evaluation to augment future iterations of the curriculum as well as use practices learned from this evaluation process in other areas of her work.
Sarah Pike, and Other Women Venture Staff	Other staff at WomenVenture who hold a variety of different capacities within the organization will be assisting in the marketing and implementing aspects of the curriculum. In addition, several of them could be assisting in the evaluation analysis at the end of the course.	Secondary	As this group is also employed at WomenVenture they have some vested interest in the overall success of the curriculum and program as it is a part of their larger organizational operations. WomenVenture has expressed interest in learning about how to conduct evaluations in other areas of their organizational work.
Women Venture Board and Executive Committee	This entity steers WomenVenture towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the nonprofit has adequate resources to advance its mission.	Secondary	This stakeholder group is concerned with WomenVenture meeting its organizational and programmatic goals. They are invested in the overall success of the program insofar that it helps the organization continue to grow and reach its mission.
Kellogg Foundation	The Kellogg Foundation is the funder for this curriculum and program launch. While not directly involved in the evaluation's implementation they will be reviewing the results after the first pilot year.	Primary	As the Kellogg Foundation is the primary donor for this project they are interested in ensuring that their donated money is "successful". They are deeply invested in the overall effectiveness of the program.
Course Participants	This stakeholder group is the primary intended beneficiary of the program.	Primary	The course participants are interested in the evaluation as they are directly involved in its implementation and as the results from the evaluation will result in alterations of the future curriculum design.
The GRA, Vanessa Voller	Vanessa is the evaluation consultant for WomenVenture and is funded through CURA.	Primary	Vanessa is ultimately responsible for creating the evaluation plan and has vested interest in ensuring that the process of creating the evaluation plan is participatory in addition to ensuring that the actual plan is feasible for the organization and that the results can be of practical use for the organization.
CURA	CURA is funding the evaluation consultant.	Secondary	CURA is responsible for supporting the GRA in carrying out the evaluation plan. They are invested insofar as they want their student GRA to succeed in the assignment and as a mechanism to bolster their
TESA	The TESA curriculum team is	Primary	TESA is interested in the results of the evaluation as it



	co-developing the curriculum with WomenVenture.		will reflect, in part, the effectiveness of the curriculum.
African Career, Education, and Resources Inc. (ACER)	Through a strategic partnership, this organization assisted WomenVenture in finding program participants	Secondary	This group is concerned with the overall well-being and success of the program participants that they invested resources in to participate in the program.

