

The Michigan Ready to Succeed Partnership

Report to the Legislature
Summary of Business Conducted
and
Recommendations

October 2001

Prepared for
House and Senate Appropriations Committees
Michigan Legislature
and
Michigan Family Independence Agency

Prepared on behalf of
Michigan Ready to Succeed Partnership

Prepared by
Public Sector Consultants, Inc.
Lansing, Michigan

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Executive Summary

Section 628 of Michigan Public Act 294 of 2000 (the Family Independence Agency budget bill) provided \$100,000 to continue the exploration and development of a system of early childhood education, care, and support that meets the needs of every child age zero to five. The funds were to be used to leverage other public and private funding and bring together leaders from business, education, faith, government, health, labor, media, philanthropy, and other sectors. The legislation requires that reports on the business conducted and the recommendations made during the dialogue be submitted to the legislature in the fall of 2001. (The text of Section 628 may be found in Appendix A of this report; the interim progress reports submitted to the Family Independence Agency are included in Appendix B.)

During 2001, the Michigan Ready to Succeed Partnership (MRTSP)¹ was formed to lead the state's dialogue by

- mobilizing and supporting expanded leadership involvement from multiple sectors,
- pooling investments to apply research and best practices in emerging community-based early childhood learning systems and policy development, and
- communicating and exchanging information across many levels, e.g., public and private, state and local, and across the continuum of political orientations.

The MRTSP is pleased to report significant success in all three action areas:

- The membership (listed in Appendix C) reflects a considerable expansion in leadership.
- Pooling of investments led to policy and program innovation and the creation and launch of the first statewide public awareness campaign on the importance of early childhood, *Be their Hero from age Zero* (see Appendix D, Briefing on Investments Leveraged by the Ready to Succeed Dialogue with Michigan).
- The partnership attributes Michigan's success in moving forward to the bringing together of state and community leaders from all sectors of society to work together for a common goal. This has been achieved largely through communication, networking, and providing education opportunities.

This report describes the successes of the last year and presents a wide range of recommendations for leadership across sectors, but particularly policymakers, in order to realize the vision of every Michigan child ready to succeed in school and in life.

¹ A glossary of acronyms used in this report is provided in Appendix E.

Summary of Recommendations

The following recommendations, organized according to the four priorities of the MRTSP, are described in more detail in Part 3 of this report. Specific recommendations are directed to the state legislature, per Public Act 294. The legislature is also encouraged to review all recommendations for opportunities to develop public policy in support of strategies to reach universal and high-quality early childhood education and care.

RECOMMENDATIONS: PARENT EDUCATION AND SUPPORT

1. The public and private sectors should expand their efforts to coordinate and finance a long-term multimedia public awareness campaign on the importance of the early childhood period of life.
2. Public investment in parenting education and support services should be increased and stabilized to achieve universal access to these services in every Michigan county. It is critical that all Michigan communities benefit from initiatives such as the All Students Achieve Program-Parent Involvement and Education (ASAP-PIE) and other programs for improving school readiness.
3. Each sector should assess how it can play a role in reaching specific goals (see Part 2 of this report) for parent education and support, joining the Michigan Ready to Succeed Partnership to achieve the greatest impact through collaboration and resource leveraging.

Recommendations to the Legislature

1. Fund expansion of the media campaign to communicate the importance of quality education and care; leverage public investment with private support to increase the education effort.
2. Invest in universal access to programs and services that comprise community-based early childhood systems.
3. Increase and stabilize public investment in parenting education and support services to achieve universal access to these services in every Michigan county. It is critical that all Michigan communities benefit from initiatives such as the All Students Achieve Program-Parent Involvement and Education.
4. Support policies and funding that provide incentives for collaboration in creating local early childhood learning systems.

RECOMMENDATIONS: PROFESSIONAL DEVELOPMENT OF OTHER (NONPARENT) CAREGIVERS

1. Establish quality standards for Michigan that all can agree on and communicate them to parents, educators, the business community, faith-based organizations, the medical community, and legislators. These standards would be communicated in home visits and information provided for parents when they leave the hospital with their new babies.

2. Intensify communication about quality early childhood education and care through the next phase of the public awareness campaign.
3. Implement strategies that are based on personal relationships as the key to building a constituency for high-quality early childhood learning and partnering with parents.
4. Develop the knowledge and skills of early childhood caregivers and address the respect and wage gap by
 - developing a collaborative funding approach to support the cost of professional development scholarships and increased provider compensation associated with the implementation of Teacher Education and Compensation Helps (T.E.A.C.H.); and
 - increasing the number of accredited early childhood programs by developing a program to interest providers in accreditation and to deliver technical support.

Recommendations to the Legislature

1. Improve the quality of care in Michigan and the qualifications of providers of such care by
 - establishing higher standards and reimbursement rates for ECEC providers;
 - implementing a tiered system that links quality and reimbursement;
 - expanding funding statewide for ASAP-PIE, which includes connecting parents to quality preschools;
 - expanding ASAP-PIE requirements to include connections not just to quality preschool but also to quality care during the 0–5 age period; and
 - expanding school readiness programs to full day.
2. Provide access to quality early childhood education and care (ECEC) for children with special needs and whose parents work non-traditional hours by
 - funding training programs for child care providers on how to care for children with special needs;
 - creating licensing flexibility for providing necessary services for special needs children;
 - establishing funding similar to EQUIP (Enhanced Quality Improvement Program), but directed to helping centers and homes purchase and renovate their space to accommodate children with special needs (e.g., widening doorways, diapering tables designed for children weighing over 50 pounds, and special play equipment);
 - considering the recommendations from the FIA study on this subject (to be released in December 2001); and
 - funding a study that looks at what parents really want for afternoon and nightshift care and asks, “What works and what doesn’t?” and considering revisions in licensing rules for centers, based on study findings.

RECOMMENDATIONS: STATE AND LOCAL PUBLIC/PRIVATE PARTNERSHIPS

1. Intensify the mobilization and support of state and community action to support families with young children and promote health, safety, and education policies and programs that maximize child development.
2. Invite government, universities, and other interested organizations to work jointly on demonstrating results and returns on investment in ECEC specific to Michigan.
3. Sustain and expand the MRTSP leadership.

Recommendations to the Legislature

Support the mobilization of local community leadership to address the needs of families with young children and improve coordination of services and resources by

- using public policy and funding to enhance collaboration between education and human services at the state and local level, providing direction and support to the establishment of early childhood education and care systems in communities;
- connecting with your constituents regarding their views about the importance of early childhood and becoming informed of their needs, concerns, and ideas for moving forward; and
- demonstrating leadership by developing and funding joint initiatives across the public and private sectors, e.g., beginning with the many strategies recommended in this report.

RECOMMENDATIONS: PUBLIC AWARENESS

1. Expand the public awareness campaign, considering all recommendations in this report for parent education and support, caregiver development, and state and local, public and private partnerships.
2. Educate parents and communities about the importance of quality education and care in the first years of a child's life.

Recommendations to the Legislature

1. Fund expansion of the media campaign to communicate the importance of quality education and care, leveraging public investment with private support to increase the education effort.
2. Demonstrate understanding of the social and cost benefits of early childhood education and care by investing in universal access to programs and services that comprise community-based early childhood learning systems.

Inquiries regarding this report and its contents may be directed to Suzanne Miel-Uken (517-484-4954).

Part 1

The Michigan Ready to Succeed Partnership, 2001

Summary of the Partnership

Michigan Ready to Succeed Partnership

Background

P.A. 135 of 1999 established the Ready to Succeed Dialogue with Michigan (now known as the Ready to Succeed Partnership) to examine how Michigan can develop a system that assures that every child has a good opportunity to enter kindergarten ready to learn. Activities and accomplishments since 1999 are described in *The Second Year: Ready to Succeed Dialogue with Michigan—Preliminary Report to the Legislature (2000)* and *The Ready to Learn Leadership Summit: Report to Legislature (1999)*. These reports (available online at www.readytosucceed.org) describe several key actions, including

- conducting summits that bring together leaders working on behalf of the Ready to Succeed vision;
- examining outstanding early childhood education and care practices implemented in Michigan and elsewhere for the purpose of presenting proposals for consideration by the governor and legislature;
- holding community and statewide forums to enable the dialogue to report to the legislature and governor the full range of concerns about early childhood education and care; and
- consulting with leaders in the business, education, faith, health, labor, media, politics, philanthropy, and other sectors to garner their support in helping all children enter school ready to succeed.

The partnership formalized its structure during 2001 and adopted a three-year plan to mobilize and support expanded leadership involvement from many sectors; pool investments to apply research and best practices in emerging community systems and policy development; and communicate and exchange information across many levels, e.g., public/private and local/state.

Structure

Executive Council This 33-member group consists of partnership legislative sponsors (including leadership of the Legislative Children’s Caucus), major public and private funders, priority action team leads, and leadership of three early childhood organizations (Michigan 4C Association, Michigan Association for the Education of Young Children, Michigan Head Start Association) and Michigan’s Children. The council is charged with sustaining progress toward the Ready to Succeed vision. It coordinates and supports the committees, communicates widely about the Michigan partnership, and creates conditions that will result in public and private funding partnerships.

Committees Four groups have evolved from the 1999 leadership summits and are undertaking plans to address four priorities for reaching the vision:

- Parent education and support
- Professional development of other caregivers
- Public awareness
- State and local public/private partnerships

The status of the significant progress toward the vision made in Michigan since 1999 is reviewed in Part 2 of this report.

