Safe Facilities

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Outcomes

- Recognize Head Start Performance Standards (HSPPS) related to safety and facilities.
- Identify effective strategies that support directors and managers to move from a “reactive” to “proactive” safety approach.
- Develop a plan for implementing a Culture of Safety (COS) in Head Start and Early Head Start.
- Use and share comprehensive strategies that are informed by program data to promote injury prevention.
Systems

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• Five-Year Project Period
Safety and Injury Prevention
Definitions

“These materials were developed for OHS/Region XI under Contract No HHSP233201500016c by ICF International”
Injury is, Damage to a person in a physical sense. Injuries occur when interactions occur between a person and...
Objects

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Animals/Insects

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Chemicals

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Injury Triangle

Child

Causes

Environment

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Unintentional and Intentional Injury

“Unintentional Injury results from an unintended incident”

“Intentional Injuries are caused by one person inflicting harm on another person, such as one child [pushing] another child or an adult physically abusing a child”
Pair and Share Activity

• Describe an example of
  o Unintentional injury
  o Intentional injury

• What data did you use to identify each situation?
What We Know About Injuries

![Graph showing number of deaths compared to injuries, non-communicable diseases, and infectious diseases.](image)

1, 2, 3, 4, 5, 6

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Keep Environments Safe and Secure

- Programs create, monitor, and maintain hazard-free spaces
- Children learn through exploration and experimentation
- Removing hazards from the environment increases children’s opportunities to grow in all developmental domains
- Staff who identify risks and remove hazards prevent injuries before they happen, allowing children to safely engage in learning
Steps to Implement: Safe and Secure Environments

- Conduct a safety check
- Identify and prioritize hazards
- Report, repair and maintain facilities & equipment
- Obtain safety equipment
- Educate everyone about maintenance and monitoring

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Checklist question

• Equipment and play areas do not have flaking paint, rusty or loose parts……..

Findings

• Bookshelf had peeling paint and splintered wood
Example Checklist Questions

• If this was a finding on a routine check of the environment, what would the next step be after fixing/addressing the immediate problem?

• Which Head Start Management Systems may need to be strengthened?
Discussion questions

• The grantee did not ensure toilets and handwashing facilities were clean and in good repair. The Health and Safety Checklist contained a section on the conditions of bathrooms, but there was nothing noted about the issues identified in the girls' bathroom.

• The grantee did not ensure smoke detectors were tested regularly. The condition was identified on the Health and Safety Checklist.

• Health and Safety Checklists were primarily conducted by parents who were not properly trained. The Playground Checklist was missing monitoring for hazardous conditions.
(a) A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult Caring for our Children Basics, available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf, for additional information to develop and implement adequate safety policies and practices described in this part.
1302.47-Safety Practices

- Allows flexibility to adjust policies and procedures
- Health and safety requirements
  - Facilities
  - Equipment
  - Materials
  - Background checks
  - Safety training
  - Safety practices
  - Administrative safety procedures
  - Disaster preparedness plans

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Caring for Our children Basics (CFOC) 3rd Ed.

- **Caring for Our Children, 3rd Edition**
- **National Health and Safety Performance Standards for Early Care and Education Programs**
  - 3rd edition Revision completed and published in June 2011
  - 4-year revision process
  - 10 Technical Panels - 85 panel members - Content Experts from AAP, APHA, and subject specialists

http://nrckids.org/CFOC3
Caring for Our Children Basics

• Provide guidance on **voluntary**, basic, minimum health and safety standards for early care and education programs
• Reduce conflicts and redundancies found in federal program standards that impact early childhood settings
• Enhance state child care licensing practices and QRIS
• Improve efficiencies in monitoring systems
• Create consistent **floor** across Head Start, child care, and pre-K from which programs would aspire/move to higher quality and upon which parents can rely
Preventing Injuries—the 4 “E”s

• Education (knowledge and skills)
  1302.47(b)(4)

• Environment (social and physical)
  1302.47(b)(1)

• Enforcement (policy and/or procedures)
  1302.47(a), 1302.47(c), 1302.47(b)(7)

• Evaluation (ongoing monitoring and self assessment)
  1302.100, 1302.102(c)(2)(iv)

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How does your program use the 4 E’s to prevent injuries?