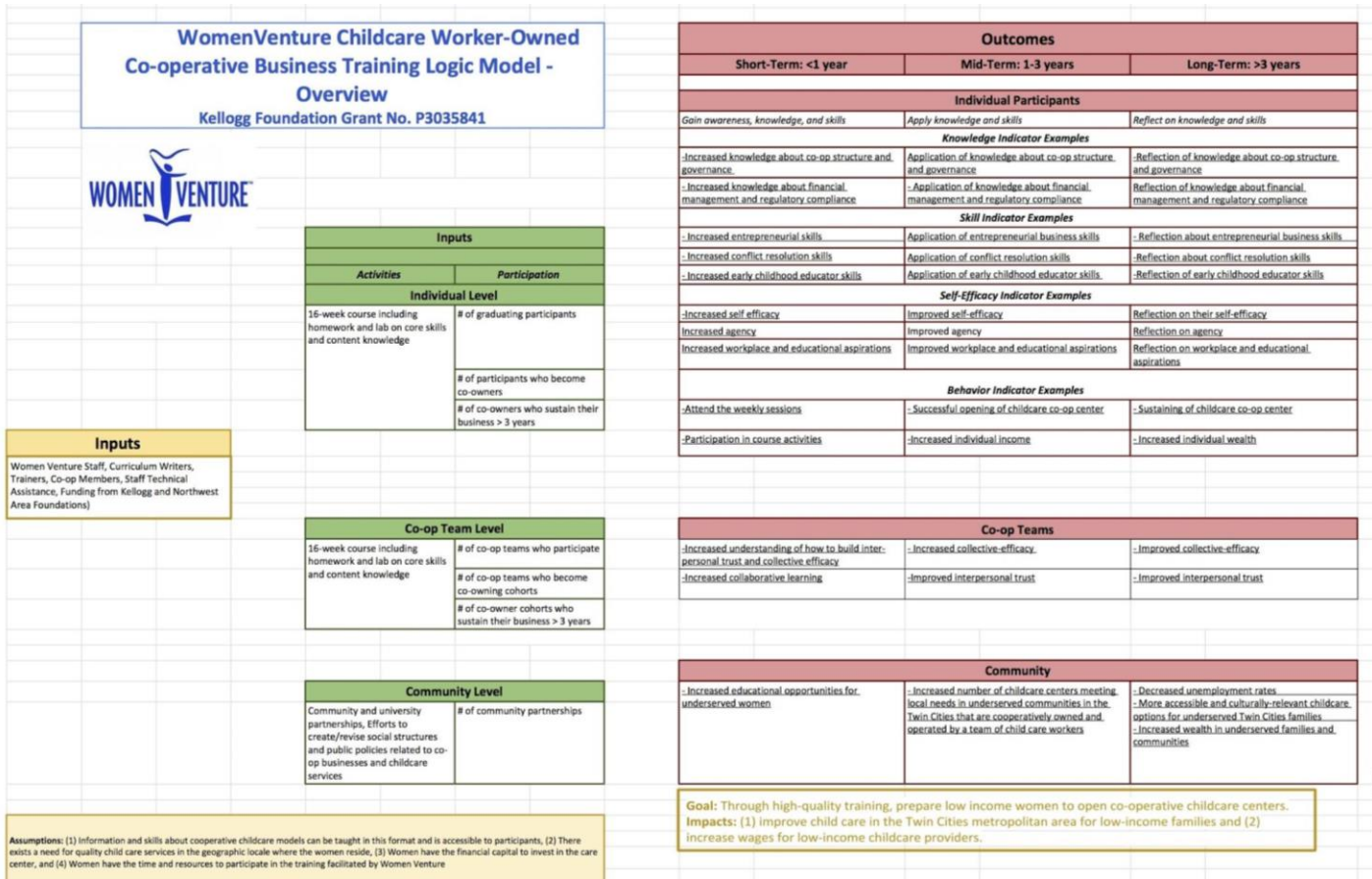
## Key Evaluation Questions

In preparation for the creation of the evaluation, several key evaluation questions were determined by the Women Venture staff and curriculum writers to guide the evaluation. These overarching questions include:

1. What are the short term impacts of the “Getting Ready for Cooperative Ownership” and the “Worker-Owned Co-op Childcare Business Training” curricula on program participants?
2. **Participant Learning Outcomes:** What, if any, is the change in participant’s knowledge and beliefs around cooperative child care models? What, if any, is the participant’s growth in business, entrepreneurial, organizational, and conflict resolution skills? What, if any, is the growth, in the participant’s self-efficacy and confidence as it relates to opening a cooperative child care center? Did the program accomplish the specific targets it set out to make?
3. **Vehicles for Participant Learning Outcomes:** What are the most effective pedagogical elements and content topics of the “Getting Ready for Cooperative Ownership” and the “Worker-Owned Co-op Childcare Business Training” curriculum? Least effective? Why are these specific elements of the curriculum effective? Ineffective?
4. How can WomenVenture improve the curricula for future program years? What specific adjustments can they make to the curricula so it better serves participants or results in higher, more positive outcomes?

## Program Logic Model and Key Definitions<sup>1</sup>

A program logic model was collaboratively developed with the Women Venture staff team and the TESA curriculum writers to illustrate the assumptions underlying the pilot program, the resources needed to carry out the pilot program, and the intended outputs<sup>2</sup> and short, mid-, and long-term outcomes<sup>3</sup> of the program. Ultimately, the logic model provides a common understanding for all relevant program stakeholders of both *how* and *why* the pilot program, or program, is intended to function. In addition, the program logic model provides detailed definitions for each of the intended outcomes so all relevant stakeholders can have a clear and specific expectation for each specific outcome.



<sup>1</sup> Please note: this is an active hyperlink to view an interactive program model online.

<sup>2</sup> An output here refers to the immediate byproduct of the pilot co-op curriculum. Said differently, outputs measure *what* Women Venture did and *who* they served.

<sup>3</sup> An outcome here refers to the the resulting individual and community change that can be associated with the implementation of the pilot co-op curriculum. Said differently, outcomes ascertain the changes within the target population.

## Evaluation Design

### Explanation of the type of evaluation

This study represents both a formative and summative form of evaluation. The summative element of the evaluation will include an elongated pre- and single post-assessment that will gather program participant's:

1. Degree of self-efficacy
2. Degree of collective efficacy
3. Entrepreneurial business and organization skills
4. Depth of knowledge about childcare practices and co-op management and governance.