Year 2001 Calendar

Michigan Ready to Succeed Partnership

**October 2000 –
February 2001**

April 2001

July

September

October

November 2001 -

Coordinating Council

- Assess Progress
- Reconstitutes as “Executive Council” in February 2001
- Establishes Ad Hoc, Finance and Nominating Committees

Executive Council

- Endorses and guides committees
- Supports communication among partners at state & local levels
- Expands leadership engagement
- Monitors progress toward the vision

Forum on achieving positive outcomes for young children

Preliminary 2001 Report to Legislature

Annual Summit

Final 2001 Report to Legislature

Legislative Children’s Caucus

- Leadership recruitment
- Ongoing programs & activities

2001 Meeting Log

Michigan Ready to Succeed Partnership

(As of 10/30/01)

Ad Hoc Nominating Committee	December 21, 2000 January 26, 2001
Ad Hoc Finance Committee	December 19, 2000 June 22, 2001
Executive Council	February 7 April 20 July 25 November 16
Committee Meetings	
Media Board	March 2, August 1, plus several teleconferences
State and Local Partnerships	March 8, April 12, May 7, June 4, July 11, July 31, August 30
Parent Education & Support	April 5, June 11, July 16
Professional Development	April 11, May 30, June 19, August 22
Legislative Children's Caucus	March 20
July Forum on Quality, <i>Getting Results: Early Childhood Education and Care</i>	July 31
Fall Summit, <i>Ready to Succeed: Getting Results for Children</i>	October 4 and 5

Detailed Committee Agendas For 2001

PARENT EDUCATION AND SUPPORT

Agenda for 2001

- Work with the State and Local Partnerships Committee to advance the action plan proposed in 2000, conducting the following activities:
 - Reviewing the approaches emerging from the projects funded by ASAP-PIE and creating an “emerging practices” guide of methods for parent involvement and education
 - Producing tools for a community inventory of sources of help for all families in accessing programs
 - Providing technical assistance to communities at the beginning stages of mobilizing cross-sector partnerships, with an emphasis on parent leadership that is representative of the diversity in the community
- Propose measures that will demonstrate progress toward goals in the action plan
- Advise the Media Board on the public awareness plan and messages
- Help the Ready to Succeed Partnership keep a visible focus on parents

PROFESSIONAL DEVELOPMENT OF OTHER CAREGIVERS

Agenda for 2001

- Advance the action plan proposed in 2000 by convening a “mini-summit” that mobilizes a cross-sector group of early childhood researchers and practitioners, business, government, and others to design strategies to do the following:
 - Support T.E.A.C.H. implementation in Michigan
 - Increase compensation commensurate with education
 - Increase outreach and expand training tuition support for informal caregivers
 - Provide technical assistance for accreditation of programs

Results of the session would be presented at the state RTS summit in the fall of 2001 and included in the report to the legislature.

- Propose measures that will demonstrate progress toward goals in the action plan for professional development and quality improvement.
- Advise the Media Board on the public awareness plan and messages related to quality, particularly information for parents.
- Help the Ready to Succeed Partnership keep a visible focus on professional development and quality.

STATE AND LOCAL PARTNERSHIPS

Agenda for 2001

Overall, the committee will focus on technical support and networking for communities. This support is needed in developing and expanding local partnerships, developing and analyzing their current inventory of programs, services, and supports for families with children aged 0-5, and comparing their current status to a model universal and high-quality early childhood system. The committee will then help communities plan, develop, and evaluate strategies to close the gap between the current situation and an ideal system. The committee will carry out the following activities:

- Work with the Michigan Department of Education to assess and monitor the strength of collaborative efforts in local communities as presented in the ASAP-PIE grant applications and use the experience of ASAP-PIE implementation as the basis for study of partnership development in Michigan communities.
- Use forums to provide technical support for communities developing, maintaining, and expanding their local partnerships (including communities with and without ASAP-PIE grants) and mobilizing leadership across sectors, including business, labor, media, and a diverse array of parents.
- Plan and carry out a statewide RTS summit that will provide opportunities for communities to share information and best practices on early childhood education and care and recommend key actions that will support continued progress.
- Create a video that will inform community stakeholders, such as ASAP-PIE applicants, about the Michigan Ready to Succeed Partnership, early childhood brain science research, and best practices. Community organizations could also use such a video as the centerpiece of community events and meetings or as part of parent education materials.
- Drawing from existing programs, such as Kiwanis International's "Young Children, Priority One," create a Community Service Organization Mobilization Tool to engage groups and mobilize increasing numbers of community service organizations in creating early childhood systems.
- Create a Web-based communication network for community-level partnerships throughout the state and the Michigan RTS Partnership.
- Conduct a session, in cooperation with the Legislative Children's Caucus, for the executive and legislative branches of state government to present this year's report of recommendations for advancing toward the RTS vision.
- Use community forums, the statewide summit, and local networking through the Internet and other means to begin developing a set of state standardized measures of accountability and effectiveness for local programs and services, and best practice models evolving from Michigan community programs that may be valuable to other communities.

Part 2

The Michigan Ready to Succeed Partnership Vision

The Partnership's Vision

Michigan Ready to Succeed Partnership

All children deserve the same start in life. Every Michigan child will enter school engaged in learning, with the capacity for success in school and in life. Every Michigan family will be able to access parent education and support and high-quality early childhood education and care through a system that respects the diversity of all families with regard to factors such as race, ethnicity, religious beliefs, philosophy, disabilities, and income.

To achieve this vision, all parents must have the knowledge and supports they need as their children's most important teachers and caregivers. The following conditions also are necessary:

- Every child always is in the care of or closely supervised by a competent, informed, and caring adult.
- Communities are organized to provide safe havens for children to grow, learn, and play. Within communities, families must have access to affordable health care, with an emphasis on prevention.
- Businesses provide leadership in communities by supporting family life in the structure of the work environment.

Achievement of this vision will be assessed through global measures yet to be determined. These measures could include assessing child readiness at school entry and also measures related to each of the following priorities for immediate action:

- Parent education and support
- Professional development of nonparent adult caregivers
- Public awareness
- State- and local-level public/private partnerships

Adopted February 11, 2000

Status Of The Vision, October 2001

One of the goals of the Michigan Ready to Succeed Partnership (MRTSP) is to assure that policymakers and the public are informed of the policies and actions that will move the state closer to the vision of every child ready to succeed in school and in life. Assessing where Michigan stands on reaching the vision is an essential activity in the communication process. The MRTSP committees, which worked on four areas of priority action, identified and used the following indicators to assess how well the state is moving forward. At the goal level, the committees provided a general observation on the status of progress. The committees also reviewed proposed action steps. (For a summary of 2001 partnership goals, see the *Basic Guide* in Appendix C.)

PARENT EDUCATION AND SUPPORT

Long-Range Goals

- All Michigan parents and parenting adults (who may not be a child's biological parent) will have the knowledge and support they need as their children's most important nurturers and teachers.
- All Michigan communities will have a family-centered birthing and early childhood system that provides knowledge and support through the integrated efforts of community-based organizations, health care, child care, social work, public health, and mental health.

Status of Progress on Long-Range Goals:

A significant step has been taken toward the first long-range goal through the initiation of a multimedia public and parent awareness campaign in October 2001. There are many recommendations for the focus of the next phase of the campaign, including tailoring the campaign to reach more specific populations. The recently established All Students Achieve Program-Parent Involvement and Education grants, which assists 35 Michigan counties (covered by 23 intermediate school districts) in creating local early childhood systems, is an important step toward the second long-range goal. It is critical, however, that all Michigan communities benefit from the program as soon as possible.

Short-Term Goals and Action Steps

1. All parents and parenting adults to a newborn will be provided with a clear description of how early brain development affects lifelong learning and behavior and how parents can stimulate that development.

Status of Progress on Action Step:

The fiscal year 2002 funding for the READY (Read, Educate and Develop Youth Program) Kits was cut by the legislature, temporarily curtailing the Department of Education's progress in this area while they search for other resources. However, both parents and caregivers have praised the kits. Some of the goals having to do with pursuing avenues of distribution (i.e., schools and hospitals) were not met because the

department had a hard time filling the many existing orders from interested parents. The following accomplishments document progress:

- READY Kits have been distributed to 530,000 parents and caregivers since 1998.
 - At the county level, between 10 and 60 percent of parents and caregivers received kits, depending on the county.
 - Statewide, almost 15 percent of schools distributed the kit.
 - Statewide, almost 15 percent of hospitals distributed the kits.
 - Videotapes were included in the READY Kits.
 - Some communities implemented programs to distribute the kits on their own in creative ways; for instance, Wayne RESA distributed kits from empty retail space in a local mall.
 - The kits received considerable unsolicited statewide and some national media coverage.
2. All parents and parenting adults will have access to programs that meet the developmentally appropriate needs of their children.

Status of Progress on Action Step:

The State and Local Public and Private Partnerships Committee guided the development of a community inventory approach using the benchmarks described in the ideal early childhood system description produced by the MRTSP. The approach has been used in Kent County to assess the status of the current local system and determine the opportunity costs connected to a universal, high-quality system. As a result of ASAP-PIE, 35 Michigan counties are also systematically addressing the action steps.

3. All children from infancy will be read to at least one-half hour per day by a parent, adult, and/or older child.

Status of Progress on Action Step:

The statewide media campaign is promoting reading, and ASAP-PIE programs will increase parents' access to books. However, there is currently no systematic monitoring of Michigan's progress on this essential activity.

4. All parents and parenting adults will have access to informed mentors or teachers to help them be better parents and connect them to supportive services.

Status of Progress on Action Step:

ASAP-PIE will address this action step; however, the program is not available in all Michigan counties.

5. All parents and parenting adults will be provided with information and criteria that they can use to judge the quality and appropriateness of child care arrangements outside the home.

Status of Progress on Action Step:

ASAP-PIE will address this action step for children aged 3-4 or preschool-age children in ASAP-PIE counties. Some communities have developed tools for families to use in assessing arrangements, but no systematic dissemination of these resources has taken place.

6. Michigan communities will design and create a Ready to Succeed community-based system of care and provide integrated parent education and support.

Status of Progress on Action Steps:

This action step is under way in the 35 counties that received ASAP-PIE grants. Identification and dissemination of effective practices is needed. Many indicate that increased technical support and peer-to-peer interaction is needed. Models of community consortia are not yet defined and disseminated. The statewide media campaign has just made available materials for customization by communities, but models of integrated state and local campaigns have not been documented yet.

PROFESSIONAL DEVELOPMENT OF OTHER (NONPARENT) CAREGIVERS

Long-Range Goals

- Increase and maintain the availability of adults who can provide quality early childhood education and care for and educate the children of others.
- Change the public's perception of early childhood education and care so that people recognize the profession as complex, challenging, and deserving of respect and good compensation.

Status of Progress on Long-Range Goals:

There has been progress toward the long-term goals, as evidenced by the following developments:

- Implementation of the T.E.A.C.H. Program
- 4C trainings
- Michigan School Reading Program (MSRP) moving toward higher training requirements for teachers
- Head Start is moving toward higher training for teachers
- Family Independence Agency (FIA) has expanded Better Kid Care Training for qualified adults
- Michigan Early Childhood Professionals Consortium has embraced the RTS vision
- Community colleges are trying to recognize community-based training, applying standards for associate's degrees

- Professional caregiving is moving into the associate's degree level at community colleges; these colleges are creating consistency among programs
- Discussions have begun on the development of a central registry of caregivers

To reach the long-term goal, the system needs to link reimbursement with the training and education of providers.

Short-Term Action Steps

1. Make affordable training more widely available by implementing a program that will improve provider education, increase wages, and reduce turnover.

