



WAYNE STATE
UNIVERSITY


Oscar and Tilly are at the playground, but Tilly won't give Oscar a turn on the slide or the jungle gym. When Tilly gets too dizzy on the merry-go-round, Oscar finally gets his chance to play—and he makes Tilly wait her turn. When they come across the see-saw, they learn that it's really more fun to play together!

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EARLY CHILDHOOD CONSORTIUM PLAYBOOK

WARRIOR STRONG

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Over the past seven years, our team has served as the leader of a university-anchored but neighborhood-based consortium of early childhood centers and community partners in Detroit.

INTRODUCTION

In the following sections, we outline recommendations for creating a similar consortium. These recommendations are based on our experience, lessons learned and knowledge gained. Following this introduction, which provides background and orienting information, we describe our process in five modules that begin with organization and end with implementation. These modules are a way of structuring the information provided and are not necessarily serial in execution, given overlapping steps among them.

We are writing this playbook to describe how to launch an early childhood education consortium. Some steps described may differ depending on whether you are initiating a new consortium or expanding an existing group. We attempt to note differences in steps to take, depending on which best describes your situation.

WHO WE ARE

We began as the Woodward Corridor Early Childhood Consortium and now hope to expand to include new neighborhoods. In recognition of this goal we renamed ourselves the Early Childhood Consortium and expect to include "chapter" subgroups designated by neighborhood.

The Consortium is jointly facilitated by the Merrill Palmer Skillman Institute (MPSI) and the College of Education at Wayne State University. Each unit houses an Early Childhood Center, which are both members of the Consortium and NAEYC (National Association for the Education of Young Children) accredited, two of only five in Detroit. The Wayne State programs are also two of only seven Detroit centers that have received a Quality Rating and Improvement System (QRIS) 5-star rating. These university-based centers play an important role in the Consortium as demonstration sites for best practices in early childhood education. Affiliation with a major university anchors the Consortium and engenders trust in the credibility of Consortium activities among members in the group.

The Consortium is facilitated by the Leadership Team, which is composed of five members: the Executive Director of the two campus early childhood centers and lecturer in the College of Education, the director of the Healthier Urban Families Outreach

Program at MPSI, two university professors whose research expertise includes early childhood development, and the administrative assistant. The outreach director also serves as a center director coach, specializing in staff and parent development, and is joined by a second coach who focuses on curriculum development. The university faculty members serve as an evaluation and website development team. A part-time research assistant also helps with the Consortium.

When initially launched in 2011, the Consortium included 13 early childhood centers in Downtown, Midtown and North End Detroit neighborhoods. With support from The Kresge Foundation, First Children's Finance, the PNC Foundation, and Midtown Detroit Inc., the Woodward Corridor Early Childhood Consortium grew to 18 community partners and 21 early childhood centers licensed to serve more than 1,500 children. During the last five years the Consortium has built a roster of networking, mentoring and professional development activities for administrators, staff, teachers, parents and community organization partners.

RATIONALE FOR CREATING AN EARLY CHILDHOOD CONSORTIUM

Excellent early childhood care and education require an organized system to support high-quality early childhood centers that prepare young children to learn, include professional development for center leadership and staff, and integrate engagement for parents that supports the entire family. Program quality, essential for school readiness, is tied to a stable and qualified work force; however, post-employment training, which is critical in connecting work force stability, educator competence and overall program quality, is often difficult to access, especially in poor urban or remote rural areas where training may be most needed. Barriers occur either because of access itself (e.g., absence of local availability, infrequent scheduling or inadequate support from employers) or because the training that is available is of poor quality (e.g., doesn't link training to practice, is not customized to the needs of participants or provides no follow-up support).

Our consortium was created to address these issues by providing peer-supported professional development opportunities to network, collaborate, and participate in coaching, workshops and conferences. Our focus has been center directors, although opportunities for development and training extend to teachers, community partners and parents. The emphasis on center directors was chosen because although directors play an instrumental role in helping education professionals strengthen their core competencies, fewer professional development opportunities are available to them. Also, directors are more likely to remain in their positions than teachers, who tend to have higher turnover.



Program quality, essential for school readiness, is tied to a stable and qualified work force.

THE CONSORTIUM MODEL

The Consortium model embraces a Community of Practice approach to early childhood development and school readiness by bringing together fragmented resources for early childhood care providers, teachers, families and community organizations that create neighborhood systems of support for young children in Detroit. Communities of Practice (CoP) can be defined as a process for social learning in which people and organizations with common interests collaborate over time to share ideas and strategies, gain knowledge, find

solutions and build innovations (Wenger, 1998). Neighborhood-based CoP early childhood networks like the Early Childhood Consortium demonstrate how such a system can promote cooperation and collaboration among disparate entities and effect positive outcomes for the health and well-being of children and families living in distressed areas. The Consortium began in recognition of a gap in a systems approach to professional development for Detroit's early childhood work force.

CONSORTIUM ACTIVITIES

Consortium member activities are either collective or customized. There are three collective activities that are Consortium-wide: (1) monthly meetings, (2) a professional development workshop and (3) an annual conference. The monthly meetings bring together the directors, the community partners and the Leadership Team to develop and review Consortium offerings, discuss new initiatives, and share information on programs and resources. The half-day professional development workshop is held for directors and community partners, and topics are chosen by Consortium members. The conference includes teachers and staff from all center members. A keynote speaker presents at each conference, and participants choose two workshops to attend. No fees are charged for the workshop or

the conference. The Consortium also includes two customized offerings: (1) a coaching program for up to four member centers at any point in time (resources to support the program dictate the number of participants) and (2) on-site professional development trainings. More information about each of these activities is included within the Playbook modules.

We adopted a calendar that reflects the academic year. (See next page). Any schedule can be used, but it is important that it be consistent as much as possible from year to year. Consistency is critical to allow members to incorporate Consortium activities into their work schedules.



BENEFITS OF THE CONSORTIUM

Detroit and cities across the nation face significant challenges in providing excellent early childhood programming and pre-K education that boost kindergarten readiness, academic success and quality life outcomes. Not only is high-quality early childhood programming an anchor for individual lifetime success, it also underpins community and economic development by preparing America's next generation of workers and leaders.



The Consortium model emphasizes



This approach supports neighborhood-based early childhood centers and community organizations; integrates disparate neighborhood resources; and disseminates best practices, knowledge and services through a single collaborative to support excellence. The Consortium's Community of Practice strategy has demonstrated the power of networking and network-based professional development, mentoring and shared resources to achieve positive outcomes.

Positive impacts of member participation include:

- Enhanced function as a collaborative system
- Increased professional culture and cohesion
- Increased pride and respect for the profession
- Shared knowledge and competencies
- Improved professional learning and practice
- Expanded leadership and staff/teacher connections within and between centers
- Strengthened community connections
- Increased parent engagement programming

CONSORTIUM VALUES

A number of values guide our work, and aligning our actions with these values is essential to our success. Each value reflects a commitment to collaboration, reciprocity and respect, and adherence to these values has led to authenticity in our interactions within the Consortium.

THESE VALUES INCLUDE:

Meet members where they are.

This phrase is both figurative and literal. First, to promote trust, which is the foundation for success, we appraise current member attributes (i.e., skills, needs and goals) and then design a personalized approach to learning, development and resource acquisition that builds on these attributes. Second, we offer some services on-site, not only because the greatest barrier to staff training access is ability to leave the center, but also because meeting with members on their home “turf” reduces potential perceptions of power inequities inherent in “expert” and “learner” status. As a result, trust in the viability of our approach is increased for the center directors and provides us more information on the strengths and challenges of each center, because directors are more open with us. This greater willingness to trust leads to a greater willingness to adopt the best practices for early childhood education that we promote. Our process is dynamic, and our goal is to be responsive and flexible in meeting the changing needs and goals of member centers.



We are all teachers and learners.

All members of the Consortium have knowledge to share and opportunities to learn, including the Leadership Team. As members of this team we facilitate Consortium activities and meetings. However, we act in accordance with the belief that our role does not privilege our knowledge. We have as much to learn from other members as they do from us. Inclusion of a center director or community partner on the Leadership Team is a way to signal this value and engage in leadership sharing.

Ask for feedback from members and incorporate their feedback into activities in visible ways.

For all Consortium events (i.e., monthly meetings, professional development workshop, conference, website, strategic planning, continuous improvement), we ask for feedback or include members in initial planning. Activities are then organized in response to this feedback. We also communicate how we have incorporated their ideas and suggestions into the work of the Consortium. It is critical that members know through our actions that we value their input and are responsive to their contributions.

Always consider capacity to deliver on promises.

Little undermines trust faster than the inability to follow through on commitments. When despite best efforts, stated objectives or intentions are impossible to achieve, it is critical to be honest and transparent.

Culturally responsive activities are essential.

In order to serve diverse communities, different perspectives and needs of centers, community partners and the families they serve must be honored and incorporated into all activities.

Make a commitment to continuous improvement.

To ensure that Consortium activities are of the highest quality possible, we assess and evaluate meetings, the professional development workshop, the conference and the website. In addition, we interview and/or conduct focus groups with Consortium members from time to time to collect information on what is working and what needs to be improved. You can't expect members to change their practices if you, as members of the Leadership Team, aren't willing to as well.



CONSORTIUM BUILDING BLOCKS

Several Consortium elements have been essential for our success.

First, funding or in-kind contributions are needed to support the monthly meetings, professional development workshop, annual conference, coaching (and related incentives for center participation in coaching), website development and maintenance, evaluations and Leadership Team time.

Second, model early childhood centers need to be included in the Consortium as anchors, ideally affiliated with a university and/or accredited nationally to serve as demonstration and best practices dissemination sites.

Third, the Leadership Team needs to be interdisciplinary to ensure that all facets of early childhood care and education are considered and addressed.

Fourth, community partners must be included along with center directors in order to promote effective connections to resources and so that community programs can be responsive to the ever-changing needs of families and communities.

Fifth, a highly capable administrative assistant is essential.

LESSONS LEARNED FROM THE CONSORTIUM

Incorporating center director and community partner ideas into determining actions for the Consortium is key to its success. Valuing member contributions improves the quality of the Consortium and makes member participation more visible in shaping its direction.

Consortium centers and community partners value how the Leadership Team responds to their needs, connects them to resources and services, and seeks out resources to support their work.

Multiple methods of engagement are needed: meetings, conferences/workshops/professional development, website, emails, listserv.

The annual conference is a valuable professional development opportunity for center directors, teachers and assistant teachers. Directors depend on it as part of their professional development plan for staff, and appreciate that it is a free event. The conference helps build a sense of community and belonging to the Consortium.

Professional development that is focused on center directors and community partners provides needed support for them in their leadership roles. Usually professional development targets teachers and assistant teachers. There are few professional development offerings for individuals in leadership roles in early childhood education.

Members value monthly consortium meetings. Even if it might be challenging for center directors to find time away from their centers to attend, they appreciate being part of what the CoP literature refers to as a public space. Developing a website and other technologies can provide members with additional communication tools to augment face-to-face meetings.

Coaching/Mentoring Program for Excellence and Quality Improvement

- In order to be successful, there needs to be buy-in from the center director, staff and parents and a readiness for change.
- To be most effective, coaching activities must be conducted on-site at the center, although face-to-face meetings can be supplemented by technology-enabled meetings (e.g., Skype, Zoom, Go to Meeting, etc).
- The coach establishes the goals and an implementation plan based on director-defined goals and needs.
- Characteristics of children can drive director needs.

Parent Engagement

- In order to be effective it is important to embrace the value of “meeting them where they are.”
- Programs should be based on the teachers-as-learners model with the goal of center and parents working together to determine needs and set goals.
- Programs should incorporate feedback from center staff and parents with the understanding that parents are more likely to be engaged if information presented is meaningful to them.
- Programs may be more favorably received by the parents if generated or offered by the center, rather than a third party.

The reflective process is an important component of this work, including brainstorming/discussion (Consortium members and Leadership Team), feedback (Consortium members), consideration (Consortium members and Leadership Team), and decision-making concerning next steps (Leadership Team and Consortium members).