Formative data will be aimed at ascertaining the program participant's satisfaction of the individual weekly lesson. Ultimately, this will assist the client organization in making real-time adjustments to the curriculum and program.

### Description of evaluation method

This study represents an outcomes-based evaluation. An outcomes-based evaluation can be defined as a systematic way to assess the degree in which a program (intervention) has achieved its intended results for its target audience (Russ-Eft & Preskill 2009). This study will focus on the changes in knowledge, attitudes and beliefs, and behaviors that result from the program on its participants. Ultimately, the aim of this study is to decide if the program met its anticipated outcomes and positively affected program participants. Furthermore, this study seeks to establish clear benefits, gaps in capacity, and opportunities for growth of the program for WomenVenture to better understand their program.

### Description of data collection design

All data will be collected electronically using the Qualtrics software program. Specific data collection techniques include:

1. Weekly, formative e-surveys aimed at gathering the program participant's post-course reaction to each specific lesson.
2. Weekly, summative e-assessment that will gather a pre-program baseline for participant's entrepreneurial, conflict resolution, and early childhood educator skills, knowledge about co-op structure and governance and financial management and regulatory compliance, and self and collective efficacy.
3. A post-program e-assessment that will collect participant's post-program skills and knowledge in the aforementioned areas in addition to self and collective efficacy scores.

Program participants will use their personal smartphones or computers, provided by Women Venture, to complete the various surveys and assessments. The evaluator is specifically recommending *not* to use paper and pencil surveys and assessment tools as it was discovered in the pilot evaluation that (1) oftentimes program participants did not thoroughly complete the evaluation tool when it was paper and pencil and (2) it was incredibly time-intensive to transcribe the survey and assessment data to an online format for analysis. Furthermore, Women Venture already has the infrastructure in-place and the capacity to support the data analysis using the Qualtrics software program.

*Description of each data collection method:*

<b>Table II. Description of Data Collection Methods</b>			
<b>Type of Data Collection Method</b>	<b>Frequency</b>	<b>Brief Description</b>	<b>Validity or Trustworthiness</b>
Formative e-Survey Exploring Program Participant's Post-Course Reactions	Weekly	Using short, rapid response qualitative prompts, participants will be asked to comment on what they found to be the most and least useful component of the previous week's lesson in addition to a prompt that asks the participant if there is anything else the instructors of the Women Venture course can be doing to better facilitate their learning	The primary concern of this tool is having participants choose the socially desirable response. An attempt will be made to control for this by reminding participants that this survey will remain anonymous and confidential. Furthermore, the instructor for the course will be directed to leave the room while participants are filling out this survey and will collect the surveys in a sealed envelope. It is intentionally recommended to ask participants about their reactions to the lesson one week after lesson. Asking course participants one week after the planned program was an effective way to ascertain their reactions to the course and helped control an emotional response bias that could be present immediately following the course.
Summative e-Assessment Ascertain Pre-program Baseline of Participant's Particular Skill Sets and Domain-Specific Knowledge, and Self- and Collective-Efficacy Scores	Weekly	Several focused questions will be asked to the participants prior to the delivery of each specific lesson to ascertain their baseline knowledge and skills pertaining to the content of the week's specific lesson. These questions will be derived directly from the curriculum. In addition, in the first week of the course participants will be asked questions relating to their personal and collective efficacy and level of interpersonal trust with their co-owners.	The primary concern for this tool will be the internal validity of the questions posed to participants. That is, do the questions asked accurately capture the essence of the desired learning outcome. The self efficacy score is derived from the New General Self-Efficacy Scale (NGSE) developed by Chen et. al (2001). The collective-efficacy score was adapted from a scale developed by Bandura (2000) The knowledge and skill indicators were derived directly from the WomenVenture curriculum. Interpersonal trust indicators were adapted from Rempel et al. (2016).
Post-program e-Assessment of Participant's Particular Skill Sets and Domain-Specific Knowledge in Addition to Self and Collective Efficacy Scores	Once, Post-program	A range of questions covering the topics within the course will be posed to ascertain if the participants actually learned what was intended from the program. These questions will principally be derived from the extended pre-program assessment conducted throughout the course. Furthermore, this assessment will gather the participant's post-program self and collective efficacy scores in addition to their level of interpersonal trust with their co owners.	The primary concern for this tool, again, includes the internal validity of the questions asked. To assist in controlling for this bias, the same questions will be posed from the baseline assessments.
Post-program Exit Focus Group Interviews	Once, Post-program	Utilizing the Most Significant Change Technique (Davies and Dart 2004), this participatory evaluation tool will be used to collect and later ascertain the significant change (SC) qualitative stories emanating from the participants themselves.	Thematic codes will be developed with the program participants to identify key themes.