Indicators of progress should be

- More providers getting professional development training
- Reduced provider turnover

Status of Progress on Action Step:

- More than 1,000 T.E.A.C.H. applications have been distributed (300 scholarships planned for the spring and fall semesters 2002, 100 planned for summer 2002)
 - Michigan Early Childhood Professionals Consortium is assisting with T.E.A.C.H. implementation
2. Make affordable training more accessible to individual caregivers, e.g., relative or in-home aides (FIA-enrolled providers), through financial incentives.

Michigan has a nationally recognized program of free training to address the significant number of informal care providers, i.e., relatives or aides who provide care in a family's home. Aides and relatives who complete 15 hours of free training and provide child care for three months to Family Independence Agency-funded children are eligible to receive a one-time bonus of \$150. While this program helps address the growing number of providers with little knowledge of child development and the high turnover in these arrangements, this pool of providers needs ongoing training and a link to a credentials and reimbursement system that rewards professional development.

Indicators of progress should be

- Expanded resources for the existing incentive pool for training informal providers
- More informal providers trained routinely

Status of Progress on Action Step:

There has been no progress made on this action step.

3. Develop a collaborative funding approach through a state-level partnership to support the cost of professional development scholarships and increased provider compensation associated with the implementation of T.E.A.C.H. The fund should be

structured to combine financial support from the Child Care and Development Fund, Temporary Assistance for Needy Families (TANF), foundations, corporations, associations, and individuals.

Indicators of progress should be

- Funding leveraged for fully implementing T.E.A.C.H., combining sources of public and private resources
- Creation of a state-level partnership, with participation from the sectors noted above, to jointly advise on T.E.A.C.H. implementation
- The state-level partnership creates a mechanism for pooling public and private resources to continue to support T.E.A.C.H.

Status of Progress on Action Step:

T.E.A.C.H. has been implemented in Michigan. What remains to be done is increase provider compensation.

4. Create a rating system with standardized information about quality, which will allow families to determine the quality of care they are choosing for their children and give providers a way to evaluate the care they deliver.

A simple quality rating system, e.g., stars, should be designed to inform both parents and providers. A tiered structure could be built on licensing and credentialing systems already in place. The rating system should also be linked with reimbursement, including incentives for relative and in-home aides.

Indicators of progress should be

- Within a state-level public and private partnership, collaboration between the FIA and the Michigan Department of Consumer and Industry Services results in a tiered quality-rating system that links professional development, licensing, and reimbursement
- Everyone providing early childhood education and care is trained

Status of Progress on Action Step:

The FIA director has stated the importance of quality early childhood education and care and is investigating the possibility of embracing a comprehensive system.

5. Increase the number of accredited early childhood programs by developing a program to interest providers in accreditation and to deliver technical support. Growth in the number of accredited programs has been demonstrated in other states where assistance is provided to those pursuing accreditation.

Indicators of progress should be

- Establishment of a technical assistance program that includes mentoring and other supports

- Increased provider awareness of the process and value of accreditation
- Increase in the number of accredited programs

Status of Progress on Action Step:

- Funding for accreditation forums around the state (eight are planned)
- FIA cash incentives (FIA has brochure)

6. Target information and messages to the public through the multimedia public awareness campaign on the characteristics and importance of high-quality early education and care.

To develop the messages on quality for parents, the public awareness campaign should be structured to deliver messages that accompany the implementation of a quality rating system and the other actions described in this plan. For example, once the rating system is defined and ready for implementation, media messages need to be constructed that will inform parents about the system and how to use it.

Indicators of progress should be

- Increase public awareness of the value of quality-rated services
- Increase demand for accredited or quality-rated services

Status of Progress on Action Step:

The media campaign is being implemented and creating a cultural change. It is important that the next phase of the campaign address quality.

7. Define quality care

Status of Progress on Action Step:

There has been little progress on this action step at the statewide level. However, some communities have made significant progress and created parent-friendly information on quality. These efforts need to be documented and disseminated.

8. Develop and disseminate the message that early childhood education and care is a critical profession, and that its practitioners deserve respect and good compensation.

A majority of people in Michigan sees ECEC as low-skill work, which is why the profession receives little respect and low pay. High quality education and care requires professionals with knowledge about and experience in providing ECEC to children with diverse developmental needs and backgrounds.

To move forward, the MRTSP should develop and disseminate a rationale for public support of universal, high quality ECEC. It should argue that: (1) affordable, available, high quality ECEC for everyone will only happen when the public makes a sufficient economic investment; (2) the payoff to the public justifies the investment;

(3) the complexities and challenges of providing high quality ECEC justify seeing the profession as one that demands respect and good compensation.

Status of Progress on Action Step:

- A growing list of individuals and organizations that have heard and endorse the rationale.
- A growing list of people from diverse sectors that participate on a continuous basis with Ready to Succeed.
- Increased awareness of and agreement with the issue as measured by opinion polls and focus groups.

Longer-Term Action Steps

9. As the public awareness campaign unfolds, continue developing and disseminating messages about the emerging quality rating and reimbursement system.

Status of Progress on Action Step:

The MRTSP is facilitating the expansion of the public awareness campaign.

STATE AND LOCAL PUBLIC/PRIVATE PARTNERSHIPS

Goal

- Establish a statewide public and private partnership that will (1) mobilize and sustain community action to support families with young children; and (2) promote health, safety, and education policies and programs that maximize child development.

Status of Progress:

The MRTSP has been successful in establishing a statewide public and private partnership. A concerted effort, guided by the recommendations of the leaders participating in the State and Local Public and Private Partnerships Committee, began in February 2001 to increase the effectiveness of the partnership by formalizing the organizational structure. A review of actions taken clearly demonstrates a transition from a voluntary group that had set a vision to a voluntary partnership with not only a vision, but also a set of principles, goals, and methods for sustaining and expanding cross-sector leadership in early childhood education and care. In addition to strengthening its organizational structure, the partnership demonstrated significant results in moving the agenda that was set in motion last year.

The review of progress toward the partnership's goal also revealed specific areas needing continued organizational refinement and development, with an emphasis on

- intensified leadership recruitment in targeted sectors, i.e., business, labor, and faith;
- stronger links between state and community mobilization; and

- engagement of all parents in the education of their young children, with attention to increasing cultural diversity of communications and addressing the persistence of significant racial and ethnic disparities in developmental outcomes.

Short-Term Action Steps

1. The Executive Council shall guide the creation of a highly visible and dynamic statewide Michigan Ready to Succeed Partnership.

Status of Progress on Action Step:

In early 2001, the Coordinating Council that directed the Michigan Ready to Succeed Dialogue in 1999 and 2000 led the transition to a more effective and formal Michigan Ready to Succeed Partnership. A wide range of results is evidence of the growing dynamism and effectiveness of the statewide MRTSP:

- With MRTSP serving as a point of coordination for strategic planning and actions to improve early education and care, more sectors and more individuals within those sectors are moving in a common direction, creating more synergy in the early learning agenda.
- Every Michigan county has some level of activity on early education and care, as evidenced by the response of 53 intermediate school districts to the All Students Achieve-Parent Education and Involvement request for grant applications.
- The media responded strongly to threats affecting public investments in early education, showing the public and policymakers that trade-offs among early childhood programs and services are unwise as a budget-cutting strategy.
- Michigan is witnessing the first phase of an extensive statewide public awareness and education campaign about the importance of early childhood learning, made possible by a leveraging strategy by the intermediate school districts, foundations, and the MRTSP.

The MRTSP's Executive Council meets quarterly to review progress on the public/private agenda and strategize future action, providing a forum for council members to participate and maintain clear priorities and collective action.

2. The Coordinating Council shall consider options and select a state-level governance structure for the partnership. Regardless of the structure selected, the partnership shall be a place to join public and private interests in pursuit of the vision of universal, high-quality ECEC.

Status of Progress on Action Step:

In establishing the MRTSP, the Coordinating Council considered several governance options for an organizational structure. A voluntary partnership was selected, with the overall purpose of joining public and private interests in pursuit of universal, high-quality early childhood education and care. An ad hoc nominating committee was set up to conduct annual reviews of the membership of the new Executive Council. The

committee is asked to consider how well the partnership is sustaining and expanding cross-sector leadership, especially in the business, labor and faith sectors.

The partnership needs to focus on gaps in cultural, ethnic, and racial diversity in outreach to leaders, both within the Executive Council and in the policies and practices it espouses. In addition, the Executive Council needs to put in motion a strategy to brief state policymakers prior to transitions in state government, in both legislative and executive branches. It is also suggested that the Executive Council sponsor a January reception for the Michigan Legislative Children's Caucus.

3. The Coordinating Council shall adopt and implement a partnership financing strategy that supports the partnership structure and leverages investments made by state government, philanthropy, business, and other sectors for collaborative action.

Status of Progress on Action Step:

The MRTSP has been very successful in leveraging funding from state government and philanthropy to carry out the agenda of the partnership, particularly in public awareness and education. For example, an analysis of return on investment of the state appropriation for the work of Ready to Succeed weighs in at \$300 for every dollar. There has been less progress, however, in building corporate support.

The partnership's own structure is experiencing a setback with the governor's veto of the RTS appropriation for fiscal year 2001-02. Existing foundation grants will keep the partnership active until early spring 2002. However, if the partnership is to continue as a point of strategy building for leveraging investments from many sectors, a method for financing its own operation must be designed and implemented. The partnership must prepare a long-term collaborative approach for investment by government, philanthropy, professional and voluntary organizations, and business in both the partnership's operations and its action agenda.

4. The Coordinating Council shall establish a set of principles to guide the Michigan RTS Partnership.

Status of Progress on Action Step:

The Coordinating Council established the following set of principles:

- Objectives stated at the outset to ensure understanding among partners, guiding efforts through obstacles and challenges
- A clear governance structure and set of ground rules
- Broad-based participation, with the opportunity for the partnership to constantly reach out and engage new participants.
- The involvement of families, the ultimate consumers of ECEC
- Champions in every sector who will communicate the goals of the partnership and build a broad base of support
- Communities as partners

- Regular measuring of progress to assess objectives, strategies, and the effectiveness of the partnership
 - A mindset that encourages change as opportunities arise
 - A plan for maintaining and sustaining momentum
5. The Executive Council shall define functions of the state-level partnership.