The types of community partners that should be included in a consortium are those who can provide services that are aligned with consortium goals and the needs of the center members. It is important to target recruitment of community partners to support the needs of the centers.

Center directors and their staff are often overwhelmed by the professional demands of operating in a resource-limited environment. As a result, the day-to-day capacity to integrate Consortium services into the life of a center is often slower than anticipated.

SOURCES OF INFORMATION
FOR THE PLAYBOOK

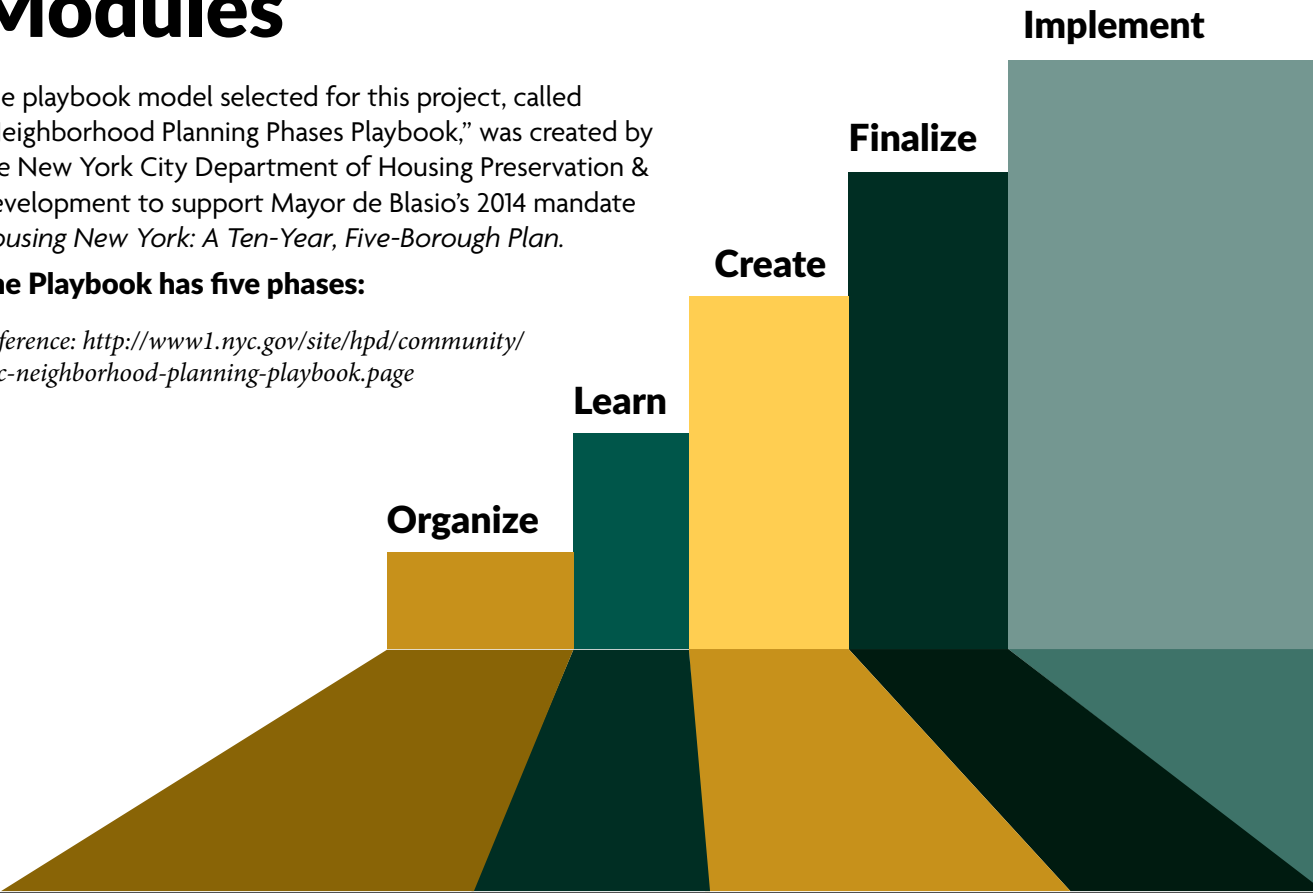
Information used to develop the Playbook included Leadership Team interviews, emails and calendars; member focus group transcripts; monthly meeting minutes; coaching reports; conference materials (i.e., planning committee notes, programs, conference evaluations); and grant progress reports. Information was organized into a Consortium Dropbox folder where all minutes, interviews, important emails and other pertinent documents were kept.

Playbook
Modules

The playbook model selected for this project, called “Neighborhood Planning Phases Playbook,” was created by the New York City Department of Housing Preservation & Development to support Mayor de Blasio’s 2014 mandate *Housing New York: A Ten-Year, Five-Borough Plan*.

The Playbook has five phases:

Reference: <http://www1.nyc.gov/site/hpd/community/nyc-neighborhood-planning-playbook.page>





MODULE 1: Organize (3 to 5 months)

OBJECTIVE | **Formulate a Cohesive Plan and Schedule for Launching a Consortium**

1 Identify key stakeholders and determine Consortium member criteria for recruitment

A Geographical boundaries

Choose area(s) recognized as a neighborhood by residents, city planners, economic and/or business leaders, or characterized by recent investments from foundations (and other funders), economic development bodies, or federal, state or local government. Ideally the neighborhood is anchored by a major employer or education, health or service organization that can contribute to the Consortium Leadership Team or serve as a significant community partner. Define the area in terms of streets, zip codes or some other critical feature to use in communications, both internal and external to the Consortium. We partnered with local foundations to define the boundaries of the Consortium.

B Center characteristics

Determine types of centers to be included in the Consortium. We chose licensed community-based programs that encompassed centers privately owned, corporate, agency-sponsored, Head Start, chartered, university-based or that offered state-funded preschool programs for 4-year-olds (i.e., Great Start Readiness Program in Michigan). We specifically excluded home-based, non-licensed or public school programs. The reasons for these exclusions varied: home-based program providers are difficult to identify, and there are multiple barriers to participation in professional development activities. Non-licensed programs are highly variable in quality and do not participate in state-sponsored rating systems. Public school programs already have multiple supports in place to promote quality improvement.

In defining member criteria, consider the number of programs there is capacity to serve, ability of the center to participate in ongoing activities, and the capacity of the center to integrate Consortium services into the day-to-day operations of the center.

C Community partners

We included agencies dedicated to human, economic and community development; foundations; local branches of national charities (e.g., United Way); and coalitions to promote educational excellence. The key characteristics of a successful community partner are services that support the needs of the centers, organization representatives who are able to commit themselves to consistent participation, and willingness to meet with center directors to arrange services and resources.

2 Website development

A Idea development

In our existing Consortium, 96 percent of members reported they would use a Consortium website to access resources and information. In order to develop the website, we were able to draw on input and feedback from our current members during our monthly meetings. If you are launching a new Consortium, then you will either need to depend on the Leadership Team or an ad hoc advisory group to develop this information.

Based on the input we received, we decided to create separate sections of the website for directors, community partners, teachers and parents to provide unique resources for each target audience (see Appendix D). Content for center directors, community partners and teachers was password protected to promote privacy of the information discussed at meetings and trainings. There was also discussion of adding a “chat forum” page, but because someone would be responsible for ensuring that the page and discussions didn’t include false information or information that did not reflect best practices, this suggestion was not pursued.

B Resources

Consortium members provided suggestions for the resources that should initially populate the website. We further planned to revise the content based on input from new members in the Consortium. Resources on pages for directors and community partners included government websites, local child care center activities, job boards and upcoming events. For teachers, resources included information on teaching excellence, CPR training, how to better communicate with parents and how to participate in teacher forums. Sections of these webpages were also devoted to archiving materials shared at Consortium events (e.g., conference presenters’ PowerPoint presentations). For parents, resources included referrals to affordable health care practitioners, places to obtain needed diapers (e.g., Diapers for the D), effective parenting practices and ways to communicate with other parents. There are many local services available that are emphasized on the website. One key parent resource we chose to include is the 5-a-Day Parenting Program (www.5adayparenting.org), developed by members of the existing Consortium Leadership Team.

C Design

Design was a particularly important matter to focus on during website development. Our team did not include members with professional website building skills, so we relied on a user-friendly website development application that allows laypeople to create a high-quality website for a small (i.e., <\$500) annual publication fee. (Squarespace.com and Wix.com are just two examples.) We chose Wix because we liked the layout look options offered and because the content updating process is simple. Through Wix, we purchased a domain name (i.e., www.WSUecconsortium.org), which was linked to the newly created website. The goal was to make the website aesthetically pleasing, while informative and representative of the members included in the Consortium. Research assistants on the project developed and maintain the appearance of the website. New resources are added as they arise (e.g., after each Consortium meeting, resources shared during the meeting are added to the website).

3 Develop materials to provide during initial recruitment visits with center directors. Materials will provide information concerning the benefits of the Consortium and how the Consortium will meet the needs of the center directors.

A Prepare a folder with handouts for the center directors during the initial recruitment meeting

The previous year’s Woodward Corridor Early Childhood Consortium conference brochure was included in the folder, so directors could have an idea of the scope and quality of the conference. The folder also contained the demographic information survey for the director to fill out. Along with that information, recruiters provided directors with various resources, including a list of books and articles: Michigan Department of Education’s two files, “Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce,” as well as “Michigan’s Early Childhood Standards of Quality for Infant and Toddler Programs” and “Michigan’s Early Childhood Standards of Quality for Prekindergarten.” Also included was the following article from The National Association for Education of Young Children (NAEYC) – “Building Bridges to Understanding in a Preschool Classroom: A Morning in the Block Center,” (March 2015, naeyc.org). Recruiters brought copies of these materials for use by center directors in order to highlight some of the resources the Consortium could provide. Additionally, a Consortium brochure, one-page handout and URL for the Consortium website were provided so that directors could familiarize themselves with what events the Consortium offers members.

B Brochure

A Woodward Corridor Early Childhood Consortium brochure was drafted for marketing and included the logo created and reviewed by the research team. The goal of the brochure was to be an easy-to-read guide to key information about the program in a visually appealing format. The brochure included contact information and the URL for the Consortium website. Cost estimates for brochure creation were gathered from various companies, and an initial version of the brochure was created to present at a meeting and obtain feedback from the Leadership Team. Photos of Consortium activities such as the conference were included, and all photos were selected to accurately reflect the diversity present in the target communities. The slogan “Building Futures, Changing Lives” was developed during a Leadership Team meeting and added to the finalized version of the brochure.

C A one-page handout was created for distribution to potential center director members (see Appendix C)

A handout was developed to highlight the primary benefits of Consortium membership. The handout was created by the Leadership Team, reviewed by other project personnel, and discussed with current Consortium members. There were four parts: a description of what the Consortium does, the Consortium's goals, Consortium activities, and the benefits of being a member of the Consortium. Contact information was also included on the page for the director's reference.

Handout Content:

EARLY CHILDHOOD CONSORTIUM: BUILDING FUTURES, CHANGING LIVES
www.wsuecconsortium.org

Detroit's neighborhood-based early childhood centers boost kindergarten readiness and give children a foundation for lifetime success. The Early Childhood Consortium will strengthen individual and collective capacities to advance early childhood education and support the aspirations of both neighborhood centers and families. The Consortium will create a strong network of center directors from early childhood centers in the neighborhood, representatives from community partners, and Wayne State University faculty from the College of Education and the Merrill Palmer Skillman Institute. The Consortium will be based on the success of the Woodward Corridor Early Childhood Consortium, which was established in 2011.