## Evaluation Management Plan

### Key Tasks

- Preparation of all evaluation materials, including double checking that the Qualtrics online platform links work and are live
- Preparing and explaining the program participants for the evaluation, including assignment of identification numbers to course participants
- Creation of rubric for pre- and post-assessment tools
- Facilitation and administration of the weekly post-course reaction survey
- Facilitation and administration of the weekly pre-program baseline assessment
- Facilitation and administration of the post-program assessment
- Facilitation of focus group exit interviews
- Raw data analysis of the weekly post-course reaction survey
- Raw data analysis of the weekly pre-program baseline assessment
- Raw data analysis of the post-program assessment
- Participatory coding of focus group interview transcripts
- Synthesis of the data analyses into a final report
- Dissemination of the final report to all interested stakeholders
- Back-logging and saving of all raw data to Drive as to create space for next round of evaluation
- Modification of monitoring and/or assessment tools, as needed

### Roles/Responsibilities

<b>Table III. Roles/Responsibilities for the Weekly Post-Lesson Reaction Surveys</b>	
Proofread original survey	WomenVenture, Evaluator
Assign program participants identification number	WomenVenture
Administer weekly survey during the first five minutes of each lesson	WomenVenture
Ensure each program participant completes the survey	WomenVenture
Analyze survey on weekly basis	Evaluator

<b>Table IV. Roles/Responsibilities for the Weekly Pre-Program Baseline Assessment</b>	
Create rubric for assessment evaluation	WomenVenture, TESA Curriculum Writers
Proofread original assessment	WomenVenture, Evaluator
Assign program participants identification number	WomenVenture
Administer weekly assessment during the second five minutes of each lesson	WomenVenture
Ensure each program participant completes the survey	WomenVenture
Analyze survey on weekly basis	Evaluator

<b>Table V. Roles/Responsibilities for the Post-Program Assessment</b>	
Create rubric for assessment evaluation	WomenVenture, TESA Curriculum Writers, and Evaluator
Proofread original survey	WomenVenture, Evaluator
Assign program participants identification number	WomenVenture
Administer final forty-five minute assessment during the final course	WomenVenture
Ensure each program participant completes the assessment	WomenVenture
Analyze final post-program assessment	Evaluator

<b>Table VI. Roles/Responsibilities for the Exit Focus Group Interviews</b>	
Review and make edits to original focus group questions	WomenVenture, Evaluator
Facilitate focus group	Evaluator
Record data from focus group	Evaluator
Transcribe data from focus group	Outside Transcription Service
Analyze data from focus group by themes	Evaluator

<b>Table VII. Roles/Responsibilities for the Final Report Plan</b>	
Compare and contrast pre- and post-program data	Evaluator
Synthesize results from pre- and post-program assessment	Evaluator
Synthesize results from the weekly post-lesson reactions	Evaluator
Write up final report which documents key findings, successes from course, gaps in capacity, and areas for growth in the future	Evaluator
Provide recommendations for WomenVenture as to how to improve their childcare co-op curriculum for future years.	Evaluator
Proofread final report	WomenVenture, Evaluator
Disseminate final report to all stakeholders	WomenVenture

## Timeline of Implementation<sup>4</sup>

**Timeline for WomenVenture Evaluation**

	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Administration and collection of ongoing weekly post-course reaction survey	■	■	■	■	■							
Administration of baseline pre-program assessments	■	■	■	■	■							
Administration of post-course assessment					■							
Ongoing analysis of the weekly post-course reaction surveys	■	■	■	■	■							
Focus group exit interviews					■							
Analyze transcripts from						■	■					
Analysis of pre- and post-program assessment tools						■	■					
Synthesis or results from the analyses							■	■				
Final evaluation write-up									■	■		
Presentation of results to major evaluation stakeholders											■	
Revise program curriculum and evaluation plan												■

<sup>4</sup> Please note: this is an active hyperlink to view an interactive timeline online.