Status of Progress on Action Step:

This action step was completed in early 2001. The following functions were defined for the MRTSP:

- Serve as a strong communication and support link among communities and between communities and a credible state-level structure focused on ECEC, with particular emphasis on connecting the statewide public awareness campaign with communities
- Provide or arrange technical assistance in the following areas:
 - Mobilizing communities by providing guidelines for organizing locally and getting all sectors involved (facilitation *across* sectors, especially business and the media), helping with education, using common messages, and setting broadly-shared local goals
 - Identifying and disseminating research and best practices, so we don't have to reinvent everything
 - Finding and using experts and tools to assess gaps, resources, and strategies
 - Creating a financing mechanism and new ways to leverage cross-sector investments in ECEC (communities continue to ask for help blending funding streams and other resources)
 - Measuring progress toward the Ready to Succeed vision and connecting results to statewide goals
- Financial support for community-based public/private partnerships, building on existing infrastructure, to systematically improve access to universal, high-quality ECEC. In light of new public investments, the first areas of focus should be parent education and support and professional development of other caregivers.

Longer-Term Action Steps

1. Apply findings from monitoring progress to demonstrate returns on investment specific to Michigan.
2. Assure long-term commitment for increasing access to universal, high-quality ECEC.

Status of Progress on Longer-Term Action Steps:

- Progress has been slow on the use of findings from monitoring progress. For example, the MRTSP is aware of only one county (Kent) that has applied the definition of a universal and high-quality early childhood education and care system to local investment in order to determine opportunity costs.

PUBLIC AWARENESS

Goal

Launch a statewide multi-media public awareness campaign.

Status of Progress:

This goal was achieved in October 2001, under the direction of the volunteer Media Board of the MRTSP and a funding consortium of the partnership, foundations, Wayne RESA, Detroit Public Schools, and 14 intermediate school districts—Allegan, Branch, Calhoun, Charlevoix-Emmet, Copper Country, Eaton, Ingham, Oakland, Saginaw, Shiawassee, Traverse Bay Area, Van Buren, and Washtenaw. In phase one, the Media Board wrote a request for proposals that outlined the goals of the campaign. After responding to the 40 firms that expressed interest in the project and reviewing the 12 proposals submitted, the partnership selected an East Lansing-based firm, ZimmerFish, to create the campaign. Next, the partnership spent considerable time coordinating the interface between ZimmerFish and the numerous people that needed to have input on the creative product, namely, Media Board members, the Parent Education and Support Committee, both contributing and noncontributing intermediate school districts, focus groups, members of the Department of Education, and other organizations that have ongoing or future media campaigns.

The final product, which was designed to change the culture of Michigan to appreciate the importance of nurturing and education in the earliest years, has received a universally positive response from all parties involved in the creative process. The media buyer was able to schedule nearly twice as much airtime as the budget allowed through media outlet matching/contributions. As a result, the television commercials and radio spots were continuously broadcast statewide for six weeks beginning October 3, 2001. The entire campaign may be viewed on the Ready to Succeed website, www.readytosucceed.org.

Part 3

Recommendations

Recommendations

The Michigan Ready to Succeed Partnership presents the following recommendations for policymakers and leaders in all sectors to adopt. The recommendations are based on the review of Michigan's progress toward achieving a universal, high-quality early childhood education and care system; a statewide forum on quality caregiving; and a statewide summit, *Ready to Succeed: Getting Results for Children*, conducted October 4 and 5, 2001. In response to the requirements of P.A. 294, 2000, specific recommendations are directed to the Michigan legislature.

Parent Education and Support

1. The public and private sectors should expand their efforts to coordinate and finance a long-term multimedia public awareness campaign on the importance of the early childhood period of life.
2. Public investment in parenting education and support services should be increased and stabilized to achieve universal access to these services in every Michigan county. It is critical that all Michigan communities benefit from initiatives such as the All Students Achieve Program-Parent Involvement and Education and other programs for improving school readiness.
3. Each sector should assess how it can play a role in reaching the parent education and support goals outlined in Part 2 (see page 18), joining the Michigan Ready to Succeed Partnership to achieve the greatest impact through collaboration and resource leveraging.

RECOMMENDATIONS TO THE LEGISLATURE

- 1. Fund expansion of the media campaign to communicate the importance of quality education and care; leverage public investment with private support to increase the education effort.**
- 2. Invest in universal access to programs and services that comprise community-based early childhood systems.**
- 3. Increase and stabilize public investment in parenting education and support services to achieve universal access to these services in every Michigan county. It is critical that all Michigan communities benefit from initiatives such as the All Students Achieve Program-Parent Involvement and Education.**
- 4. Support policies and funding that provide incentives for collaboration in creating local early childhood learning systems.**

Professional Development of Other (Nonparent) Caregivers

1. Establish quality standards for Michigan that we can agree on and communicate them to parents, educators, the business community, faith-based organizations, the medical community, and legislators. These standards would be communicated in home visits and information provided for parents when they leave the hospital with their babies.
2. Intensify communication about quality early childhood education and care through the next phase of the public awareness campaign, with an emphasis on the following areas:
 - Communities need tools, methods, and messages (e.g., brochures, speakers' bureaus) for expanding the constituency for early childhood.
 - Communication is needed about what is happening across Michigan.
 - Early education and care must be made visible and rewarded as part of a movement toward greater economic well-being.
 - Awareness of policymakers must be strengthened.
 - Raise the demand for quality and increase the value of educating and caring skills.
 - Messages must be accurate, clear, consistent, and positive to inspire action. The focus should be on the assets of children, families, and communities.
 - Frame the messages so they identify what each sector can do and can gain.
 - Expand the investors in the statewide public awareness campaign.
 - Use communication to keep all sectors working toward a common vision.
 - Target information and messages to the public on the characteristics and importance of high quality early education and care through the multimedia public-awareness campaign.
3. Implement strategies that are based on personal relationships as the key to building a constituency for high-quality early childhood learning and partnering with parents, including the following activities:
 - Reach out to organizations and groups and move the “table” into the community—go to their environment, don’t just invite them to yours; meet people where they are.
 - Find out why people don’t continue their involvement.
 - Get a local leader as a champion.
 - Define clear roles for sectors, e.g., ask philanthropies and businesses to put up matching funds for provider participation in T.E.A.C.H.
 - Schedule meetings that are sensitive to the routines of other sectors.
 - Create personal relationships between early childhood providers and those in the K–12 arena.
 - Create a relationship with Fight Crime: Invest in Kids.
 - Be mindful of culture and ethnicity in work with families.
 - Use neighbor-to-neighbor approaches (parents helping other parents connect with resources) and other one-on-one strategies.

- Remove the stigma from parents seeking support for their families.
 - Promote systems serving families that are responsive to the parents. Listen to parents, focus on parental strengths, and build relationships with parents. These things are critical to building successful systems that are responsive to their needs.
 - Promote workplace policies that facilitate parental involvement in their child's care, education, and health.
4. Develop the knowledge and skills of early childhood caregivers and address the respect and wage gap through the following actions:
- Increase the incentives for professional and center development; apply the idea of a baseline for all providers with incentives for improvement. For example, a strategy that financially rewards child care providers for professional development could use tiered reimbursement tied to the education levels of providers in a child care program. This strategy requires cross-sector collaboration, including government (Michigan Department of Consumer and Industry Services, Michigan Family Independence Agency), business (child care programs and providers), and education (community colleges, universities, and T.E.A.C.H.).
 - Create incentives and supports for professionals to stay in the early childhood field and for programs to seek accreditation.
 - Establish a Michigan certificate for people who work in child care.
 - Make affordable training more accessible to individual relative caregivers, e.g., relative or in-home aides (FIA-enrolled providers), through financial incentives.
 - Develop and disseminate through the media campaign the message that early childhood education and care is a critical profession, and that its practitioners deserve respect and good compensation. The rationale for this message is that: (1) affordable, available, high quality ECEC for everyone will only happen when the public makes a sufficient economic investment; (2) the payoff to the public justifies the investment; (3) the complexities and challenges of providing high quality ECEC justify seeing the profession as one that demands respect and good compensation.
 - Provide tax incentives for parents, providers, and businesses to support quality education and child care systems.
5. Develop a collaborative funding approach to support the cost of professional development scholarships and increased provider compensation associated with the implementation of T.E.A.C.H.
6. Increase the number of accredited early childhood programs by developing a program to interest providers in accreditation and deliver technical support.

RECOMMENDATIONS TO THE LEGISLATURE

- 1. Improve the quality of care in Michigan and the qualifications of providers of such care by**

- **establishing higher standards and reimbursement rates for ECEC providers;**
 - **implementing a tiered system that links quality and reimbursement;**
 - **expanding funding for the All Students Achieve Program statewide, which includes connecting parents to quality preschools**
 - **expanding ASAP-PIE requirements to include connections not just to quality preschool but to quality care during the 0–5 age period; and**
 - **expanding school readiness programs to full-day.**
2. **Provide access to quality ECEC for children with special needs and whose parents work non-traditional hours by**
- **funding training programs for child care providers on how to care for children with special needs;**
 - **creating licensing flexibility for providing necessary services for special needs children;**
 - **establishing funding similar to EQUIP, but directed to helping centers and homes purchase and renovate their space to accommodate children with special needs (e.g., widening doorways, diapering tables designed for children weighing over 50 pounds, and special play equipment);**
 - **considering the recommendations from the FIA study on this subject (to be released in December, 2001); and**
 - **funding a study that looks at what parents really want for afternoon and nightshift care and asks, “What works and what doesn’t?” and consider revisions in licensing rules for centers, based on study findings.**

State and Local Public/Private Partnerships

1. The MRTSP should intensify the mobilization and support of state and community action to support families with young children and promote health, safety, and education policies and programs that maximize child development. Partnerships should:
 - Bring all sectors together to work on the RTS vision
 - Educate funders that successful collaboration takes time to work
 - Find strong, visible leaders in positions of power and visibility who bring people together and give encouragement and commitment to “change”
 - Create work groups that look at gaps, services, and have the vision to look at issues creatively to come up with new ways of doing things
2. The MRTSP should invite government, universities, and other interested organizations to work jointly on demonstrating results and returns on investment in ECEC specific to Michigan. Actions should include the following activities:
 - Periodic measurement of changes in the level of public and private investment in early childhood education and care

- Dissemination to policymakers and the public the short-term benefits and results from progress in improving early learning, including:
 - Adding a page to the Ready to Succeed website of links to early childhood evaluation efforts, e.g., Council of Chief State School Officers Early Childhood initiative, Head Start Child outcomes framework
 - Developing a LISTSERV of Michigan's early childhood program evaluators
 - Convening a meeting of Michigan's early childhood program evaluators
- Establishment and measurement of longer-term indicators of progress to demonstrate returns on investment

While great gains are proposed in public investment, the level at which those gains will materialize is not yet clear. Before long-term commitment for increasing access to universal, high-quality early education and care is assured, such a commitment must be created. Despite the uncertainty about the level of public investment, we must recognize that for the first time the topic of early childhood is at the center of an intense debate about budget reductions. This is a monumental step forward.