Consortium Goals

The consortium embraces a community approach to support early childhood providers and community partners by creating a neighborhood-wide system of collaboration. The goals of the Consortium are to expand and improve:

- Professional development of early childhood center directors, teachers, and support staff
- Implementation of best practices in early childhood education
- Parent engagement and education programs
- Collaborative relationships among consortium members

Consortium Activities

At no cost to centers or families, the Consortium offers:

- Monthly meetings with center directors, community partners, and WSU faculty
- Annual conference for center directors, teachers, support staff, and community partners
- Annual center director and community partner in-service
- On-site coaching and mentoring
- Parent engagement and education programs

Benefits of Membership

- New leadership opportunities for center directors
- New staff connections within and between centers
- Shared knowledge through professional learning and practice
- Sharing of information and resources at monthly meetings and on Consortium website
- Increased parent engagement
- Support in completing the QRIS process and achieving QRIS quality improvement plans
- Support with NAEYC accreditation process
- Support in achieving self-identified program goals through coaching and mentoring

4 Arrange meetings with center directors in the target neighborhood

A Gather contact information for new centers/directors

To expand or start a Consortium it is important to gather center contact information for the target neighborhood by searching the relevant zip code(s) on the Great Start to Quality website, www.greatstarttoquality.org. Great Start to Quality is the State of Michigan's Quality Rating and Improvement System (QRIS) to measure the quality of early childhood programs and providers. Each state has a comparable program. From this site you can generate a list of all licensed centers and identify contact information for programs that meet our criteria as described under 1b or your own. The zip codes for the original Woodward Corridor members were determined by identifying neighborhoods in and around the university.

B Information can be collected in a variety of ways, but we recommend face-to-face conversations

If you are expanding an existing consortium, ask for suggestions on how to approach new centers from a center director in the current consortium who is familiar with centers in the new neighborhood. If you are developing a new consortium, seek suggestions from a center director you know well who may or may not be familiar with the centers in the target neighborhood. Our contact suggested face-to-face conversations and helped identify Consortium benefits she found attractive. These benefits are identified in the Introduction.

Phone calls to set up face-to-face appointments were made in an attempt to help center directors feel more comfortable with the recruitment meeting. The caller's affiliation with a respected university within the city and leadership of an established consortium helped to promote interest in the conversation by the recipient. If initial calls were not returned, the administrative assistant searched for information on centers and their directors on websites (including Facebook and LinkedIn) and made follow-up phone calls. Only as a last resort, if no other method of communication was successful, did Consortium recruiters go to the center without prior contact with a target center. Despite multiple contacts, some directors could still not be reached and were not considered further for Consortium membership. One or two directors also indicated that they were not interested in participating at the current time.



5 Identify center profile information you wish to collect during the initial visit. To learn more about each individual center and to guide when and where to hold focus groups for further exploration of key issues (see Module 2, Item 1b), we created the following list.

Name of Center: _____

Name of Center Director: _____

Name of Consortium Representative: _____

Ages of Children Served: _____

Number of Classrooms: _____

Number of Lead Teachers: _____

Number of Associate/Assistant Teachers: _____

Number of Caregivers: _____

Number of Other Staff/Support Staff (identify roles): _____

Number of Children Licensed For: _____

Number of Children Enrolled: _____

Program Type: ☐ Tuition ☐ GSRP ☐ Head Start

Curriculum Model: ☐ High Scope ☐ Creative Curriculum ☐ Montessori ☐ Other

QRIS: ☐ Yes ☐ No with STAR rating _____

Focus Group Participation for Center Directors: ☐ Full group off-site ☐ individual on-site

Focus Group Participation for Center Staff: ☐ Full group off-site ☐ individual on-site

Focus Group Participation for Parents: ☐ Full group off-site ☐ individual on-site



1 Organize and plan center director focus group in full detail

A Develop questions for center director focus group

Focus group questions are best developed by the Leadership Team over several meetings and should incorporate information learned in Module 1 during the “Organize” phase. The questions in the finalized version will be asked in a center director focus group held during Module 3 (Create). Discussion topics should be designed to be similar across all three focus group categories (teachers, community partners and parents), although there will be questions unique to each group. See modifications of these questions at the end of this section.

An overarching goal of the question design was to develop a deeper understanding of the strengths and assets of their neighborhood, and the challenges faced by directors, staff and parents at each center and what resources would be most helpful to overcome these challenges. Questions were crafted to be open-ended and elicit storytelling from focus group participants so that we could understand the challenges in their own words, without being guided by our preconceptions.

On the following page, there are the focus group questions we developed for the center directors. These questions were asked to identify key issues facing the directors and also to gather information concerning challenges and successes faced by teachers and parents at their center. Information provided is then used to plan the monthly meeting discussions, design the professional development workshop, customize coaching, and select topics for the annual conference sessions.

MODULE 2: Learn (3 to 4 months)

OBJECTIVE | **To Continue to Recruit Center Directors,
Gather Center Information, and Plan Focus
Groups in Detail**

FOCUS GROUP QUESTIONS:

1

Introductions:

- a. Tell us your name and the name of your center.
- b. How long have you been a child care director? What is your background?
- c. How long have you been a child care director in this community?
- d. How long has your center been in this community?

2

What do you consider the most rewarding part of your job? What do you find most stressful?

3

What is working well and what are the challenges?

- a. Working with families
- b. Staff relationships
- c. Working with children
- d. Curriculum implementation
- e. Resource availability
 - For the needs of families
 - For the needs of the center
 - For the needs of staff
- f. Working in this community
- g. Providing professional development opportunities

4

What would help you most in addressing these challenges?

1 (con't)



B Identify time and location for focus group

Initial face-to-face meetings with center directors helped narrow down the time and location that would work for the focus group. Specifically, recruiters asked center directors in the initial center visit whether they preferred full group off-site or individual on-site participation, for directors, staff and parents (see Create: 2c). The focus group was held at Wayne State University, a central location for directors and Consortium Leadership Team members. The available dates determined the timing of the focus group, and center directors were notified through an invitation with RSVP.

C Organize recording and transcription services

The administrative assistant organized recording and transcription services. The recording and transcription services selected had been hired previously for a different project; however, other vendors were explored. Factors important in the selection included cost, ability to identify specific speakers in the transcript, length of time to produce the transcript, and policies regarding transcript review and confidentiality. Transcription took approximately three weeks to complete. We purchased the speaker tracking option for transcription. This choice required an additional week to complete the transcript, but allowed us to differentiate comments by individual speakers in the focus group. The cost of transcription was competitive at \$3.00 per minute. In addition, a member of the Leadership Team took notes during the focus group in order to have immediate information to expedite the planning process.

2

Complete recruitment for directors for Consortium and focus group

A Participation and reception

To promote program quality improvement, center directors need to be receptive to adopting changes in practice based on the information presented and shared within the Consortium. An important component in accomplishing this goal was accurately understanding the needs of the center, so that the Consortium could be designed around those needs. Recruiters discussed center goals during recruitment meetings. If a director was not initially receptive to participation recruitment, the recruiters presented additional information about the benefits of the Consortium that could fit center-specific needs. Pre-existing networking in the community played an important role in acceptance and reception and was consistent with a central belief within the Consortium that people have more positive reactions to new information when it comes from a trusted source.

Most center directors were receptive to receiving information about the Consortium and participating in the focus group. Twelve of the 14 center directors agreed to attend Consortium meetings. Of the two directors who were not receptive to meeting, one said she was too busy with staff training to meet but would reach out to Consortium staff if time arose in the future. Consortium staff tried to reach the other director multiple times but never received a return phone call, and so no information is available concerning the lack of apparent interest in joining the Consortium.

B Incentives

In addition to emphasizing the benefits of joining the Consortium, incentives were provided to encourage participation in the focus group. A tote bag was given to each participating director which included 1) resource books, 2) two child development resource wheels, 3) a Consortium magnet (which included the Consortium website URL), 4) a Consortium brochure, and 5) \$60 in Target gift cards.

C Time

A lesson learned was that more time was needed for recruitment than originally allocated. Initially, two to three months were allotted for center director recruitment, but the process required closer to three to four months. Directors enjoyed the recruitment conversations during face-to-face meetings, prompting recruiters to ask supplementary questions. Community and center needs may also be identified through further discussion, indicating that additional time is well spent.

3

Plan for additional data collection

A Survey development

A mixed-methods approach to data collection was adopted and is recommended. Both qualitative data from the focus groups and quantitative data from center director, teacher and parent surveys can provide useful and complementary information. Two surveys were developed for later distribution at the professional development workshop (directors and community partners) and at the annual conference (teachers, directors and community partners), although the surveys can be administered at other time points (e.g., emailed, delivered at the focus group).

Questions in one survey focused on basic demographic information, position in early childhood education, years of experience, education, age group with which the teacher works, stress and support, and perceptions about child development. In addition, directors were presented with 20 possible challenges and asked to rate yes/no if each was a challenge or a source of stress for their center. Then, directors were asked to rate their five biggest challenges.

In the second survey, respondents (both directors and teachers) were asked about their sense of community. From interviews conducted with center directors in the early years of the existing Consortium, directors identified relationships and information sharing as primary benefits of their participation in the Consortium. We also found that directors who participated most in the Consortium, and whose centers had the highest quality ratings, described the Consortium as a community, consistent with our Community of Practice model (See Introduction). [Ratner, H., Bocknek, E., Miller, A., Elliott, S., & Weathington, B. (2018). Creating communities: A consortium model for early childhood leaders. *Teacher Development*, 22(3), 427-446. <https://doi/10.1080/13664530.2017.1367718>]

Statements included in the survey to assess sense of community were based on those provided in:

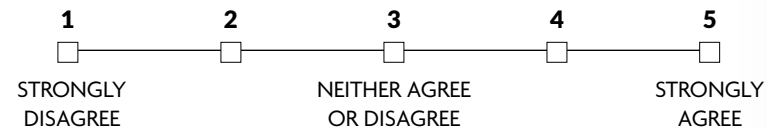
Peterson, N.A., Speer, P.W., & McMillan, D.W. (2008). Validation of a brief sense of community scaled: Confirmation of the principal theory of sense of community. *Journal of Community Psychology*, 36 (1), 61-73. doi: 10.1002/jcop.20217

(See Module 4, Item 4b for additional detail.)



CONSORTIUM SENSE OF COMMUNITY STATEMENTS

(rated on a 5-point scale from strongly disagree to strongly agree)



- The Woodward Consortium helps me fulfill my needs.
- I trust the information I receive from the Woodward Consortium.
- I feel like a member of the Woodward Consortium.
- It is important to me that information I am provided for professional development comes from an organization I trust.
- I feel connected to the Woodward Consortium.
- I have a say about what goes on in the Woodward Consortium.
- I gladly share my knowledge with colleagues from the Woodward Consortium.
- I gladly learn from my colleagues in the Woodward Consortium.
- People in the Woodward Consortium are good at influencing each another.
- I have a good bond with others in the Woodward Consortium.
- I can get what I need in the Woodward Consortium.
- I belong in the Woodward Consortium.

4 Develop questions for additional focus groups

During this phase, develop focus group questions for other groups based on those for center directors. Include questions that tap similar topics but which add features unique and relevant to each group. Examples appear below.

TEACHERS

Introductions

- Tell us your name and the name of the center where you work.
- How long have you been an early childhood educator? What is your background?
- How long have you been a teacher in this community?
- How long have you been at your current center? Have you been at other centers? Tell us about your past experience.
- What do you consider the most rewarding part of your job? What do you find most stressful?
- What is working well and what are the challenges?

Working with families

Staff relationships

Working with children

Curriculum implementation

Resource availability

- For the needs of families
- For the needs of the center
- For the needs of staff

Working in this community

Finding professional development opportunities

- What would help you most in addressing these challenges?
- How can the Consortium help with these challenges?
- What might be barriers to participating in the Consortium?

PARENTS

Introductions

- Tell us your name and the name of the center where you have enrolled your child.
- How old is your child? Why did you select this center?
- How long has your child been enrolled in this center? Has your child been at other centers? Tell us about your past experience.
- What do you like best about the center in which your child is enrolled? Are there any things that don't like or you wish could be changed?
- What do you find most stressful about being a parent?
- What is working well and what are the challenges?

Working with the center director and staff

Curriculum

Resource availability

- For the needs of families
- For the needs of the center
- For the needs of staff

The location of the center in this community

Finding parent education opportunities

- What would help you most in addressing challenges?
- How can the Consortium help with these challenges?
- If the Consortium were to offer workshops or online resources about parenting what might prevent you from accessing them?