## Proposed Data Analysis Plan

Qualtrics software will be utilized for all data collection methods in order to assist in a timely analysis of the raw data and reduce human error.

### Weekly, post-course reaction e-surveys

A five-point Likert scale will be used to measure the general satisfaction of the previous week's course content and the delivery of the content. The responses from participants will be averaged. Other comments in the post-course reaction e-surveys will be analyzed thematically for specific keywords and phrases. Codes and sub-codes will then be developed to categorize the data.

### Pre-program and post-program assessment tools

A comprehensive rubric will be created. This rubric will reflect the correct responses that were taught in the curriculum. The pre- and post-program assessment tools will then be graded according to this assessment. Correct answers will be coded as "1" and incorrect answers will be coded as "0". The evaluator will then explore which answers were answered correctly and incorrectly to conduct a meta-analysis of which learning outcomes were and were not achieved.

### Exit-interviews

Transcripts from the exit-interviews will be analyzed thematically by the evaluator using an emergent, inductive analytic approach. The evaluator will develop a codebook that will include themes and sub-themes.

## Communicating and Report Plan

<b>Audience(s): TESA Curriculum Writing Team</b>		
<b>Purpose</b>	<b>Possible Formats</b>	<b>Timing/Dates</b>
Include in decision making about evaluation design/activities	Working e-sessions	Monthly Meetings
Inform about specific upcoming evaluation activities	Working e-sessions	Monthly Meetings
Keep informed about the progress of the evaluation	Emails	After each weekly course, an email update will be sent
Present initial/interim findings	Memo	Halfway through the course
Present complete/final findings	Final presentation	Immediately post-course
Document the evaluation and its findings	Final report	One month post-course
<b>Audience(s): Kellogg Foundation</b>		
<b>Purpose</b>	<b>Possible Formats</b>	<b>Timing/Dates</b>
Present initial/interim findings	Memo	Halfway through the course
Present complete/final findings	Final presentation	Immediately post-course
Document the evaluation and its findings	Final report	One month post-course
<b>Audience(s): Other Women Venture Staff</b>		
<b>Purpose</b>	<b>Possible Formats</b>	<b>Timing/Dates</b>
Present complete/final findings	Final presentation	Immediately post-course
Document the evaluation and its findings	Final report	One month post-course
<b>Audience(s): Program Participants</b>		
<b>Purpose</b>	<b>Possible Formats</b>	<b>Timing/Dates</b>
Keep informed about the progress of the evaluation	Emails	After each weekly course, an email update will be sent
Present initial/interim findings	Memo	Halfway through the course
Present complete/final findings	Final presentation	Immediately post-course
Document the evaluation and its findings	Final report	One month post-course

## Estimated Budget

### *Materials, Supplies, Equipment*

- Refreshments for exit Interviews \$100.00
- Audio-recorders \$75.00
- Batteries for audio-recorders \$10.00
- Printing of weekly pre-program assessments \$6.25
- Printing of weekly post-course reaction surveys \$87.50
- Printing of post-program assessment \$37.50
- Misc. \$50.00

Estimated subtotal:\$366.25

### *Personnel Cost*

- Transcription services (2 hours of data) \$200.00
- Evaluator (5 hours/week during the program and 180 hours post-program at \$42.00/hour)  
\$10,500.00

Estimated subtotal: \$10,700.00

**Total estimated cost of evaluation: = \$10,866.25**

## Appendices

### Appendix A. Logic Model

This resource can be found at the following link:

[https://docs.google.com/spreadsheets/d/19ZQs7pS2XsnQnm63\\_vGGiwxwY4-8DI5bMOVdBpBxB90/edit#gid=0](https://docs.google.com/spreadsheets/d/19ZQs7pS2XsnQnm63_vGGiwxwY4-8DI5bMOVdBpBxB90/edit#gid=0)

### Appendix B. Key Definitions

This resource can be found at the following link:

[https://docs.google.com/spreadsheets/d/19ZQs7pS2XsnQnm63\\_vGGiwxwY4-8DI5bMOVdBpBxB90/edit#gid=0](https://docs.google.com/spreadsheets/d/19ZQs7pS2XsnQnm63_vGGiwxwY4-8DI5bMOVdBpBxB90/edit#gid=0)

### Appendix C. Evaluation Instruments

#### 1. Weekly Post-Lesson Reaction Surveys

Directions to Facilitator: At the beginning of each lesson, allow participants five minutes to complete this survey using Qualtrics.