3. Beginning in November 2001, leadership of the MRTSP should be sustained and expanded to:

- Carry out the functions of the partnership. It is recommended that the Executive Council continue to direct the efforts of the partnership, supported by a chair and vice chair. The Executive Council should ask the chair and vice-chair to serve as the day-to-day point of direction for the partnership's staff support. The team should also be charged with the creation of the agenda for each quarterly meeting of the Executive Council. In addition, the chair and vice chair may suggest the creation of ad hoc teams for specific tasks, e.g., designing the long-term financing strategy for the operation of the partnership, guiding the operation of the RTS website, reviewing and proposing how to expand the breadth of leadership participation. It is recommended that the Media Board be asked to continue its successful endeavor to expand the statewide public awareness campaign.
- Establish longer-term financing to support the functions of the partnership and expand leveraging of funding and resources across sectors to support the MRTSP agenda. The Executive Council should establish an ad hoc team to carry out this action step. The team should begin its work in November 2001 and complete the task by March 2002. Members of the ad hoc team will need to convince potential supporters that continued progress toward the ready to succeed vision requires the continued collaborative investment of government, professional organizations, private philanthropy, business, and labor, and other sectors.
- Promoting the central importance of cultural competence as a cornerstone of state-of-the-art practice in early childhood education and care is recommended as a new action step for adoption by the Executive Council. The growing racial, ethnic, and cultural diversity of the population aged 0–5 requires that all programs and services periodically reassess their appropriateness and effectiveness for a

wide range of families. Specific population groups confront unique challenges that require specialized expertise and tailored outreach and communication.

- The expansion of the public awareness campaign should be driven by the partnership’s desire to reduce barriers to differential program use and engagement by targeted populations in the constituency for universal and high-quality early childhood education and care. Beyond increasing cultural competence in the delivery of services, the partnership should be supporting the development of community partnerships that have families participating in configuring local programs and policies.
- The MRTSP should invite government, universities, and other interested organizations to work jointly on demonstrating results and returns on investment in ECEC specific to Michigan.

These actions should be supported and “hosted” by the MRTSP, bringing together government, academia, and other sectors with the necessary skills and interests.

RECOMMENDATIONS TO THE LEGISLATURE

Support the mobilization of local community leadership to address the needs of families with young children and improve coordination of services and resources by

- **using public policy and funding to enhance collaboration between education and human services at the state and local level, providing direction and support to the establishment of early childhood education and care systems in communities;**
- **connecting with your constituents regarding their views about the importance of early childhood and becoming informed of their needs, concerns, and ideas for moving forward; and**
- **demonstrating leadership by developing and funding joint initiatives across the public and private sectors, e.g., beginning with the many strategies recommended in this report.**

Public Awareness

1. Expand the public awareness campaign, considering all recommendations in this report for parent education and support, quality, and state and local, public and private partnerships.
2. Many recommendations throughout this report suggest topics for the continuing media campaign, particularly the education of parents and communities about the importance or quality education and care in the first years of a child’s life.

RECOMMENDATIONS TO THE LEGISLATURE

- 1. Fund the government sector contribution to the media campaign, leveraging public investment with private support to increase the education effort**
- 2. Demonstrate understanding of the social and cost benefits of early childhood education and care by investing in universal access to programs and services that comprise community-based early childhood learning systems**

Part 4

Activities of the Partnership

The Summer Forum On Quality

Forum Format

The forum was held July 31, 2001, at the Kellogg Center in East Lansing, Michigan. The forum was designed to give participants an overview of the current status of early childhood education and care in Michigan and to give them an opportunity to use this information to develop strategies for improving the quality of the early childhood system. The forum was attended by 56 Michigan leaders from many public and private sectors. (See Appendix F for a participant list.)

Participants heard an overview of early childhood development research findings from Dr. Peg Barratt, followed by a “Michigan Scan” of early childhood education and care with information presented by Suzanne Miel-Uken, Public Sector Consultants; Mark Sullivan, Michigan 4C Association and Lisa Brewer, T.E.A.C.H.; Pat Farrell, Michigan State University and Linda Sanchez, Special Assistant to Lansing Mayor David Hollister; and Lindy Buch, Michigan Department of Education.

Participants were then separated into breakout groups to discuss new strategies for bringing various sectors together to improve the availability and accessibility of quality early childhood education and care. (See Appendix G for a summary of notes from the roundtable sessions. The full text of the notes is available at www.readytosucceed.org under Events/July forum.)

Forum Evaluation

One hundred percent of responding participants strongly agreed (61 percent) or agreed (39 percent) that the combination of brief presentations and facilitated discussion was an effective way to learn about early childhood education and care. Ninety-seven percent also strongly agreed (29 percent) or agreed (71 percent) that the forum discussion led to new ideas and strategies that could be implemented to improve early learning in Michigan.

The items most frequently mentioned as appreciated and useful were the following:

- The diversity of the participants and the opportunity for networking
- The opportunity to learn new things and hear new ideas
- Putting new knowledge into action through breakout groups

The most frequently mentioned negative comments about the forum were the following:

- Lack of diversity in sectors and views represented (preaching to the choir)
- Difficulty in maintaining focus in group discussions

Suggestions for the future include the following:

- Roundtable sessions could have lasted longer
- Need to convert passion to political clout
- Need more information to implement changes that were discussed
- Would like to see subsequent meetings or other follow-up to discussions

AGENDA

Getting Results for Children: Early Childhood Education and Care

- 8:00 **Continental Breakfast and Registration**
- 8:30 **Introductions and Welcome: Lynne Ferrell**
- 8:40 **Keynote Address, Dr. Peg Barratt “Getting Results for Children”**
Dr. Barratt will introduce the major “ingredients” of effective caregiving that lead to positive outcomes.
- 9:15 **Michigan Scan**
Part One: The Care of Michigan’s Young Children, Suzanne Miel-Uken, Public Sector Consultants
- 9:20 *Part Two: Early Learning Initiatives in Michigan*

Informed and Supported Parents

Dr. Lindy Buch, Michigan Department of Education, Supervisor, Curriculum, Birth-Grade 12/Early Childhood and Parenting Programs

Effective Caregiving

Mark Sullivan, Executive Director of Michigan 4C Association, and Lisa Brewer, Director of the new T.E.A.C.H. program

A Responsible and Involved Community

Dr. Patricia Farrell, Coordinator of Outreach Partnerships at MSU and a leader of Lansing’s early childhood effort. Linda Sanchez, Special Assistant to Mayor Hollister and a leader of Lansing’s early childhood effort.

- 10:10 **Break Into Roundtable Discussion Groups**
Each group has been assigned a facilitator/note taker from the Ready to Succeed Partnership’s Professional Development of Other Caregivers Committee to record responses.
- 10:20 **Roundtable Discussion**
Each group should answer the questions on their handout:
“What are some strategies that would enable the following sectors to work together to get results for Michigan’s young children? What would be the resulting outcomes? What sectors would be involved?”

When thinking about potential actions to improve early childhood learning, we ask the group to specifically consider actions for the following stakeholders:

- Business*
- Education*
- Media*
- Philanthropy*
- Government/Politics*
- Faith*
- Law Enforcement*
- Health*

The Annual Summit

The fall summit, Ready to Succeed: Getting Results for Children, was held in Grand Rapids at the Crowne Plaza Hotel on October 4 and 5, 2001. It was attended by over 170 Michigan leaders from the business, education, faith, government, health, labor, law enforcement, media, and philanthropy sectors. Please see Appendix H for a list of summit participants.

Goals

The following were the goals of the summit, established by the State and Local Partnership Committee, which planned the event:

- Review the progress that has been made toward the vision of every Michigan child ready to succeed
- Learn what leading experts have to say about the importance of early learning and how public policy can create an environment for successful early learning
- Disseminate best practices and emerging strategies
- Participate in working roundtables with local leaders and legislators by topic and by geographic location
- Examine roles for every sector and propose recommendations to advance the vision

Format

The summit was planned so that participants could learn about emerging practices presented by keynote speakers and “dialogue leaders”—individuals involved in successful early childhood practices who shared their experiences in roundtable sessions. Participants then discussed how to apply appropriate practices locally in geographic breakthrough sessions. (Please see Appendix I and J for notes from both roundtable and geographic breakthrough sessions.) In addition, a panel of leaders from the Ready to Succeed Partnership reported on Michigan’s progress and the Ready to Succeed media campaign, “Be their Hero from age Zero,” was presented.

The entire summit, including the remarks of keynoters, was structured around an extended PowerPoint presentation, now available on the Ready to Succeed website (www.readytosucceed.org) under *Fall Summit*. The summit agenda follows.

Speakers

The keynote speakers were, in chronological order:

- Robin Karr-Morse, co-author, *Ghosts from the Nursery*, a best-selling book that explains how early childhood experiences often lead to future violent behavior.
- Dr. Martha Riche, former director of the U.S. Census and consultant, Farnsworth/Riche Associates.

- Thomas Watkins, Superintendent of Public Instruction, Michigan Department of Education
- Dr. Joy DeGruy-Leary, professor, Portland University and consultant on cultural competency

Participants repeatedly praised all the keynote speakers in the program evaluations, and all four speakers received extended standing ovations.

Evaluations

Ninety-one percent of responding participants strongly agreed (63 percent) or agreed (28 percent) that the combination of keynote speakers, panel presentations, and facilitated discussion was an effective way to learn about early childhood education and care.

Ninety-one percent also strongly agreed (47 percent) or agreed (44 percent) that the information presented gave everyone an overall understanding of Michigan's progress toward the vision of every child ready to succeed in school and in life.