COMMUNITY PARTNERS

Introductions

- Tell us your name and the name of the agency where you work.
- What is your role?
- How long have you worked with early childhood care providers? What is your background?
- How long have you been working in this community?
- How long have you been at your agency? Have you worked at other agencies? Tell us about your past experience.
- What do you consider the most rewarding part of your job? What do you find most stressful?
- What is working well and what are the challenges?

Working with families

Staff relationships

Working with children

Curriculum implementation and/or supports

Resource availability

- For the needs of families
- For the needs of the center
- For the needs of staff

Working in this community

Finding professional development opportunities

- What would help you most in addressing your challenges?
- How can the Consortium help with these challenges?
- What might be barriers to participating in the Consortium?



MODULE 3: **Create** (3 to 4 months)

OBJECTIVE | **To Conduct Focus Groups and Identify Key Issues to Address**

During this module, you will conduct focus groups composed of different Consortium member types (i.e., center directors, teachers, community partners, parents) to collect information concerning their goals, interests, needs and challenges. Convene the focus group for center directors first. Each group will have varying perspectives and will need different supports from the Consortium; however, the center directors are the “heart” of the Consortium. Information gathered will support their goals and identify issues that they will need to address with center staff or parents.

Questions for other groups may be modified depending on information provided by the directors. For example, community partners are queried to identify available services and programs to assist directors and to determine how the Consortium can best encourage interactions to promote effective service delivery to centers, staff, and parents. If center directors have already provided information about their needs, community partners can be asked about the services or resources that they have that might address the challenges specifically identified by the directors. If directors have identified resources they think parents would find useful, parents can be asked directly about these needs. The parent focus group will also be helpful in identifying additional resource and education needs of which directors may be unaware.

1 Information to convey during the center directors' focus group

Launch

Begin by introducing the members of the Leadership Team. When introducing the Consortium leaders, make certain that each person describes his or her role within the Consortium and professional background relevant to supporting the Consortium goals.

Provide a brief overview of the agenda and begin by asking, "Are there any questions before we get started?" After you have completed your introduction, ask other members of the Leadership Team to introduce themselves.

When the introductions are complete, provide a brief history of the Consortium if it is already in existence or steps leading up to its formation if it is new. Describe Consortium values and/or goals and the purpose of the focus group. State how the information will be used.

SAMPLE LAUNCH

I really want to thank you for taking time out of your busy day. I know, at the end of the day, all you want to do is go home and put your feet up, so I truly appreciate your taking time to talk with us. I am (name). I am the chair of the Early Childhood Consortium. I'm a lecturer in early childhood education in the College of Education, and I'm the executive director of the two early childhood centers on campus. I've been in early childhood education my entire professional career, so I have many years of experience working with young children and families in (location). (Turns to the next person) Do you want to introduce yourself?

We really feel strongly that we want to hear the voices of the members of the Consortium, so that it helps us then put things in place to best support you. The other piece that we really didn't anticipate was the high interest and participation of community partners. We started out with just a few, and now we're to the point where people are seeking us out. Some of the community partners that participate are (give examples). They are so important because they contribute expertise, resources and programs. The information you provide informs our activities. We select topics for the monthly meetings, professional development workshop and annual conference based on the information you provide.

What happens at the Consortium meetings (or we hope will happen, if the Consortium is new) is a wonderful exchange of information. Center directors really find it helpful because they learn about programs and services that they didn't know existed. For their own centers or for parent referrals, they also now have a contact person if they have questions or need to make connections for other people.

Once the launch is complete, ask the focus group questions as provided in Module 2.

2 Themes to identify from the center directors' focus group transcript

Director roles within the center

Are center directors filling multiple roles within the center? The necessity to frequently fill in other roles suggests that resources may be limited and/or staff vacancies or turnover might be problems. If so, supports and strategies to address these problems either for individual centers or as a cohort may be a focus for a consortium.

“Now I am a director, bottle washer, whatever...”
“You’re doing what directors do.”
“As the director, I do everything.”

Time available for staff development

This item is related to the number of roles directors fill within the center. Center directors should have time available to observe their teachers in the classroom to provide appropriate feedback and training. If directors are required to provide direct services too often, this important function may not receive adequate attention. Coaching may be helpful for directors to ensure that staff development occurs.

One member of the group mentioned the important role of a previous director who valued her growth as a professional and inspired her to mentor others:

“She wants to help anybody who she can get where they’re trying to be, where she’s been. That’s why I felt the need to stay there because she’s like, “What do you want to do? You don’t have to stay here working for me. What else do you want to do?”

■ Previous experience

What previous experience has the director had and for how long? New directors will likely require different kinds of supports than more experienced directors. New directors may, however, be more open to change and adopting new practices. Directors with disciplinary backgrounds that differ from early childhood may need more information about child development and best practices in early childhood education. If appropriate, more experienced directors may be interested in serving as mentors for less experienced directors. Peer-to-peer coaching can support consortium-based coaching.

“I’m still learning the ropes of being a director, as well as the early childhood in general.”

What is their background and training?

“I am new to early childhood. My background’s more in social work, so I am new.”

“I was a teacher with adults, and then it just fell in my lap to start working with children, because I’ve worked with children all my life, but then I felt that I like working with little people.”

■ Co-location of and interaction with other centers

Do directors mention proximity to other centers?
 (“I’m right down here from you guys on (street name).”)

Do they talk about any joint projects?

You will know the geographical arrangement of the centers identified for inclusion in a consortium; however, mention of proximity by the directors themselves may signal either collaborative relationships that can be built upon or potentially competitive relationships that may need to be addressed. Participating in joint activities with shared goals can be useful in accomplishing either.

■ Openness to collaboration

If centers do not indicate that they currently participate in joint projects, look for indications that centers want to collaborate. Building connection and cooperation begins with a motivation to do so.

“Knowing that we can come together. There’s enough kids in the (location) for every center.”

“We should be visiting. We should be talking regularly. We should be helping each other with their problems. I’m always open to that because I believe in what I do, and I’m passionate about what I do. I will share any information I have because I know what I know. I know what I know, and you can’t take anything away from me.”

“We grew up in this field with that idea that we all work together. We’ve always done things to help each other. You’ve got a child, send me a child. You know this is a resource. Give the resource.”

“It’s not a competition. Let’s work together to better them.”

Sources of stress

Stress and stress management are major issues for any early childhood education program directors and staff. It is important to identify sources of stress (e.g., staff, parents) in order to make changes that reduce challenges and to introduce ways to help cope with the inevitable stress that the director and staff will experience.

“I’ll bet that childcare center directors and teachers feel at least as much stress as those who work with school-aged children. It’s good that the Consortium anticipated this and allows me the opportunity to help address this issue by meeting individually with the directors and offering stress management and self-care trainings to the staff.”

Resource needs

Centers require many resources including supports for curriculum, facilities, staff, and parents. Look for common needs across multiple centers. Either recruit community partners that focus on identified need areas or discuss with current community partners how they can help meet these needs. One of the largest benefits of a consortium is connecting resources with needs. Community partners profit as well from these connections, because many agencies have additional capacity if potential clients can be identified. Sharing ideas across centers with similar needs can also be effective.

“One thing that we do twice a year is a family needs assessment survey, one in the beginning, one kind of at the end. We’re an all-year around program, and I was thinking about incorporating it three times because things happen. With that, we gauge what the need of the parent is, and with our resources with Early Head Start and GSRP. I ask my ECS (Early Childhood Specialist) specialist. I ask my family advocates.”

“I ask for resources, and I keep them in a folder. When a parent says, ‘Hey, I need such-and-such,’ I say okay, let me make a copy. That’s what I do. I grab whatever I can, and I keep it.”

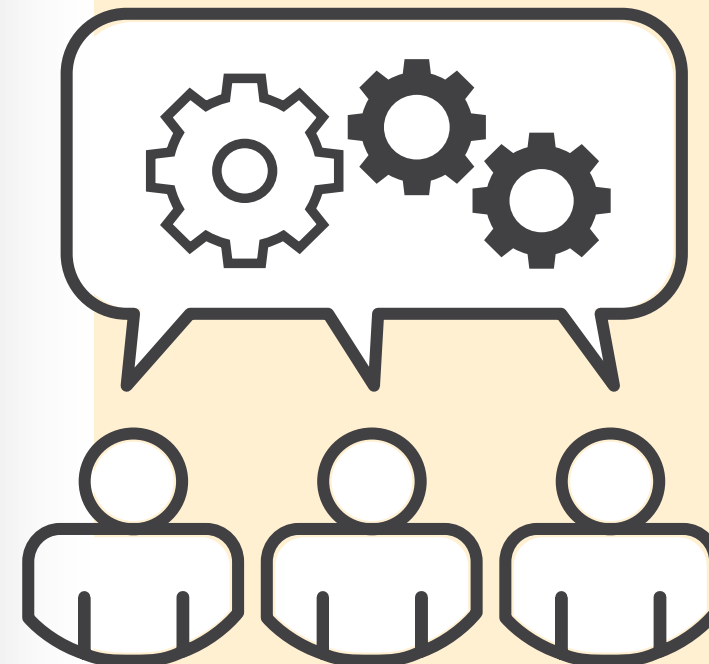
3

Conduct focus group for teachers

You will need to work with the center directors to recruit staff to participate in the focus group. Logistically it is easier to obtain staff contact information from the directors so that you can communicate with staff directly, but participation rates may be higher if you work through the center directors. Staff may be more cooperative if they know that their directors want them to participate. A time in the early evening soon after centers close will probably be the best time to convene the focus group. Provide food and gift card incentives. Recording and transcription arrangements will be the same as described in Module 2 for center directors.

THEMES TO IDENTIFY FROM THE TRANSCRIPTS WILL BE SIMILAR BUT NOT IDENTICAL TO THOSE OF THE CENTER DIRECTORS. THEMES WILL INCLUDE:

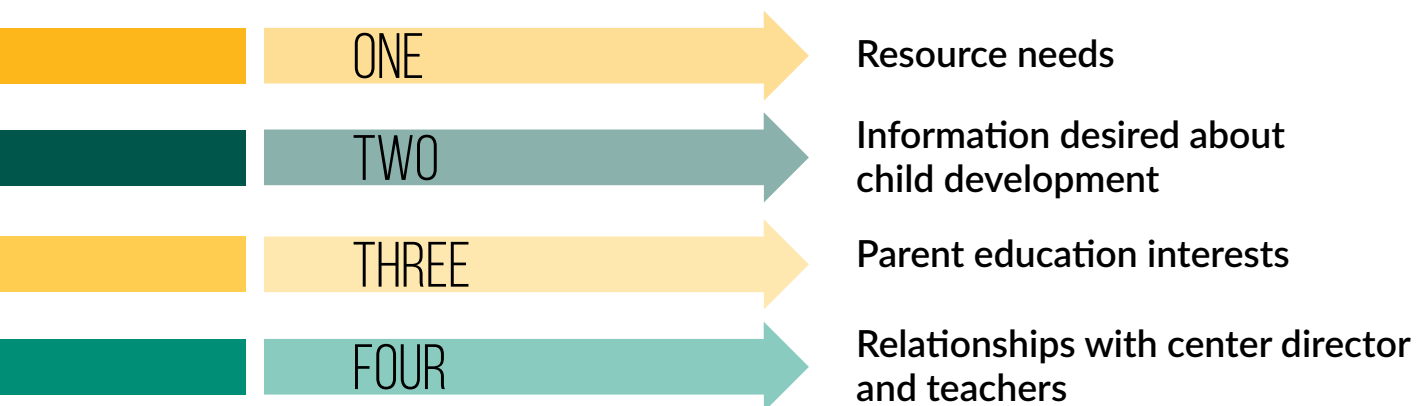
- (1) age group teachers work with,
- (2) experience. It is important to distinguish amount of experience and background in the field from experience working with a particular age group. Many teachers have been trained and have experience working with 3- to 5-year-olds; however, they may currently be working with infants and toddlers. Their experience often does not generalize well, and they may need additional training,
- (3) interest in best practices and openness to change,
- (4) sources of stress,
- (5) resource needs,
- (6) tension or conflicts among the staff or with the director, and
- (7) working with parents.