ID number: \_\_\_\_\_

Today's date: \_\_\_\_\_

To what degree are you satisfied with what you learned in **last week's** class?

Very Dissatisfied      Dissatisfied      Neutral Satisfied      Very Satisfied

What was the most valuable component of **last** week's class? Why was it valuable to you?

---

---

---

Was there any component of **last** week's class that you didn't find useful? Why didn't you find that component useful?

---

---

---

Is there something the instructors could do differently to further facilitate your learning in this class?

---

---

---

## 2. Pre-Lesson Assessment Tool

### *Week 1: Getting Ready Session #1*

1. How would you define a “worker cooperative (co-op)?”
2. In the space below, please name and describe the 7 principles of a worker co-op.
3. What are the the benefits of a worker co-op?

Directions: Read each statement carefully and check the answer that best corresponds with your response.

**I believe that with the proper training and tools my co-op team and I can successfully open and manage a childcare cooperative center. (CE)**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**My co-op team and I will be able to achieve the goals that we have set for ourselves. (CE)**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**When facing difficult tasks, I am certain that my co-op and I will accomplish them. (CE)**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**I am confident that I can perform effectively on many different tasks when operating the childcare cooperative center. (CE)**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**How confident do you feel in your and your co-op team’s present ability to open a childcare cooperative center? (CE)**

Not confident    A little confident    Neutral    Confident    Very confident

Though times may change and the future is uncertain, I know my co-owners will always be ready and willing to offer me strength and support and that my co-owners will be concerned about my welfare and the overall success of our business. (IT)

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

I can rely on my co-owners to react in a positive way when I expose my weaknesses to them. (IT)

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

I can rely on my co-owners to keep the promises she makes to me. (IT)

Strongly Disagree Disagree Neutral Agree Strongly Agree

I trust my co-owners. (IT)

Strongly Disagree Disagree Neutral Agree Strongly Agree

*Week 2: Getting Ready Session #2*

1. What does a healthy and positive organizational culture look like for you?
2. What are the four core components of successful co-op governance?
3. What is an organizational policy?
4. Please list conflict resolution skills you can utilize in your workplace.

*Week 3: Getting Ready Session #3*

1. What is a market research study?
2. Please name and describe the steps needed to carry out a market research study.
3. Is market research important for your co-op? Why or why not?

*Week 4: Your Market, Costs, and Space*

1. What are the core components of a mission statement? Vision statement?
2. What are the regular costs your co-op will incur?
3. What are the start-up costs your co-op will incur?

*Week 5: Co-op Structure and Operations*

1. In the table below please name the key roles and subsequent responsibilities of owners of your co-op.
2. Could you name the steps your co-op team will take for making decisions as a group?
3. In the space below please write or draw different co-op decision-making structures.

*Week 6: Building a Financial Picture, Member Shares, and the Iron Triangle*

1. Please name the steps needed to apply for a loan, including what, if any, documentation, you need to apply for a loan.
2. What resources exist within your community to apply for and access a loan?
3. Please list the core components of a business plan.

*Week 7: Framework for Quality and Licensing*

1. What are the specific qualities of a good early childhood educator?
2. What skills do you current possess and what skills do you hope to cultivate as an early childhood educator?
3. What is assessment? How can assessment be a tool for your co-op team as it relates to curriculum and program design?
4. In the space below, please name and describe the steps to become a licensed early childcare provider in the state of Minnesota.

5. What is the Parent Aware certification?
  - a. Do you know how to apply for Parent Aware certification?

*Week 8: Space, Location, and Design*

1. Please name the specific requirements and considerations your co-op should have in mind when selecting a physical space for your childcare center.
2. Please list the steps of how you will go about finding a childcare space.

*Week 9: Understanding Your Legal Entity and Creating Bylaws*

1. In the space provided below, please describe the three major legal structures for co-ops.
2. What are bylaws?
3. In the space below, please describe how to incorporate bylaws into your co-op.
4. In the space below, please name and describe the steps to register your business in the state of Minnesota.

*Week 10: Marketing*

1. What is the purpose of a marketing and communications strategy?
2. In general, how much time do you think it will take to create and implement a marketing and communications strategy?
3. Please name the range of platforms you can utilize for your social media and marketing plan.