The items most frequently mentioned as appreciated and useful were the following:

- ◆ The keynote speakers
- ◆ The presence of varied sectors, including legislators
- ◆ Putting new knowledge into action through breakout groups

The most frequently mentioned negative comments about the summit were the following:

- ◆ Difficulty in maintaining focus in group discussions
- ◆ Not enough time for keynote speakers

Suggestions for the future include the following:

- ◆ Provide more or longer breaks
- ◆ Disseminate information gathered in breakout sessions
- ◆ Try to involve youth
- ◆ Move summit to more central geographic location

Agenda
The 2001 Statewide Summit of Early Childhood Heroes
Ready to Succeed: Getting Results for Children
October 4 and 5, 2001

OCTOBER 4

1:00 *WELCOME AND INTRODUCTION*

Heath Meriwether, Publisher, *Detroit Free Press*; Executive Council, Michigan Ready to Succeed Partnership
Milton Rohwer, Chief Executive Officer, Frey Foundation; Executive Council, Michigan Ready to Succeed Partnership
John Logie, Mayor of Grand Rapids
William Byl, Director of Public Policy, Grand Valley State; Former Grand Rapids State Legislator

1:15 *KEYNOTE: ROBIN KARR-MORSE*

Introduction: Lynne Martinez, Director, Commission for Lansing Schools Success; Executive Council, Michigan Ready to Succeed Partnership
Keynote Speaker: Robin Karr-Morse, Author, *Ghosts from the Nursery*

2:00 *ROUNDTABLES*

Introduction: Susan Broman, Executive Director, Steelcase Foundation; Executive Council, Michigan Ready to Succeed Partnership

4:00 *MEDIA BOARD PRESENTATION OF THE NEW STATEWIDE MEDIA CAMPAIGN*

Heath Meriwether, Publisher, *Detroit Free Press*; Executive Council, Michigan Ready to Succeed Partnership
Carol Zimmer, Creative Director and Co-Founder, ZimmerFish

5:00 *NETWORKING/COCKTAIL HOUR*

6:15 *DINNER*

6:30 *KEYNOTE: THOMAS D. WATKINS, Jr.*

Introduction by Sen. Leon Stille, Spring Lake
Thomas D. Watkins, Jr., Superintendent for Public Instruction

OCTOBER 5

7:15 *CONTINENTAL BREAKFAST*

8:30 *WELCOME AND INTRODUCTION*

Marianne Udow, Senior Vice President, Blue Cross Blue Shield of Michigan; Chair, Executive Council, Michigan Ready to Succeed Partnership

8:45 *KEYNOTE: DR. MARTHA RICHE*

Introduction: Representative Jerry Kooiman, East Grand Rapids
Keynote Speaker: Dr. Martha Riche, President, Farnsworth Riche Associates; former Director of the U.S. Census

9:45 *STATE OF THE READY TO SUCCEED VISION*

Marianne Udow, Chair, Executive Council, Michigan Ready to Succeed Partnership
Michael Flanagan and Debbie Dingell, Co-Chairs, Parent Education and Support
Lynne Ferrell, Chair, Professional Development of Other Caregivers
Susan Broman and Lynne Martinez, Co-Chairs, State and Local Public and Private Partnerships
Philip Power, Media Board
Carol Zimmer, ZimmerFish

10:45 *PROMISING PRACTICES AND EMERGING MODELS*

Marianne Udow, Chair, Executive Council, Michigan Ready to Succeed Partnership

11:45/12:00 *BREAK/LUNCH*

12:15 *KEYNOTE SPEAKER: JOY LEARY*

Introduction: Hubert Price, President, Synergistics; Executive Council, Michigan Ready to Succeed Partnership
Keynote Speaker: Dr. Joy Leary, Professor, Portland University

1:00 *HEROES RECOGNITION*

Marianne Udow, Chair, Executive Council, Michigan Ready to Succeed Partnership
David Campbell, President, McGregor Fund; Executive Council, Michigan Ready to Succeed Partnership

1:15 *PARENT VOICES*

Introduction: Senator Alma Wheeler Smith
Speaker: Amanda Van Dusen, Allegan County
Speaker: Miki Doan, Chelsea

1:45 *GEOGRAPHIC "BREAKTHROUGH" SESSIONS: COMMUNITY DIALOGUE ON GETTING RESULTS FOR CHILDREN*

2:45 *BREAK*

3:00 *GEOGRAPHIC "BREAKTHROUGH" ACTIONS*

Kari Schlachtenhaufen, President, Skillman Foundation; Executive Council, Michigan Ready to Succeed Partnership

3:30 *CLOSING*

Marvin McKinney, Program Director, W.K. Kellogg Foundation; Executive Council, Michigan Ready to Succeed Partnership
Representative Pan Godchaux, Legislative Children's Caucus Co-Chair and Executive Council, Michigan Ready to Succeed Partnership

Website

The partnership has launched its Communication and Learning Network, a website tool that interested parties can use to share ideas, access information, and keep up to date on the activities of the Michigan Ready to Succeed Partnership and the All Students Achieve Program-Parent Involvement and Education grant recipients. The website (<http://www.readytosucceed.org>) is intended primarily for members of the partnership to access information on the partnership and its progress, conferences and meetings, membership, and history. The Communication and Learning Network will soon include a section for ASAP-PIE grant recipients with a listserv for disseminating best practices, information on grant guidelines, recommended reading, and suggestions for how to measure success.

Media Activities

Most of the partnership's media activities have focused on the "Be a Hero from age Zero" product, a media campaign designed to "change the culture of Michigan" by making the public more aware of the importance of nurturing and stimulating children birth to age five. The partnership planned, hired contractors to execute, and oversaw media placement for this campaign. Due to persistent contact with media outlets and the strong representation of media interests within the partnership, the campaign (a television commercial, radio jingle, billboards, and posters) has achieved statewide distribution despite a limited budget. Three press conferences were conducted at children's centers in Southfield, Lansing, and Grand Rapids. More are scheduled for northern Michigan communities. The ads feature a website, www.herofromzero, which provides interested parties with early childhood education and care contacts in their area.

Community Survey

The community survey was conceived of by the State and Local Partnership Committee as a tool for planning the statewide summit in a way that took into account the progress and the needs of the communities. All counties were asked to fill out an electronic survey on Public Sector's website, and 25 responded. The answers were detailed and provided an interesting snapshot of how well different counties view their challenges and successes in moving toward a system of quality early childhood education and care. Please find the summary of the survey attached as Appendix K.

Basic Guide

In response to requests for the partnership to raise awareness of its structure and goals, the partnership created a *Basic Guide*, which explains the nature and agenda of the partnership in detail. It includes the partnership's vision, a summary of the partnership, its milestones, calendar, action plans, goals, and membership. The guide can be viewed at www.readytosucceed.org, and is also attached as Appendix C.

Legislative Children's Caucus Sessions

The Legislative Caucus brought author David A. Sousa to the House Office Building on March 20, 2001, to discuss the second edition of his book, *How the Brain Learns*. Sousa explained recent discoveries in neuroscience, then discussed what they tell us about the learning process and how to facilitate it.

Community Forum Reports

The Michigan Ready to Succeed Partnership has supported a series of community forums to discuss what local communities can do for preschool children to make sure all children have a good chance of success in school as they enter kindergarten. The results from nine forums held between September 2000 and March 2001 are summarized in Appendix L.

Summary of Press Coverage

The print media demonstrates increasing interest in early childhood. Appendix M provides samples of coverage during 2001.

Appendices

Appendix A

Section 628 of Act No. 294

Public Acts of 2000

Approved by the Governor July 14, 2000

Enrolled House Bill No. 5277

Sec. 628. (1) From the funds appropriated in part 1, \$100,000.00 shall be used to support the continuation of the “ready to succeed dialogue with Michigan” to continue the exploration and development of a system of early childhood education, care and support in this state that meets the needs of every child. This appropriation shall be used to leverage other private and public funding to bring together leaders from state and local governments, corporate and small business, the faith community, law enforcement, educators, parents, experts in early childhood development, current providers and others to continue the development of a voluntary system of universal access to early childhood education, care, and support that respects the diversity of Michigan families.

(2) The “ready to succeed dialogue with Michigan” shall provide a report to the legislature on its activities and recommendations not later than September 30, 2001. The report shall address at least the following items:

- a) Helping parents obtain safe, high quality early childhood education and care
- b) Improving the quality of care in Michigan and the qualifications of providers
- c) Educating parents and community about the importance of quality education and care in the first years of a child’s life
- d) Improving the environment in Michigan for young children including access to quality care for all young children, especially those with special needs and those whose parents work non-traditional hours
- e) Efforts to organize local community leadership to address the needs of families with young children and coordinate local services to better achieve this goal

(3) Organizational leadership for planning and conducting the ready to succeed dialogue with Michigan shall be provided by the ready to succeed coordinating committee. Committee membership includes: representatives from C.S. Mott, Frey Foundation, McGregor Fund, the Skillman Foundation, W.K. Kellogg Foundation, family independence agency, department of education, union organization, ECEC organizations; 6 legislators from the legislative children’s caucus; and leaders from priority action teams. The coordinating committee shall name a fiduciary agent and may authorize the expenditure of funds and hiring people to accomplish its work. The committee shall provide the department with a full accounting of its revenues and expenditures for the period covered by this appropriation.

SOURCE: <http://198.109.172.10/pdf/publicAct/1999-2000/pa029400.pdf>

Appendix B:

Interim Reports

FIRST INTERIM REPORT (ADMIN 01-99013)

January 30, 2001

From: Keith Myers, Ed.D., Executive Director
The Michigan Association for the Education of Young Children (MiAEOYC)
4572 S. Hagadorn, Suite 1D
East Lansing, MI 48823

To: Kathi Pioszak
Michigan Family Independence Agency (FIA)
Child Development and Care
235 S. Grand Avenue, Suite 1304
P.O. Box 30037
Lansing, MI 48909

Regarding a grant of \$100,000.00 from FIA to MiAEOYC (ADMIN 01-99013 – hereafter called “the grant”) for a “Ready to Succeed Dialogue with Michigan” (RTS).

This report fulfills one of the requirements of the grant described in Subsection I(D), “Evaluation Reporting Requirements.” It covers activities carried out under the grant from October 1, 2000, through December 31, 2000.

◆ Results from Summit III activities held September 2000

We have already provided to FIA the results from Summit III in a report entitled: *The Second Year: Michigan Ready to Succeed Dialogue with Michigan – Preliminary Report to the Legislature, October 2000*. (See Part 6, *Year Two Leadership Summit* on page 6 and Appendix B, *Fall 2000 RTS Summit Synopsis* on pages B-1 through B-25)

◆ Overall progress on the Ready to Succeed Dialogue with Michigan

Priority Action Teams – The four priority action teams that existed under the grant immediately preceding this one will be continued. They are now called “Committees” instead of “Priority Action Teams.” The Coordinating Council, at its meeting of November 11, 2000, felt that these groups would function as committees normally do in determining how to implement the priority actions chosen during 2000. New chairpersons and co-chairpersons have been recruited and will be formally appointed at a meeting of the *Executive Council* (the new name for the Coordinating Council, hereafter called “the Council”) scheduled for February 7, 2000. The committees will produce grant applications that will be sent to the foundations that support the *Dialogue*. These grants will seek funds to carry out activities under the general purview of each committee. Again, those teams are:

- ◆ Parent Education and Support;
- ◆ Professional Development of Other (non-parent) Caregivers;
- ◆ Multimedia Public Awareness Campaign;

◆ State and Local, Public and Private Partnerships.