4 Conduct focus group for parents

Again, you will need to work with the center directors to recruit parents to participate in the focus group. As for teachers, it may be easier to obtain parent contact information from the directors so that you can communicate with parents directly, but participation rates may be higher if you work through the center directors. Parents may be more cooperative if they know that the center directors have selected and want them to participate. Provide food and gift card incentives. Recording and transcription arrangements will be the same as described in Module 2 for center directors.

Themes to identify will include:



5 Run focus groups for community partners

Information gleaned from the center director, teacher and parent focus groups will be useful in identifying potential community partners. Seek partners who provide services and programs either within or to the neighborhood served by the Consortium. Recruitment will be similar to recruitment of center directors as outlined in Module 2. Provide food and gift card incentives as for the other groups. Recording and transcription arrangements will be the same as described in Module 2 for center directors.

Themes may include:

- 1 Resources available
- 2 Challenges serving families in the target neighborhood
- 3 Information needed to improve service delivery

6 Analyze results of focus groups

Look for similar themes across participants within each of the groups and for themes across groups. A visual map identifying cross-cutting needs, challenges, barriers and resources may be helpful in identifying commonalities and connections.



- Themes that are common across center directors will be good topics to explore in monthly meetings, the professional development workshop and the annual conference. (Modules 4: Finalize and 5: Implement.)
- Themes that emerge from the teacher focus groups will be good topics to explore for the annual conference.
- Unique goals or concerns for either directors or teachers may be better suited for inclusion in on-site professional development and/or coaching. (Both described in Module 5.)
- Common themes across community partners will be topics to explore in monthly meetings.
- Common themes for parents may be appropriate to address on the Consortium website (Module 2: Learn), in monthly meetings or the annual conference. Unique goals and concerns would be discussed with the appropriate center directors, either as part of coaching or in a one-on-one conversation.



There are two primary areas
of planning focus:

1

**FIRST MONTHLY MEETING
OF THE NEW CONSORTIUM**

2

THE ANNUAL CONFERENCE

During this period you will also want to edit the website to reflect the input from the focus groups and decisions made during the planning for the first meeting and the conference.

FIRST MONTHLY MEETING

Plan meeting time and place

- A** Now that you have identified members for either a new or expanded Consortium and gathered information from them, you need to identify when and where the meeting will occur. If possible, choose a central location that has access to parking. Identify a meeting time that will be consistent. Our Consortium meets the third Thursday of the month from 10:30 to noon. Directors have told us that this is a convenient time; however, issues arise preventing members from attending from time to time.
- B** Invite members to the meeting at least 4 to 6 weeks before it takes place.
- C** Provide food and coffee/tea.



MODULE 4:

Finalize (3 to 4 months)

OBJECTIVE

**Finalize Planning for New or
Expansion Launch Based on
Results of Focus Groups**



Create the agenda

- A** Start with welcome and introductions. You will want to go around the room and ask members to identify and briefly describe their organizations. Points of connection will spontaneously occur as part of these introductions.
- B** Use the focus group information to introduce topics that might be of interest for discussion in the current or future meetings. Or use the meeting to confirm that these topics are still of interest. You might ask the group to prioritize them.
- C** Provide information about the Consortium annual conference, which will be occurring the next month.
 - Provide information on the date, time, place, registration deadline, and overview of workshops.
 - Ask for donations for gift baskets that will be raffled off at the conference.
- D** Announce the on-site professional development training and coaching opportunities. Ask for participants.
- E** Announce any professional development opportunities in your area that are available in the coming months.
- F** Ask for agenda items in the future. Members may be interested in touring a particular agency or program.
- G** Finish by asking members to share any information of interest to the group.
- H** Be very respectful of directors' time by always starting and ending punctually.
- I** Leave time for individual networking after the formal part of the meeting has been completed.

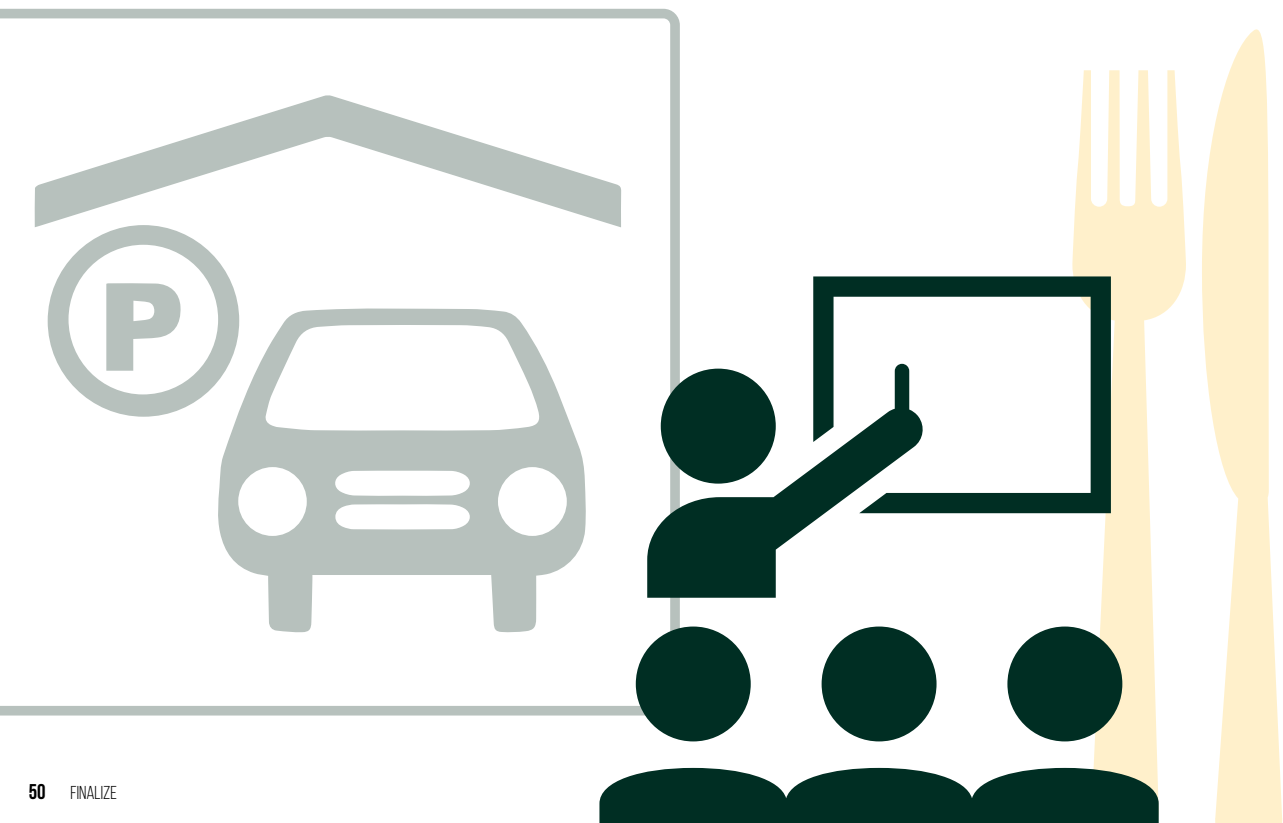
ANNUAL CONFERENCE PLANNING

Begin conference planning process in a Leadership Team meeting

- A** Discuss the following issues in preparation for introducing conference planning at your next Consortium monthly meeting if the group is already established and is simply expanding. If the Consortium is entirely new then the Leadership Team will serve as the initial conference planning committee, and in subsequent years you can engage Consortium members:
 - Discuss the recruitment method for the planning committee. Approaches may include distribution of a volunteer sign-up sheet or soliciting volunteers through email or both.
 - Select a Consortium monthly meeting for brainstorming ideas. Typically this meeting will be the last one of the year if you are following the calendar outlined in the Introduction.
 - Decide how topics and ideas will be collected to include everyone's input.
 - Briefly discuss miscellaneous planning topics, such as who is responsible for determining location, registration, evaluations and other conference logistics.
- B** At the next (or appropriate) Consortium meeting:
 - Either work with the group as a whole or organize meeting attendees into groups of approximately three to five individuals.
 - Ask individuals or groups to brainstorm and record ideas for workshops at the conference.
 - If using groups, ask each to report on their suggestions and discuss the ideas.
 - Take notes during the discussion and identify common themes. Then collect the written suggestions. Speakers can include experts within or outside the Consortium's network. Bring these ideas to the Conference Planning Committee meeting.
- C** Hold the Conference Planning Committee meeting approximately four months before the expected conference date.

Select a conference venue

- A** Choose a venue that will fit the needs of the conference and the number of people estimated to attend. Our conference was scheduled from 8:30 a.m. to 2:30 p.m. on a Saturday in October. Registration began at 8:30 a.m., and a light breakfast was available. The keynote speaker launched the conference at 9:15 a.m. The session lasted 45 minutes until 10:00 a.m. A 90-minute morning workshop began at 10:15 a.m. Lunch was served immediately after, and the 90-minute afternoon workshop began at 12:30 p.m. From 2:00 until 2:30 p.m. we held our raffle, asked participants to complete session and conference evaluation forms, and distributed participation certificates.
- B** Consider additional rooms for breakout sessions that are co-located with the space identified for a general session. Proximity reduces confusion and improves ease of participant navigation.
- C** Ensure that the venue has easy access to nearby parking, which should be reserved and paid for ahead of time. When the venue and surrounding breakout session rooms are selected, determine the place and time of each session, and if the same sessions should be repeated twice or whether unique sessions should be scheduled in every time slot.
- D** Choose a caterer that fits location, timing and needs. A light breakfast and lunch were provided and paid for by funders. Boxed lunches were chosen because 45 minutes for lunch does not allow time for a buffet.



Finalize the conference schedule based on collected input

- Two different keynote speakers should be contacted in advance and finalized based on speaker availability.
- The Consortium Chair then should reach out to each individual breakout session speaker and obtain signed agreement and commitment forms to appear on the final schedule.
- The suggested timeline for contacting speakers is a month or two after the Conference Planning Committee meeting. All speakers should be confirmed six to eight weeks prior to the conference.
- Establish a timeline to ensure all needed items, signage, food and parking are ordered in time. In the four months before the conference, the Administrative Assistant followed the checklist below:

CHECKLIST

☒ Create conference flyer

☐ Draft conference program

☐ Email conference information and RSVP information to centers and community partners (6 weeks before conference)

☐ Conference announcement at September Consortium meeting

☐ Close RSVP (4 weeks before conference)

☐ Contact Parking Services to reserve a parking structure with attendant for conference

☐ Reserve catering services with conference attendance estimate

☐ Submit conference program to printer

☐ Order books (NAEYC)

☐ Order conference supplies (signage, etc.)

☐ Reserve space for next year's conference

Once the checklist above was completed a month or more in advance of the conference, a new checklist was made for preparing conference materials, finalizing logistical details and systematizing registration.

CHECKLIST

- ☒ Create conference folder labels
- ☐ Gather folder literature
- ☐ Collect presenter handouts and begin making copies for conference
- ☐ Meet with conference location representative to determine conference layout, building access, storage space and presenter needs
- ☐ Create certificates of participation based on RSVP
- ☐ Provide final numbers to catering 1 week before conference
- ☐ Begin preparing conference folders
- ☐ Organize registration

Finalize conference surveys

- A** You may wish to obtain background and other Consortium-related information (e.g., sense of community, beliefs about child development) from conference attendees. This is the only opportunity during the entire year when all members are together in one place. Surveys can be distributed throughout the year, but allowing time during the conference to complete them increases the likelihood they will be submitted. (See Appendix A for examples of a conference survey and a questionnaire concerning one type of child development beliefs.)
- B** It is important to begin the survey by explaining why the information is collected. Example survey questions are provided in Appendix A.