*Weeks 11 and 12: Budgeting and Cash Flow*

1. What is a financial cost-benefit analysis?
2. What are the requirements associated with their staff's wages, the owner's salaries and/or equity shares, and professional development opportunities?
3. In the table below, please estimate the costs associated with their staff's wages, the owner's salaries and/or equity shares, and professional development opportunities
4. In the space below, please describe how to forecast and track the expenses associated with your childcare co-op center for the first year.

*Week 13: Bylaws, Handbooks, and Risk*

1. In the Venn diagram below, please name the similarities and differences between bylaws, the parent handbook, and the staff manual.
2. Why are each of the above resources (bylaws, the parent handbook, and staff manual) important?
3. What are the risks involved with opening a childcare cooperative business?
4. What does it mean to mitigate risk? How will you and your cohort team mitigate risk?

*Week 14: Incubation and Next Steps*

1. What are the benchmarks you and your cohort need to meet in order to open your childcare cooperative business?
2. What is an incubation process? What will you and your cohort team need to accomplish during the incubation period in order to successfully open your childcare cooperative business?
3. Please name and describe the different elements of a presentation.

### 3. Post-Course Assessment Tool

1. How would you define a “worker cooperative (co-op)?”
2. In the space below, please name and describe the 7 principles of a worker co-op.
3. What are the the benefits of a worker co-op?
4. What does a healthy and positive organizational culture look like for you?
5. What are the four core components of successful co-op governance?
6. What is an organizational policy?
7. Please list conflict resolution skills you can utilize in your workplace.
8. What is a market research study?
9. Please name and describe the steps needed to carry out a market research study.
10. Is market research important for your co-op? Why or why not?
11. What are the core components of a mission statement? Vision statement?
12. What are the regular costs your co-op will incur?
13. What are the start-up costs your co-op will incur?
14. In the table below please name the key roles and subsequent responsibilities of owners of your co-op.
15. Could you name the steps your co-op team will take for making decisions as a group?
16. In the space below please write or draw different co-op decision-making structures.
17. Please name the steps needed to apply for a loan, including what, if any, documentation, you need to apply for a loan.
18. What resources exist within your community to apply for and access a loan?
19. Please list the core components of a business plan.
20. What are the specific qualities of a good early childhood educator?
21. What skills do you current possess and what skills do you hope to cultivate as an early childhood educator?
22. What is assessment? How can assessment be a tool for your co-op team as it relates to curriculum and program design?
23. In the space below, please name and describe the steps to become a licensed early childcare provider in the state of Minnesota.
24. What is the Parent Aware certification?
  - a. Do you know how to apply for Parent Aware certification?
25. Please name the specific requirements and considerations your co-op should have in mind when selecting a physical space for your childcare center.
26. Please list the steps of how you will go about finding a childcare space.
27. In the space provided below, please describe the three major legal structures for co-ops.
28. What are bylaws?



29. In the space below, please describe how to incorporate bylaws into your co-op.
30. In the space below, please name and describe the steps to register your business in the state of Minnesota.
31. What is the purpose of a marketing and communications strategy?
32. In general, how much time do you think it will take to create and implement a marketing and communications strategy?
33. Please name the range of platforms you can utilize for your social media and marketing plan.
34. What is a financial cost-benefit analysis?
35. What are the requirements associated with their staff's wages, the owner's salaries and/or equity shares, and professional development opportunities?
36. In the table below, please estimate the costs associated with their staff's wages, the owner's salaries and/or equity shares, and professional development opportunities
37. In the space below, please describe how to forecast and track the expenses associated with your childcare co-op center for the first year.

Directions: Read each of the statements and circle the appropriate number using the following key: 1 = NO UNDERSTANDING 2 = LITTLE UNDERSTANDING 3 = MODERATE UNDERSTANDING 4 = ALMOST COMPLETE UNDERSTANDING

How would you describe your PREVIOUS level of understanding prior to the course and your CURRENT level of understanding of the following:

	MY LEVEL OF UNDERSTANDING AT BEGINNING OF COURSE				MY CURRENT LEVEL OF UNDERSTANDING			
	None	Little	Moderate	Complete	None	Little	Moderate	Complete
Market research and business feasibility plan	1	2	3	4	1	2	3	4
Co-op decision making, communication and conflict resolution skills	1	2	3	4	1	2	3	4
Co-op legal structure, taxes, by laws and operations	1	2	3	4	1	2	3	4
Building a financial picture for our co-op center	1	2	3	4	1	2	3	4
Location, leasing or buying, indoor and outdoor space requirements and costs	1	2	3	4	1	2	3	4
Staff wages, benefits, ongoing professional development, and co-op owners' salaries vs equity shares	1	2	3	4	1	2	3	4