Leadership and schedule of action for 2001 – An “Ad Hoc Nominating Committee” met in December to develop recommendations for leadership of RTS in 2001. We expect Marianne Udow, a Senior Vice President with Blue Cross Blue Shield of Michigan, to continue for another year as Chairperson of RTS. There may be a change in the position of Vice-Chair, though that has not been determined. Steve Manchester may continue as Vice-chair beyond early February (the expected end of his term of office). The Council will hold its first meeting in 2001 on February 7. At that time, the group will establish its dates for another three quarterly meetings.

Legislative Children’s Caucus – This caucus lost important leaders as a result of term limits. Steps are underway to replace that leadership. We expect that Representative Mark Schauer (D-Battle Creek) will become the House Democratic leader; we expect Representative Pan Godchaux (R-Birmingham), Senator Alma Wheeler Smith (D-South Lyon) and Senator Bev Hammerstrom (R-Temperance) to continue as the other three leaders of this caucus.

Coordinating Council – The Council held its final meeting for 2000 on November 10. It decided to change the name of the project from “The Ready to Succeed *Dialogue* with Michigan” to “The Ready to Succeed *Partnership* with Michigan.” The Council realized that dialogue will continue for many years, but the purpose of the dialogue is to create partnerships that take action. The new name connotes action, action that springs from dialogue.

The body also decided to call itself the *Executive Council*. The Council felt that it should not grow beyond its current size of about 25 people and should undertake an executive function. The Council will develop numerous ways for a growing number of people to participate in Ready to Succeed efforts.

Statewide Summit– *The Council will determine, early in 2001, whether it will host a statewide summit in fall of 2001. The State and Local, Public and Private Partnership committee will make a recommendation about a statewide summit to the Council, which will make the final decision.*

◆ Consultations Held

Appendix A* lists meetings of the priority action teams, the legislative caucus, and the Coordinating Council, including the Council’s scheduled meetings during the last quarter of 2000. Also, it lists meetings expected to be held in 2001; the 2001 list covers events expected as of December 31, 2000. We anticipate that many other consultations will occur.

* Documents originally appended to the three interim reports to the Family Independence Agency can be found on the RTS website, www.readytosucceed.org.

In August, 2000, the project was invited to help develop a meeting with Detroit Renaissance and also the Detroit Business Round Table. We expect such meetings to take place in spring, 2001. Also, we have met with statewide organizations about how they might link up to RTS. We expect that concrete results from this will occur in the spring and will be reported in future interim reports.

◆ Early childhood education and care practices examined

The Council and its committees will conduct meetings and examine best practices during 2001. Steve Manchester has begun an examination of how economists and child advocates across the country are approaching the problem of financing a system of universal, high quality ECEC. He will report his findings to the Council at its meeting in February. Since the ability to replicate best practices depends heavily on financing mechanisms within a state, best practices in ECEC and best practices in financing ECEC are considered closely linked.

◆ Additional activities undertaken

The Partnership continues recruiting leaders from “power sectors” that were under-represented in 2000. We anticipate that the Ad Hoc Nominating Committee will recommend added representation to the Council early in 2001.

◆ Progress Toward Meeting Evaluation Criteria (per subsection III-D of the grant contract)

1) *Leveraging at least \$10,000 in private and public funds:* The Council will hear a report from one of its foundation-based members on a plan for raising additional funds.

2) *Conduct at least six meetings with people not directly involved in providing ECEC:* A variety of such meetings have taken place with reports on these meetings provided in the next interim report. In particular, we have begun to approach “power sectors” to participate on the Council.

3) *Obtain at least three recommendations from the Council on organizing local community leadership to address the needs of families with young children and coordinate local services to better achieve this goal:* The State and Local, Public and Private Partnerships Committee will develop these recommendations as charged by the Council. The committee will meet early in 2001 to work on this.

4) *Conduct at least eight community forums statewide:* Seven community forums were held in the fourth quarter of 2000. Details about these forums are found in the Attached document, “The Second Year, Michigan Ready to Succeed Dialogue with Michigan; Amended Appendix H to the October 2000 Preliminary Report to the Legislature, December 2000.” The seven forums were held in the following communities: (1) Allegan County; (2) Houghton/Baraga/Keweenaw Counties (Copper Country); (3) Iron/Dickinson

Counties; (4) Jackson County; (5) Oakland County; (6) St. Joseph/Cass Counties; (7) Van Buren County

5) *Obtain at least three recommendations from the Council on how to help parents obtain safe, high quality ECEC:* The Parent Education and Support Committee will develop these recommendations as charged by the Council. The committee will meet early in 2001 to work on this.

6) *Obtain at least three recommendations from the Council on improving the quality of care in Michigan and the qualifications of providers of such care:* The Professional Development Committee will develop these recommendations as charged by the Council. The committee will meet early in 2001 to work on this.

7) *Obtain at least three recommendations from the Council on how to educate parents and communities about the importance of quality education and care in the first years of a child's life:* The Multimedia Public Awareness Committee will develop these recommendations as charged by the Council. The committee will meet early in 2001 to work on this.

8) *Obtain at least three recommendations from the Council on about providing access to quality ECEC for children with special needs and those whose parents work non-traditional hours:* The Council will take responsibility for development of these recommendations working through its committees.

9) *Submit three interim reports to FIA:* This report is the first of the three interim reports.

10) *Submit a report to the Governor and Legislature with ECEC proposals and policy recommendations:* This report is not yet due.

11) *Submit the final report:* This report is not yet due.

This concludes the first interim report, which covers activities during the first quarter of fiscal year 2001.

SECOND INTERIM REPORT (ADMIN 01-99013)

April 16, 2001

From: Keith Myers, Ed.D., Executive Director
The Michigan Association for the Education of Young Children (MiAEYC)
4572 S. Hagadorn, Suite 1D
East Lansing, MI 48823

To: Kathi Pioszak
Michigan Family Independence Agency (FIA)
Child Development and Care
235 S. Grand Avenue, Suite 1304
P.O. Box 30037
Lansing, MI 48909

Regarding a grant of \$100,000.00 from FIA to MiAEYC (ADMIN 01-99013 – hereafter called “the grant”) for a “Ready to Succeed Dialogue with Michigan” (RTS).

This report fulfills one of the requirements of the grant described in Subsection I(D), “Evaluation Reporting Requirements.” It covers activities carried out under the grant from January 1, 2001, through March 31, 2001.

- ◆ For purposes of this report the following terms will apply:
Committee refers to an entity that, last year, was called a “Priority Action Team.”
Executive Council refers to the “Coordinating Council” established in subsection 628(3) of PA 294 of 2000, hereafter called “the Council.”
- ◆ Overall progress on the Ready to Succeed Dialogue with Michigan

Committees – New chairpersons and co-chairpersons were recruited and appointed by the Council on February 7, 2001. The committees will produce grant applications that will be sent to the foundations supporting the *Dialogue*. These grants will seek funds to carry out activities under the general purview of each committee. Again, those committees are:

- ◆ Parent Education and Support
- ◆ Professional Development of Other (non-parent) Caregivers
- ◆ Media Board (previously the “Multimedia Public Awareness Campaign”)
- ◆ State and Local, Public and Private Partnerships

Leadership and schedule of action for 2001 – Marianne Udow, a Senior Vice President with Blue Cross and Blue Shield of Michigan, will continue as Chairperson of RTS and Steve Manchester will continue as Vice-chair. The Council, at its February 7 meeting, set three additional meeting dates for this year: April 20, July 6 and October 5.

Legislative Children’s Caucus – The leadership of the caucus is: Representative Pan Godchaux (R-Birmingham), Representative Mark Schauer (D-Battle Creek), Senator

Alma Wheeler Smith (D-South Lyon) and Senator Bev Hammerstrom (R-Temperance). The caucus has scheduled/ held four legislative seminars for this spring. These seminars, held in the House Office Building, are open to legislators and other interested parties. The dates and topics of each seminar are provided in Appendix A.

Statewide Summit – *The State and Local, Public and Private Partnerships Committee will recommend to the Council, at the Council’s meeting on April 20, that a state summit be held this fall, probably in early- to mid-October. The purposes of the Summit will include: updates on community development, particularly in light of community efforts caused by ASAP-PIE activity; progress on the media campaign in light of the Media Board’s grant to a communications firm to begin a state wide public engagement program this fall; specifics on action taken under the direction of the four committees.*

Consultations Held – Appendix A lists meetings of the committees, the Legislative Caucus, and the Council. A series of meetings with Detroit Renaissance and the Detroit Business Round Table is still in the discussion stage.

- ◆ Progress Toward Meeting Evaluation Criteria (per subsection III-D of the grant contract)

Leveraging at least \$10,000 in private and public funds: In late March, the Committee and its main funders agreed on a funding program that will generate well beyond the fund raising target. MiAEYC, the fiduciary chosen to handle these foundation funds, will send out formal grant applications to the foundations in April.

Conduct at least six meetings with people not directly involved in providing ECEC: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on organizing local community leadership to address the needs of families with young children and coordinate local services to better achieve this goal: Meeting this criterion is well underway with details to follow in the next interim report.

Conduct at least eight community forums statewide: Seven community forums held in the first quarter of this fiscal year were reported in the last interim report. An eighth community forum is scheduled in Marquette in April, 2001, and details will be provided in the next report.

Obtain at least three recommendations from the Council on how to help parents obtain safe, high quality ECEC: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on improving the quality of care in Michigan and the qualifications of providers of such care: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on how to educate parents and communities about the importance of quality education and care in the first years of a child's life: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on about providing access to quality ECEC for children with special needs and those whose parents work non-traditional hours: Meeting this criterion is well underway with details to follow in the next interim report.

Submit three interim reports to FIA: This report is the second of the three interim reports.

Submit a report to the Governor and Legislature with ECEC proposals and policy recommendations: This report is not yet due.

Submit the final report: This report is not yet due.

This concludes the second interim report, which covers activities during the second quarter of fiscal year 2001.

THIRD INTERIM REPORT (ADMIN 01-99013)

July 17, 2001

From: Keith Myers, Ed.D., Executive Director
The Michigan Association for the Education of Young Children (MiAEOYC)
4572 S. Hagadorn, Suite 1D
East Lansing, MI 48823

To: Kathi Pioszak
Michigan Family Independence Agency (FIA)
Child Development and Care
235 S. Grand Avenue, Suite 1304
P.O. Box 30037
Lansing, MI 48909

Regarding a grant of \$100,000.00 from FIA to MiAEOYC (ADMIN 01-99013 – hereafter called “the grant”) for a “Ready to Succeed Dialogue with Michigan” (RTS).

This report fulfills one of the requirements of the grant described in Subsection I(D), “Evaluation Reporting Requirements.” It covers activities carried out under the grant from April 1, 2001, through June 30, 2001.