UPDATE WEBSITE TO PREPARE FOR CONSORTIUM LAUNCH

Include information about the first monthly meeting and the conference

Edit website based on analysis of focus groups

*Center directors/
Community partners*

A Center directors/community partners: Adding a page with job opportunities in early childhood is suggested. In addition to resources, contacts for potential partners should also be added to the website. If an administrator of the website has the time and availability to monitor a group sharing page, to prevent the spread of false information, this could be a beneficial addition to the website. Professional development opportunities and other available conferences should always remain up-to-date on the webpage.

Teachers

B Suggestions for teacher's resources could include curriculum resources, coping skills, stress management, motivation, time management and financial skills. Add articles for teachers to reference on various classroom topics. Professional development and other workshops should also be added to the website.

Parents

C The website can always be used to provide more resources for parents. Include information addressing resources needs discussed during the focus group. Information on housing, food, parenting, education, transportation, personal protection, mental illness and health are all possible topics to add to a website. Transferring this information to the website includes searching for local resources and finding appropriate links to provide. The goal is to provide parents with various resources, all in one place to make access as easy as possible.





Collective Activities

Monthly meetings

- Complete final preparations for first monthly meeting.
 - Create place placards for each attendee
 - Print sign-in sheet with a place for name, organization and email
 - Have copies of the agenda available
 - If possible, arrange to provide light snacks
- Ensure that parking arrangements are finalized and communicated to attendees.
- Place signage providing directions from parking lot to meeting place.
- Make certain all Leadership Team members attend and network with attendees before the meeting.
- Arrange for administrative assistant to take minutes.
- Welcome attendees as they arrive and direct them to location of the meeting materials and the food.
- Start the meeting when most or all attendees have arrived and follow the agenda.
- Plan and implement subsequent monthly meetings in accordance with these guidelines and those provided in Module 3, Item 2.

Annual conference

1 Registration

- Individuals staffing registration should arrive at the conference venue at least an hour to an hour and a half before registration begins.
- Organize sign-in sheets, name badges, folders and resource materials for use or distribution at each registration station. Stations should be identified by signs indicating alphabetical range for beginning letter of attendee's last name (e.g, A-D, E-H, etc.).
- After attendee has signed in and obtained registration materials, direct him or her to the general keynote session and food areas.

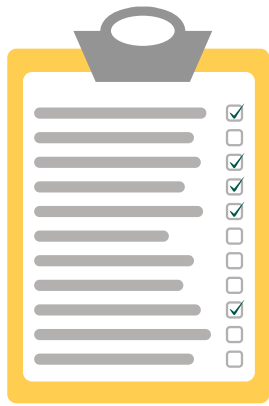
MODULE 5:

Implement (3 to 4 months)

OBJECTIVE

Launch the Consortium

The launch will involve initiating the three collective (i.e., monthly meetings, conference and professional development workshop) and two customized activities (i.e., coaching and on-site professional development trainings) for the newly configured group, either de novo or as an expansion of an existing consortium.



2 Sessions

- Before the conference begins, ensure that audiovisual equipment is in place for all sessions. Arrange with the venue staff to have technical assistance available if necessary.
- Begin the keynote session on time by calling the conference to order, welcoming attendees, providing an overview of the schedule for the day, reviewing materials in the conference folder and introducing the speaker.
- For the breakout workshops that follow, speakers are usually comfortable introducing themselves. However, if you prefer, you can arrange to have speaker introductions in these sessions as well.
- During the keynote session check to confirm that food service arrangements for breaks and lunch (if serving) are in place.
- At the end of the keynote session, remind participants to complete the evaluation and tell them where the evaluations can be submitted.
- Announce the next item on the agenda.

3 Evaluations

- For each session, you will include evaluation forms in the folders.
- If the evaluations do not include information on where to place them when completed, then make sure that this information is announced at the end of each session or at points when everyone is assembled together.
- If you wish to link information collected to other information about centers, ensure that the surveys are coded in a way that will allow identification of the respondent. If you wish all information to be anonymously provided, then tracking of respondents is not necessary.
- Allow time for the evaluation team to conduct basic analyses for review. Discuss evaluations and results at the next Leadership Team meeting.
- Incorporate feedback into future conferences. Report evaluation information back to the Consortium membership at the next monthly meeting. Invite monthly meeting attendees to provide any additional feedback they have.

Professional development workshop

1

Once the conference is completed, planning for the professional development workshop will begin. The steps will be similar to those followed to plan for conference planning (Module 4 (Finalize), Item 1).

2

At the Leadership Team meeting that precedes the second monthly meeting (i.e., November on our calendar), identify possible topics based on feedback and conversations at the first monthly meeting and the conference. Discuss a possible date.

3

At the monthly meeting, ask for ideas and add the Leadership Team topics to the conversation.

4

Based on consensus or near consensus of the group, select two possible topics and ask for suggestions for speakers.

5

Propose a date and modify in response to the feedback of the group. If you are following our calendar the workshop will be held in March.

6

After the meeting, secure the venue for the desired date.

7

Then, contact the suggested speaker or speakers.

8

Make appropriate arrangements for food, parking, audiovisual equipment and materials.

9

Once arrangements are finalized, announce the time and place to the membership, ideally at the next monthly meeting (December or January). Send email notices and place the information on the website.

10

Prepare an evaluation form and distribute at the workshop.

Customized Activities

Coaching

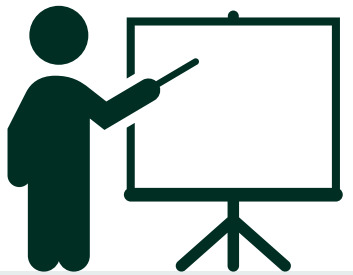
(See appendix B for goal setting and action plan)

Introducing coaching to Consortium members

- On-site coaching for center directors has emerged as central to the Consortium's model.
- The availability and description of coaching services should be introduced during the second or third monthly meeting of the Consortium.
- The number of sites that can participate will be dictated by funds available to support a coach or coaches, so criteria for prioritization should be developed and communicated in case of interest exceeding capacity.
- Provide at least a general timeline for beginning the coaching program.

The coaching model

- The coaching platform has been designed to be developmentally appropriate and responsive to the quality needs of a Consortium center's programs for children and families.
- Core features include two years of progressive actions aimed at strengthening program quality through QRIS or other accreditation advancement, curricular enhancement and parent engagement, with a third transition year to more independent implementation of continuous improvement activities by the center director and staff with an emphasis on sustainability.
- The foundation of the coaching program is establishing a trusting and positive relationship between the coach and the center director and staff. To promote trust, coaching occurs on-site and a center-specific plan is developed for each program.
- The coaching plan includes self-identified goals and implementation of three modules according to each center's developmental timeline. (These modules are described in Item 3.) Centers are unique in their needs, context, resources and expertise, and although goals supporting curricular, administrative, family, staff, environment and/or community resources are often shared among the centers, objectives do differ. Emphasis on the educational and developmental missions of the center, along with the unique needs and behaviors of that center's children and families, are the cornerstones of the plan. Creating connections among the center, community partners and families complements the on-site center focus.
- Change management is led by one or more coaches. In our program we include two coaches, one who focuses on curriculum, and the other on staff development and parent engagement. The Leadership Team selects, monitors and provides input to the coaches.
- Goals and supporting activities are established in the coaches' first meeting with the center director. Every subsequent meeting involves steps toward achieving these stated goals and activities.
- Reports document these discussions and are submitted after each session. These reports are used to track center progress.



Module-based coaching model Coaching Module 1

- Establish relationship/build trust.
- Observation of program by coach.
- Center director and coach identify goal(s) for program improvement.
- Develop improvement plan for identified goals (center director and coach establish goals together).
- Schedule initial visit to one of your demonstration early childhood center sites, by the coach and center director, to do focused observations related to identified goal(s).
- Schedule a time to debrief about focused observations and to discuss implications and strategies for the identified goals.
- Provide support, information, suggestions, professional resources and/or professional development, as needed, to meet identified program improvement goals.
- Begin program improvement activities/process.
- Review progress at scheduled intervals and revise strategies/goals as needed.
- Schedule subsequent visits to one of your demonstration early childhood center sites, by the coach, center director and/or teaching staff, to do focused observations related to identified goal(s).
- Schedule a time to debrief about focused observations and to discuss implications and strategies for the identified goals.
- Provide support for participation in Quality Rating & Improvement System (if needed): (1) introduction to QRIS Self-Assessment Survey (SAS), (2) guidance in understanding and interpreting QRIS Standards & Point System, and (3) connect center director with available services to complete the QRIS process when ready.

Module-based coaching model

Coaching Module 2



- Reflect on previous year's goal(s).
- Continue to work on previous year's goal(s), if needed.
- Center director and coach identify new goal(s) for program improvement.
- Develop improvement plan for identified goals (center director and coach establish goals together).
- Schedule visit to one of your demonstration early childhood center sites, by the coach and center director, to do focused observations related to identified goal(s).
- Schedule a time to debrief about focused observations and to discuss implications and strategies for the identified goals.
- Provide support, information, suggestions, professional resources and/or professional development, as needed, to meet identified program improvement goals.
- Begin program improvement activities/process.
- Review progress at scheduled intervals and revise strategies/goals as needed.
- Schedule subsequent visits to one of your demonstration early childhood center sites, by the coach, center director and/or teaching staff, to do focused observations related to the center's identified goal(s).
- Schedule a time to debrief about focused observations and to discuss implications and strategies for the identified goals.
- Check progress on the QRIS process if applicable.

Coaching Module 3

- Identify goal(s) for parent engagement/parent education.
- Provide support, information, suggestions, professional resources and/or professional development, as needed, to meet goals for parent engagement/parent education.
- Begin parent engagement activities.
- Review progress at scheduled intervals and revise strategies/goals as needed.

4

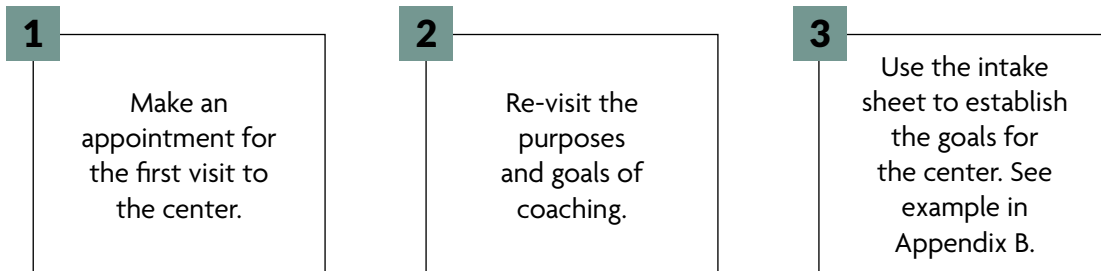
Lessons learned— what works

- A** When first assigned to a new program, the coach/mentor must begin to build trust with the director/site leader through sharing their bio and asking questions to learn about the program and their personal experiences.
- B** One of the number one considerations to coaching is to value and respect the mentees.
- C** Spend time observing the center classrooms and office, as well as reading any literature about the program, to gain as much insight as possible to understand the program and its operation.
- D** Listen, listen, listen...to be a sounding board for the mentees to share their successes and issues.
- E** Set goals and action plans for the program, follow up regularly, and review and revise annually or as needed.
- F** Know the program curriculum, developmental screenings and child assessment tools.
- G** Use specific tools [i.e., Program Quality Assessment (PQA), Classroom Assessment Scoring System (CLASS), corporate program checklists] for classroom observations. Compare and discuss what is observed by the coach and what is observed by mentee.
- H** Provide positive feedback and ways to improve their position and program in a positive rather than negative manner.
- I** Be able to provide ideas and examples to use in program that are appropriate.
- J** Keep up with the revisions and updates in early childhood (i.e., Child Care Licensing Rules and Regulations, NAEYC Accreditation Standards, PQA, Ages & Stages Questionnaire, Essential Instructional Practices in Early Literacy - Prekindergarten, Head Start guidelines, GSRP Implementation Manual) and pass these on to the mentee programs.
- K** Provide resources (i.e., conference information, training, books, articles and videos) to mentees on child development, age transitions, curriculum, screening systems, leadership, Quality Rating & Improvement System, etc.
- L** Assist with staff team building through training, communication, interactive staff meetings, staff encouragement, staff growth, staff empowerment, etc.
- M** Assist mentees with staff/parent interaction and communication.
- N** Assist mentees to improve administrative operations while maintaining their ability to relate positively to staff and parents.
- O** Provide a written report following each coaching visit to document what happened and was discussed with each mentee and program.