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>ENVIRONMENT</th>
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<tr>
<td>• Training staff and parents about safety practices</td>
<td>• Using safety checks before using any play environment</td>
</tr>
<tr>
<td>• Educating children about safe behaviors</td>
<td>• Removing all hazards</td>
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<td>• Developing program policies to support ongoing safety checks</td>
<td>• Using injury and incident data to plan program improvement</td>
</tr>
<tr>
<td>• Creating program practices to enforce safe practices</td>
<td>• Using your HSAC or other partners to advise you</td>
</tr>
</tbody>
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Data Activities

Prepare
Collect
Aggregate and Analyze
Use and Share

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Preparing for Data Collection and Collecting Data

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How do you plan data collection?

- What are your questions about safety and injury prevention?
- How are your questions connected to your program and school readiness goals?
- What do you need to know to answer your questions?
- What does the data you have tell you?
- How does the data capture observations without judgment?
Data Collection Tools

• Injury and Incident Reports
• Safety Checklists
• Daily Health Checks
• Notes from Family/Parent Meetings
• Case notes (for home visitors)
• Other?
What does the data tell you?

• What hazards does the child encounter?
• How does this process help you aggregate and analyze your data?
• How will you use this data to individualize?
Injury and Incident Report

- Who
- What
- Where
- When
- How
Aggregating and Analyzing Data to Draw Conclusions
1. Identify location(s) for high risk of injury

2. Pinpoint systems and services that need to be strengthened

3. Develop a corrective action plan

4. Incorporate safety and injury prevention into ongoing-monitoring activities
What can you learn?

Number of playground injuries by equipment location and age from 2010 - 2012

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Looking at Aggregated Data

**Number of Playground Injuries from 2010 - 2012:**

- **Total:** 9
- **Swings:** 2
- **Slide:** 2
- **Climbing equipment:** 3
- **Grass:** 2

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Use and Share Data to Improve Program Activities
How Do We Use Injury and Incident Data to Inform Our Practice

We collect data required for compliance

We evaluate our staff’s skills and knowledge based on data

We review data regularly to determine whether we have to make changes to our policies and procedures

We use our data on an ongoing basis to evaluate our program’s systems

We make changes to our program’s systems and services based on our analysis of the data
How Do You Share Data?

- Written narratives/reports
- Graphs
- Presentations
- Newsletters/letters
- Other?
Elements of an Effective Ongoing Monitoring System

- Quality data
- Culture that understands the importance of continuous improvement
- Process for aggregating and analyzing data
- Process for correcting issues and replicating promising practices
- Skilled managers who embrace their monitoring responsibilities

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## Linking Planning, OGM, and SA

### Program Planning

**Decide on goals**
- Review and analyze Community Assessment & other relevant data
- Review recommendations from SA report
- Develop long-term program goals

**Develop objectives**
- Set short-term program & fiscal objectives

**Develop plan of action (work plan)**
- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB and PC
- Develop service plans assuring they reflect new goals/objectives

### Ongoing Monitoring

**Collect:**
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

**Analyze:**
- Review & analyze data with managers

**Act:**
- Make course corrections
- Determine new data measures

**Ensure:**
- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Request SA team to analyze persistent systems issues

### Self-Assessment

**Prepare:**
- Design Self-Assessment process
- Orient & train Self-Assessment participants

**Analyze:**
- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

**Recommend:**
- Identify strengths and make recommendations for improvement & enhancement
Every Child Has The Right To Be Safe
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End Notes


6. Hemenway D. While we were sleeping. Success stories in injury prevention. Berkeley (CA): University of California Press; 2009