Budgeting, cash flow, financial tracking and budget management	1	2	3	4	1	2	3	4
By laws, policies and procedures, and staff and parent handbooks	1	2	3	4	1	2	3	4
Public relations, marketing and social media	1	2	3	4	1	2	3	4

**I believe that with the proper training and tools my co-op team and I can successfully open and manage a childcare cooperative center. (CE)**

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

**My co-op team and I will be able to achieve the goals that we have set for ourselves. (CE)**

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

**When facing difficult tasks, I am certain that my co-op and I will accomplish them. (CE)**

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

**I am confident that I can perform effectively on many different tasks when operating the childcare cooperative center. (CE)**

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

**How confident do you feel in your and your co-op team's present ability to open a childcare cooperative center? (CE)**

Not confident     A little confident     Neutral     Confident     Very confident

Though times may change and the future is uncertain, I know my co-owners will always be ready and willing to offer me strength and support and that my co-owners will be concerned about my welfare and the overall success of our business. (IT)

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

I can rely on my co-owners to react in a positive way when I expose my weaknesses to them. (IT)

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

I can rely on my co-owners to keep the promises she makes to me. (IT)

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

I trust my co-owners. (IT)

Strongly Disagree     Disagree     Neutral     Agree     Strongly Agree

As a result of this program:

1. I feel more positive about my future.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

2. I feel better about myself.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

3. I look forward to opening, operating, and owning my own childcare cooperative center.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4. I enjoy working with my co-op co-owners.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**What was the most impactful part of this course for you? Why was it impactful?**

---

---

---

**If you could change anything about this course, what would you change? Why would you change it?**

---

---

---

**Would you recommend this course to a friend? Why or why not?**

---

---

---

**Please rate your overall satisfaction with the course.**

- Very dissatisfied     Dissatisfied     Neutral     Satisfied     Very satisfied

**Please rate your overall satisfaction with the course instructor(s).**

▲ Very dissatisfied    ▲ Dissatisfied    ▲ Neutral    ▲ Satisfied    ▲ Very satisfied

**Please rate your overall satisfaction with the course material?**

▲ Very dissatisfied    ▲ Dissatisfied    ▲ Neutral    ▲ Satisfied    ▲ Very satisfied

**Do you have any other comments?**

---

---

---

4. Post-Group Exit Interview

1. In general, how would you describe your experience in the WomenVenture childcare co-op program?
  - a. What were some of the moments that you felt most empowered or engaged? Why did you feel this way?
  - b. What were some of the activities you enjoyed the most? What were the activities that you found to be the most useful? Why did you enjoy these activities? What made those specific activities useful?
  - c. What were some of the moments you felt least empowered or disengaged? Why did you feel this way?
  - d. Was there anything that surprised you about the course? If so, what was it and why did it surprise you?
2. What, in your opinion, were some of the greatest personal successes of the 14 week course?
  - a. Why was this a success for you?
3. What, in your opinion, were some of the most challenging personal difficulties of the 14 week course?
  - a. Why was this a challenge for you?
4. What, in your opinion, were some of the greatest personal successes of the 14 week course?
  - a. Why was this a success for your co-op group?
5. What, in your opinion, were some of the most challenging difficulties of the 14 week course for your co-op group?
  - a. Why was this a challenge for your co-op group?
6. Thinking back to the beginning of the course, what were some of the expectations you had for the course? For yourself? And for your instructors? Were these expectations met? Why or why not?
7. What was the most impactful moment of the WomenVenture childcare co-op program for you?
  - a. Why was it impactful?
8. If you could go back and change anything about the course, what would you change? Why would you change it?
9. Anything else you would like to add?



Vogtman, J., & Shulman, K. (2016). *Set Up to Fail: When Low-Wage Work Jeopardizes Parents' and Children's Success* (Rep.). Washington, DC: National Women's Law Center. Werner, M. (2017, September 14).

West Central Initiative . (2016). *West Central Minnesota Child Care Center Wage and Rate Survey Results* (Rep.).

Whitebook, M., McLean, C., & Austin, L. J. (2016). *Early Childhood Workforce Index* (Rep.). Berkeley, CA: University of California Berkeley