5 Lessons learned—challenges

- A** Mentees often have difficulty meeting with the coach/mentor due to staff absences and/or vacancies and the need to fill in in classrooms or kitchen at the last minute. Patience is important. Try using technologies (e.g., Skype, Zoom, Facetime) to augment face-to-face meetings.
- B** Many goals and action plans have had to be revised several times due to disrupted work schedules and unforeseen circumstances of the mentees and their programs. Do not be discouraged, but careful monitoring needs to be in place to ensure that progress, although slow, is occurring. If after six months to a year, progress is not adequate, then another type of program may be a better fit. (See next section on On-Site Professional Development.)

6 Initiate coaching



- A** Continue with coaching, with center visits by the coach once or twice per month as decided by the coach and director.
- B** Complete coaching report for each visit with the Goal Setting and Action Plan document available for reference. Track activities against the goals and action plan originally established. Modify as necessary.
- C** Completing this report is essential because progress will be tracked using these reports. Every six to nine months assess the percentage of goals and action steps accomplished as one index of progress.
- D** Each visit's progress report should be filled out similarly to the outline presented below.

On-Site Professional Development

1 To complement other Consortium activities, some centers may wish to participate in on-site in-service staff trainings during the year.

2 These on-site trainings may be alternatives to coaching, or if adequate progress during coaching is not made, these sessions may serve as an alternative. Conversely, programs that do benefit from coaching may participate in on-site trainings as a way to transition to sustaining their own continuous improvement program.

3 As with the coaching model, resources will determine how many centers can be served and how many sessions may be offered.

4 Center directors meet with members of the Leadership Team for an initial interview to determine the topics and content of the workshops based on staff needs.

5 This interview will be based on the intake instrument used to assess coaching needs.

6 Interviews may be conducted during the summer to be prepared for fall implementation.

Although content will be modified in response to particular needs and goals, topics routinely requested include professionalism, team building, managing challenging behaviors, services for children with special needs, positive relationships with parents, curriculum development, adult-child interactions, the learning environment and cultural responsiveness.

CONCLUSIONS

The work of a consortium like the one described in this Playbook is rewarding, but requires ongoing monitoring, input and feedback from members and evaluation. Members value the resources, relationships and sense of community that the Consortium provides as they work together to accomplish the shared goals they have. Creating this Community of Practice is essential in supporting the development of center directors and strengthening the quality of the programs they can offer to our nation's young children and their families. High-quality early childhood education charts lifetime success and is one of the most precious resources any community can provide.



Appendix A | Conference Survey and Conference Evaluation

What is your gender? ☐ Female ☐ Male

Select the response below that best describes your job.

- ☐ Lead Teacher
- ☐ Float Teacher
- ☐ After-School Program Teacher
- ☐ Assistant Teacher
- ☐ Teacher's Aide
- ☐ Other (please describe) _____

How many years of experience do you have in the early childhood field?

- ☐ Less than 6 months
- ☐ 6 months-1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ 5-15 years
- ☐ 15 or more years

What age group(s) do you work with most days (check all that apply)?

- ☐ Infants
- ☐ One year olds
- ☐ Two year olds
- ☐ Three year olds
- ☐ Four year olds
- ☐ Five year olds

How many hours do you typically work in a week? _____ hours per week

What is the highest degree you have completed?

- ☐ High School Graduate/Obtained GED
- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctoral Degree
- ☐ Other (please describe)

What is your degree in (if applicable)?

- ☐ Early Childhood Education
- ☐ Child Development
- ☐ Secondary Education
- ☐ Something else (please describe)

What is the race and ethnicity with which you identify (select all that apply)?

- ☐ White/Caucasian
- ☐ Black/African American
- ☐ Hispanic/Latino
- ☐ American Indian/Native American
- ☐ Asian Indian
- ☐ Middle Eastern
- ☐ Asian
- ☐ Other
- ☐ Choose not to answer

Please reflect on your experiences with the Consortium and check the box that best fits with your response.

1

2

3

4

5

STRONGLY DISAGREE

DISAGREE

NEITHER AGREE OR DISAGREE

AGREE

STRONGLY AGREE

I trust the information I receive from the Woodward Consortium.

1

2

3

4

5

I feel like a member of the Woodward Consortium.

1

2

3

4

5

It is important to me that information I am provided for professional development comes from an organization I trust.

1

2

3

4

5

I feel connected to the Woodward Consortium.

1

2

3

4

5

I have a say about what goes on in the Woodward Consortium.

1

2

3

4

5

I gladly share my knowledge with colleagues from the Woodward Consortium.

1

2

3

4

5

I gladly learn from my colleagues in the Woodward Consortium.

1

2

3

4

5

People in the Woodward Consortium are good at influencing each other.

1

2

3

4

5

I have a good bond with others in the Woodward Consortium.

1

2

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I can get what I need in the Woodward Consortium.

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I belong in the Woodward Consortium.

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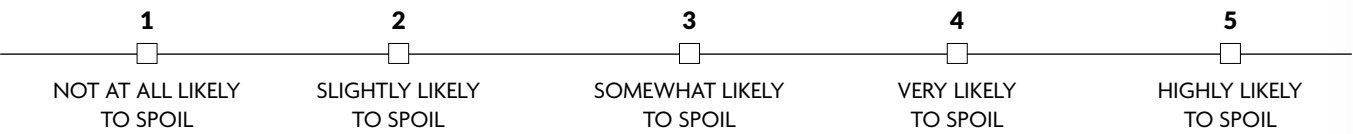
As early childhood professionals, you are experts on child behavior. The questions below ask you to use your expertise to help us have a common understanding of a term often used by parents. We ask about **spoiling** as we know it is a concern many parents have about their children.

Your insight is appreciated!

What does the term “spoiled” mean when describing a child?
Explain (in your answer please make clear what age child you are thinking about).

Is spoiling something that is positive, negative, or both?
Why? Please answer and explain below:

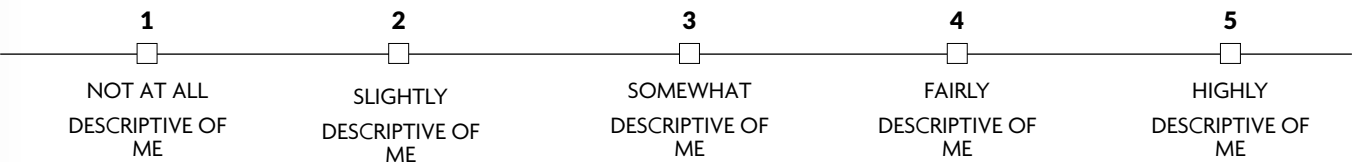
Using the scale below, please indicate how likely the following parenting behaviors may lead to spoiling a child:



Quickly picking up and holding a crying baby	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving a child what he/she wants during a tantrum	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buying children toys	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeding children “on demand”	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowing children to sleep with parents	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comforting children following a nightmare	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consoling children following a fight with a friend	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking your child’s side no matter what	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rocking a child to sleep	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ignoring children when they do something wrong	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Just talking to children when they do something wrong	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there other things that you think could lead a child to be spoiled? Please list below:

Using the scale, please indicate how descriptive the following statements are:



I think that children can be spoiled at every age.	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that it is impossible to spoil an infant.	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am concerned about young children becoming spoiled.	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel stressed when I am at work.	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

END OF SURVEY

Finalize conference and session evaluations. Examples follow.

We want your feedback about the conference and suggestions for next year.

Please take a moment to respond below.

Feedback on Conference as a Whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NEEDS IMPROVEMENT	ADEQUATE	GOOD	EXCELLENT

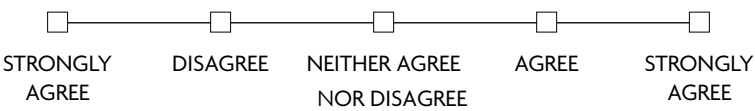
Feedback on Keynote Presentation “A Rose Isn’t a Rose Without the Thorns! Overcoming Adversity”					
I found the information to be useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	STRONGLY AGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
The materials were presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	STRONGLY AGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
I can use the presented information in my classroom/center/community agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	STRONGLY AGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE

Session 1

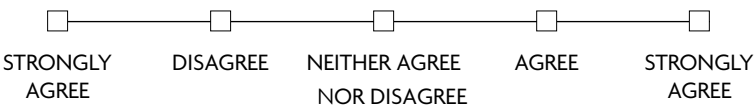
Which presentation did you attend?

- ☐ Cultural Competency
- ☐ Setting Limits with Confidence and Respect
- ☐ New Daycare Rules and Changes
- ☐ Essential Instructional Practices in Early Literacy—Pre-Kindergarten
- ☐ Parents as Partners in Early Childhood Education
- ☐ Social Problem-Solving with Young Children: The Basics (Part 1)
- ☐ Combating Adverse Childhood Experiences

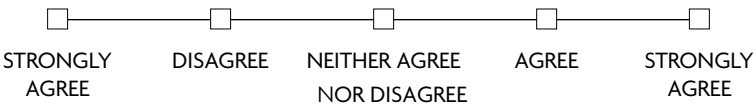
I found the information to be useful



The materials were presented clearly



I can use the presented information in my classroom/center/community agency

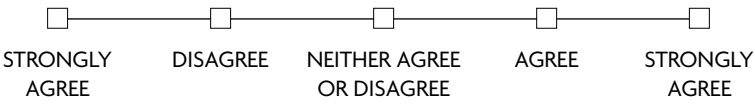


Session 2

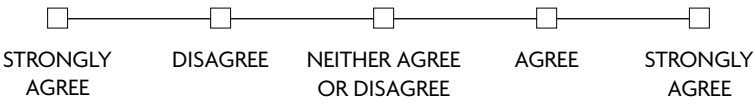
Which presentation did you attend?

- ☐ Cultural Competency
- ☐ Setting Limits with Confidence and Respect
- ☐ New Daycare Rules and Changes
- ☐ Essential Instructional Practices in Early Literacy—Pre-Kindergarten
- ☐ Parents as Partners in Early Childhood Education
- ☐ Social Problem-Solving with Young Children: The Basics (Part 1)
- ☐ Combating Adverse Childhood Experiences

I found the information to be useful



The materials were presented clearly



I can use the presented information in my classroom/center/community agency



List the three most important ideas you obtained from attending the conference:

1

2

3

How will you use these ideas in your classroom, center, or community agency?

Feedback or suggestions you have about the conference:

Topics you would like to see covered in the conference next year:

END OF EVALUATION

MERRILL PALMER
SKILLMAN INSTITUTE
for Child & Family Development



**Early Childhood
Consortium**

Consortium Leadership Team

Anna Miller, M.Ed.; Beverly Weathington, M.S.W.; Hilary Ratner, Ph.D.; Lucy McGoron, Ph.D.

Research Assistant

Kathryn Gray

Woodward Corridor Early Childhood Consortium Coaching Program Report

Center Name _____

Date _____

Center Director Name _____

WCECC Coach Name _____

Topics Discussed _____

Purpose of This Meeting (please check one):

- ☐ Establishing the Goal Setting & Action Plan (see attached Goal Setting & Action Plan Form)
- ☐ Progress/Update on Goal Setting & Action Plan

Goals (Refer to Goal Setting & Action Plan Form)

- ☐ Goal 1
Actions taken since last meeting _____

- ☐ Goal 2
Actions taken since last meeting _____

- ☐ Goal 3
Actions taken since last meeting _____

Next Steps for ECC Coach & Timeline

Next Steps for Center Director & Timeline

Next Steps for Staff & Timeline (if applicable)

Additional Comments

NEXT MEETING DATE

All Consortium programming is **FREE** of charge!



Providing Support through Connection & Education

In 2011, early childhood faculty from Wayne State University's College of Education (COE) and the Merrill Palmer Skillman Institute (MPSI) initiated the Early Childhood Consortium. The goal of the Consortium is to enhance the quality of early childhood education and care in Detroit.

What started as a response to the needs of a few Midtown Detroit childcare centers now broadly impacts care and education for young children in Detroit. The Consortium provides free annual professional development conferences for all members, as well as individualized coaching for center directors.

We achieve our mission to help implement best practices in early childhood education through working with community partners, and our committed Detroit childcare centers' directors, teachers, and families.



Benefits for Childcare Directors and Teachers

Involvement from local centers is central to the Consortium. The Consortium benefits directors and teachers through regular activities, including:

- **Monthly meetings**, which allow directors from different centers to connect and share resources
- An annual **directors' in-service** aimed at sharing best-practice guidelines and recommendations, which they can then share with teachers
- **One-on-one coaching**, which gives personalized guidance to directors
- Directors and teachers can attend an **annual Consortium conference**
- The **Consortium website** is regularly updated to provide additional resources (see www.WSUeccconsortium.org)



Support for Parents

We know parents make our work possible! They are their children's first teachers and invaluable partners to early childhood educators. The Consortium is committed to connecting parents with research-informed materials relevant to young children's development.

The Consortium brings parents this information in two ways:

- **In-person parent education programs** (for example, school readiness)
- **A webpage for parents with resources** (see www.WSUeccconsortium.org/parents)



If you are interested in being part of our committed network of community members, please contact:

ECCConsortium@wayne.edu



Early Childhood Consortium

Our goal is to help implement best practices in early childhood education in Detroit and beyond

THROUGH:

Professional development of directors, teachers, and support staff

• Parent engagement and education programs

• Collaborative relationships between Consortium members and community partners

The Consortium is comprised of WSU faculty and staff from the College of Education and Merrill Palmer Skillman Institute, Childcare Centers, as well as community partners.



The Early Childhood Consortium is made possible through funding from the Kresge Foundation and PNC Bank



Thank you to all our community partners!

Partner Opportunities

An important element of the Consortium is connecting centers with resources and opportunities in the community. Our community partners make these connections possible. Through the Consortium, community partners form relationships with center directors, allowing for information sharing.

- Partners attend **monthly Consortium meetings**, allowing them to build connections and share updates from their agencies
- Partners participate in Consortium sponsored educational opportunities, including the **annual conference**
- The **Consortium website** offers additional resources visit:

www.WSUeccconsortium.org



Early Childhood Consortium

Like to partner with us?

Contact:

ECCConsortium@wayne.edu



Early Childhood Consortium

A Wayne State University Community Engagement Program



Building Futures, Changing Lives



www.WSUeccconsortium.org



HOME PAGE PREVIEW

Home





Early Childhood Consortium

A Wayne State University
Community Engagement Program



Who are you?

I'm a parent

I'm a director

I'm a teacher

I'm a community partner



Updates

Announcements

The Summer Food Service Program (SFP) assists low income families with providing nutritious meals during the summer. Diapers for the D helps out many local parents with basic needs! Find out more about PNC's "Grow Up Great" Program in Detroit. Summer camps around the area for 2018.

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Job Board

Check out this list of available jobs in Early Childhood Education:

Head Start/Preschool

Early Childhood Education

Center Directors

More...

PARENTS PAGE PREVIEW

Parents

As a parent, we know you are your child's first teacher. We also know that all parents have questions and are in need of support from time to time. The consortium offers parents education programs through your child's center. We have also put together this list of high quality resources to connect you with information about promoting your child's positive development, child care, and events and services in the Metro Detroit area. Click on the links below for information.

Promoting Positive Development

1. Growth and Development

2. School Readiness

3. Social & Emotional Development

4. Physical Health

Child Care Resources

1. Getting your child started

2. Dealing with challenges

Metro Detroit Parent Resources

1. Calendar of family events

2. Family activities

3. Local Services

4. Connecting with Other Parents

5-a-Day Parenting Program

For parents of all young children-- even the really busy ones

5-a-day Parenting is a program made to encourage parents of young children to do five activities a day that will help children do well once they start school. These activities include reading, playing, sharing meals, showing affection, and regulating your child's bed time.

For more information, visit www.5adayparenting.org



5-a-Day Parenting Program

Welcome!

5-a-Day Parenting Program

For parents of all young children - even the really busy ones

5-a-Day Parenting is a program made to encourage parents of young children to do five activities every day that will help children do well once they start school. We know most parents aren't doing these things every day, and want to help you find a way to do them and overcome any problems. We encourage you to do each activity every day. Spend some time each day looking at information on the webpage. If you are already doing these activities (or even you start doing them), we hope to help you make the most of this time.



Start exploring the 5-a-Day Parenting Program by clicking one of these activities!

Reading

Eating

Playing

Affection

Sleep

Here you can review school readiness and how you can help your child!

Promoting Positive Development

Growth and Development

Development of Infants and Young Children

Children are individuals who develop at their own pace. Most parents are interested in what most children are doing at different ages. This knowledge is especially important for early identification of any challenges that may need the attention of professionals. Check out these age by age guides:

• 4 months

• 12 months

• 18 months

• 1 year

• 2 years

• 3 years

• 4 years

• 5 years

• 6 years

Supporting Child Development Through Play

Playing and learning go hand in hand. Not only will your child learn from playing with their friends, they will also learn from playing with you, their parent. By playing with you, children can learn how to read and write, how to be curious about the world, and many more exciting things. To learn more about what kind of play is most beneficial for your child, check out this article: [How to Support Children's Play to Learn](#)

Supporting Child Development Through Talking

Having a large vocabulary is very important for a child's reading and school success. Families can foster children's vocabulary through conversations, reading aloud, and even singing. The following article has vocabulary-building ideas to try at home: [Talk, Talk, Talk!](#)

Supporting Child Development Through Reading

Reading to your child in their early years is important for brain development and literacy, and has lasting positive effects through your child's life. The 1000 Books Before Kindergarten gives up with local libraries to encourage parents to read 1000 books to their toddlers before kindergarten. Most libraries have a reward system in place for every milestone reached! Click back to find a library partner near you.



78 APPENDIX B

WAYNE STATE UNIVERSITY 79

DIRECTORS PAGE PREVIEW

Directors

The Consortium organizes regular meetings with directors of participating centers. Directors are able to learn from the experience of others and share ideas for strengthening the Consortium during these meetings. Directors are also able to benefit from regular trainings. Feedback from directors is always welcome! Please check out the information on this page:

[Upcoming Events](#) [Past Consortium Meetings](#) [Past Conferences](#) [Past Director Trainings](#) [Resources for Center Excellence](#)



Upcoming Events



Jul 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11



Save the Dates!

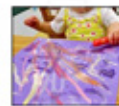
NAEYC Annual Conference: November 14-17, 2018, Grand Rapids, MI. Instructions on how to register, and a link to the registration form, [is provided](#). More information on why you should attend [here](#).

The Past Consortium Meetings

View minutes from consortium meetings and download materials distributed at the meetings.

will take place on November 10th.

2017-2018	2018-2019 Meeting Dates:	
<ul style="list-style-type: none"> Sept 2017 Meeting Minutes Nov 2017 Meeting Minutes Jan 2018 Meeting Minutes Mar 2018 Meeting Minutes May 2018 Meeting Minutes 	Planning	
<ul style="list-style-type: none"> Sept 2016 Meeting Minutes Nov 2016 Meeting Minutes Jan 2017 Meeting Minutes Mar 2017 Meeting Minutes May 2017 Meeting Minutes 	2016-2017	2015-2016
<ul style="list-style-type: none"> Sept 2015 Meeting Minutes Nov 2015 Meeting Minutes Jan 2016 Meeting Minutes Mar 2016 Meeting Minutes May 2016 Meeting Minutes 	2014-2015	2013-2014
<ul style="list-style-type: none"> Sept 2014 Meeting Minutes Nov 2014 Meeting Minutes Jan 2015 Meeting Minutes Mar 2015 Meeting Minutes May 2015 Meeting Minutes 	2012-2013	2011-2012



TEACHERS PAGE PREVIEW

Teachers

Teachers are the heart of child care! Your caring presence gives children the security they need to learn and grow. The consortium offers in-person professional development trainings for teachers, as well as online learning and support resources.

[Past Conferences](#) [Resources for Teaching Excellence](#) [Trainings & Continuing Education](#) [Connecting in Education in Communities](#)



Past Conferences

2017 Conference: Building Futures

Keynote: "A Rose Isn't a Rose Without the Thorns! Overcoming Adversity"

Session 1

Cultural Competency

Social Problem-Solving with Young Children: The Basics (Part 1)

Essential Instructional Practices in Early Literacy - Prekindergarten

Setting Limits with Confidence and Respect ([Quotes](#), [PowerPoint](#) included)

Parents as Partners in Early Childhood Education

Combating Adverse Childhood Experiences

New Daycare Rules and Changes

Session 2

Cultural Competency (Repeat from Session 1)

Social Problem-Solving with Young Children: Challenging Situations (Part 2)

Essential Instructional Practices in Early Literacy - Prekindergarten (Repeat from Session 1)

Setting Limits with Confidence and Respect (Repeat from Session 1)

Parents as Partners in Early

Combating Adverse Childho

Stress Management: Caring



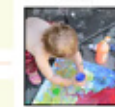
Resources for Teaching Excellence

Infant and Toddler Rooms

Looking for standards of quality?
The Michigan Department of Education has specific [guidelines](#) for infants and toddlers.

Looking for information about infant and toddler development?
There are a number of high-quality online resources; check out the links below:

• [Infant/Toddler Checklist](#)



Pre-K

Looking for standards of quality?
The Michigan Department of Education has specific [guidelines](#) for pre-K rooms.

Looking ideas about helping children transition to kindergarten?
NAEYC has information about the [processes to consider](#) that you can share with parents.

• The U.S. Department of Health & Human Services has a [page](#) devoted to the transition to kindergarten. It includes videos and activities that you can share with parents.

Teaching Associations

NAEYC: The [National Association of Education for Young Children](#) (NAEYC) offers membership, training, and a number of resources for educators and families.

MIAEYC: The [Michigan Association of Education for Young Children](#) (MIAEYC) offers an annual conference, and is dedicated to improving childhood education from ages 0-6.

COMMUNITY PARTNERS PAGE PREVIEW

Community Partners

An important element of the consortium is connecting centers with resources and opportunities in the community. Our community partners make these connections possible. Through the consortium, community partners form relationships with center directors, allowing for information sharing.

Policies, Trends, and Initiatives

Upcoming Events

Past Consortium Meetings

Past Conferences



Policies, Trends, and Initiatives

Policies

U.S. DHHS: The United States Department of Health and Human Services has [updated information](#) on Legislation, Policies & Regulations relevant to early childhood development.



Trends

NIEER: The National Institute for Early Education Research (NIEER) offers research-based advice and technical assistance to advance quality early education. Click [here](#) to learn more.



Initiatives

Hope Starts Here: Detroit's Early Childhood Partnership is a community engagement and strategic planning process designed to create a vision and action plan to make Detroit a world-class city for our youngest residents and their families. Click [here](#) to learn more.

United Way Leaps and Bounds Professional Development

Policies
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United Way Leaps and Bounds Professional Development: United Way Early Learning Communities Professional Development has a calendar of their [upcoming](#) available to parents and providers.

MAEYC: An affiliate of NAEYC, the Michigan Association of Education for Young Children (MAEYC) offers an annual conference, and is dedicated to improving childhood education from ages 0-8.



Development



EARLY CHILDHOOD
CONSORTIUM
PLAYBOOK

MERRILL PALMER
SKILLMAN INSTITUTE
for Child & Family Development



WAYNE STATE
UNIVERSITY



**Early Childhood
Consortium**

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