- ◆ In this report *Executive Council* refers to the “Coordinating Council” established in subsection 628(3) of PA 294 of 2000, hereafter called “the Council.”
- ◆ Overall progress on the Ready to Succeed Dialogue with Michigan

Committees – The four committees are each implementing a plan as follows:

Media Board – The Media Board has raised almost \$700,000 from “All Students Achieve Programs – Parent Involvement and Education” (ASAP-PIE) grantees to develop a state wide media program and implement the first stage of a state wide media program. ASAP-PIE grantees are required to conduct public outreach programs as a condition of receiving a grant. Under the leadership of Michael Flanagan, Executive Director of the Michigan Association of School Administrators, and with assistance of the RTS consultants recruited 11 ASAP-PIE grantees to meet their media campaign obligations working in collaboration among themselves and with RTS. The Media Board, in conjunction with ASAP-PIE grantees, wrote a RFP seeking public relations firms to produce the state wide media campaign. The Media Board hired ZimmerFish, a Lansing based firm.

ZimmerFish has conducted extensive interviews with the ISDs in the collaboration and with other Early Care and Education (ECEC) stakeholders to determine their views of useful messages. Also, RTS provided an extensive amount of literature on survey and focus group findings from Michigan and across the nation with respect to what parents felt about ECEC issues (given the tight deadline of meeting ASAP-PIE service delivery

requirements, we decided not to conduct new surveys in Michigan). The media plan will be delivered to the Media Board in August and a one month campaign using T.V., radio and print media will run starting on or before September 1, 2001, which meets the ASAP-PIE requirement to deliver services by that date.

The media plan will permit each grantee to tailor local messages. However, the goal of this effort is to create a campaign that permits local work while creating a state side message that permits all ECEC entities to operate under the message. We anticipate that success in meeting these objectives will give us a chance to attract additional ASAP-PIE grantees next fiscal year plus encourage entities in non-PIE parts of the state to also buy into the media campaign next fiscal year.

Professional Development of Other (non-parent) Caregivers – This committee will plan and conduct a forum on July 31 entitled, “Getting Results for Children: Early Education and Care.” It will be held at the Kellogg Center on the Michigan State University campus in East Lansing. The focus of the forum is linking “high quality” ECEC practices to good things happening in a child’s development. The title reflects the committee’s belief that non-ECEC people have little interest in the technicalities of high quality child care but do have interest in good outcomes from children. The forum will “scan” various ECEC efforts now underway in Michigan and show how they produce outcomes with children or are premised on such expected outcomes. The forum will highlight the role of evaluation in validating these programs. The main goal, however, is showing how RTS is working to develop a “best-practices,” research-based and evaluated system that produces the kind of good outcomes for children that non-ECEC leaders want.

The participants invited include people from outside the ECEC “choir.” Over 50 people are expected to attend.

- ◆ State and Local, Public and Private Partnerships
- ◆ Parent Education and Support

Leadership and schedule of action for 2001 – Marianne Udow, a Senior Vice President with Blue Cross and Blue Shield of Michigan, will continue as Chairperson of RTS and Steve Manchester will continue as Vice-chair. The Council, at its February 7 meeting, set three additional meeting dates for this year: April 20, July 6 and October 5.

Legislative Children’s Caucus – The leadership of the caucus is: Representative Pan Godchaux (R-Birmingham), Representative Mark Schauer (D-Battle Creek), Senator Alma Wheeler Smith (D-South Lyon) and Senator Bev Hammerstrom (R-Temperance). The caucus has scheduled/ held four legislative seminars for this spring. These seminars, held in the House Office Building, are open to legislators and other interested parties. The dates and topics of each seminar are provided in Appendix A.

Statewide Summit – *The State and Local, Public and Private Partnerships Committee will recommend to the Council, at the Council’s meeting on April 20, that a state summit be held this fall, probably in early- to mid-October. The purposes of the*

Summit will include: updates on community development, particularly in light of community efforts caused by ASAP-PIE activity; progress on the media campaign in light of the Media Board's grant to a communications firm to begin a state wide public engagement program this fall; specifics on action taken under the direction of the four committees.

Consultations Held – Appendix A lists meetings of the committees, the Legislative Caucus, and the Council. A series of meetings with Detroit Renaissance and the Detroit Business Round Table is still in the discussion stage.

- ◆ Progress Toward Meeting Evaluation Criteria (per subsection III-D of the grant contract)

Leveraging at least \$10,000 in private and public funds: In late March, the Committee and its main funders agreed on a funding program that will generate well beyond the fund raising target. MiAEYC, the fiduciary chosen to handle these foundation funds, will send out formal grant applications to the foundations in April.

Conduct at least six meetings with people not directly involved in providing ECEC: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on organizing local community leadership to address the needs of families with young children and coordinate local services to better achieve this goal: Meeting this criterion is well underway with details to follow in the next interim report.

Conduct at least eight community forums statewide: Seven community forums held in the first quarter of this fiscal year were reported in the last interim report. An eighth community forum is scheduled in Marquette in April, 2001, and details will be provided in the next report.

Obtain at least three recommendations from the Council on how to help parents obtain safe, high quality ECEC: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on improving the quality of care in Michigan and the qualifications of providers of such care: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on how to educate parents and communities about the importance of quality education and care in the first years of a child's life: Meeting this criterion is well underway with details to follow in the next interim report.

Obtain at least three recommendations from the Council on about providing access to quality ECEC for children with special needs and those whose parents work non-

traditional hours: Meeting this criterion is well underway with details to follow in the next interim report.

Submit three interim reports to FIA: This report is the third of the three interim reports.

Submit a report to the Governor and Legislature with ECEC proposals and policy recommendations: This report is not yet due.

Submit the final report: This report is not yet due.

This concludes the third interim report, which covers activities during the second quarter of fiscal year 2001.

Appendix C
BASIC GUIDE

Michigan
Ready to Succeed
Partnership

Basic Guide

Table of Contents

Michigan Ready to Succeed Partnership

1. VISION
2. SUMMARY OF THE PARTNERSHIP
3. MILESTONES 2000
4. CALENDARS FOR YEARS 2000 & 2001
5. SUMMARY OF PRIORITY ACTION PLANS FOR 2001
6. GOALS FOR 2001 AND BEYOND
7. MEMBERSHIP (EXECUTIVE COUNCIL, COMMITTEES, AND MEDIA BOARD) AND MEETING LOG, 2000–2001
8. MEDIA BOARD REQUEST FOR PROPOSALS

Vision of the Partnership

Michigan Ready to Succeed Partnership

All children deserve the same start in life. Every Michigan child will enter school engaged in learning, with the capacity for success in school and in life. Every Michigan family will be able to access parent education and support and high-quality early childhood education and care through a system that respects the diversity of all families with regard to factors such as race, ethnicity, religious beliefs, philosophy, disabilities, and income.

To achieve this vision, all parents must have the knowledge and supports they need as their children's most important teachers and caregivers. The following conditions also are necessary:

- Every child always is in the care of or closely supervised by a competent, informed, and caring adult.
- Communities are organized to provide safe havens for children to grow, learn, and play. Within communities, families must have access to affordable health care, with an emphasis on prevention.
- Businesses provide leadership in communities by supporting family life in the structure of the work environment.

Achievement of this vision will be assessed through global measures to be determined. These measures could include assessing child readiness at school entry and also measures related to each of the following priorities for immediate action:

- Parent education and support
- Professional development of nonparent adult caregivers
- Multimedia public awareness campaign
- State- and local-level public/private partnerships

Adopted February 11, 2000

Summary of the Partnership

Michigan Ready to Succeed Partnership

BACKGROUND

P.A. 135 of 1999 established the Ready to Succeed Dialogue with Michigan (now known as the Ready to Succeed Partnership) to examine how Michigan can develop a system that assures that every child has a good opportunity to enter kindergarten ready to learn. The partnership is committed to

- bringing together leaders working on behalf of the Ready to Succeed vision;
- examining outstanding early childhood education and care practices implemented in Michigan and elsewhere for the purpose of presenting proposals for consideration by the governor and legislature;
- consulting with leaders in the business, education, faith, health, labor, media, politics, philanthropy, and other sectors to garner their support in helping all children enter school ready to succeed; and
- efforts to organize local community leadership to address the needs of families with young children and better coordinate local services to achieve this goal.

COMPONENTS

Executive Council This 25-member group consists of summit legislative sponsors (including leadership of the Legislative Children's Caucus), major dialogue funders, committee chairs, and leadership of four organizations (Michigan 4C Association, Michigan Association for the Education of Young Children, Michigan Head Start Association, and Michigan's Children). The council is charged with maintaining progress toward achieving the Ready to Succeed vision. The council is coordinating and supporting the work of committees, communicating widely about the Michigan dialogue, and creating conditions that will result in public and private funding partnerships.

Priority Action Teams Four such groups, which evolved from the 1999 leadership summits, are actively guiding the progress of action plans to address the four priorities that emerged from the summits:

- Parent education and support
- Professional development of other (non-parent) caregivers
- Public awareness
- State and local public/private partnerships

Summary of Milestones, 2000

Michigan Ready to Succeed Partnership

The Partnership accomplished all of the requirements mandated in the legislation in 2000. In addition, the State of Michigan directed a considerable amount of new funds toward early childhood education and care

2000 Leadership Summit The third statewide conference, sponsored jointly by the Ready to Succeed Dialogue and the Legislative Children's Caucus was held in the fall. About 250 attendees convened with the goal of bringing statewide attention to and fostering community engagement in reviewing the progress made toward the Ready to Succeed vision. A "Call for Priority Actions" was unveiled and breakout sessions were structured for communities to prepare for the All Students Achieve Program.

Community Forums Over 45 local sessions have been held since 1999 throughout Michigan to expand the dialogue about early childhood education and care.

Ready to Succeed Dialogue Following the fall summit, a comprehensive report recommending priority actions was prepared and presented to the legislature and governor.

Legislative Children's Caucus The caucus was highly successful in informing legislators about early childhood education and care and encouraging legislation.

Priority Action Plans Three of the four committees have prepared action plans to be implemented as funds become available in 2001. The fourth committee, the Media Board, has sent out a request for proposals so that a public relations firm will be poised to develop a statewide media message(s) as soon as the committees begin implementing the action plans in conjunction with the launch of the All Students Achieve Program.

All Students Achieve-Parent Involvement in Education The State of Michigan directed \$45 million to the Michigan Department of Education to provide grants to intermediate school districts for parenting education and support. The Ready to Succeed Partnership's Media Board will be in charge of coordinating a statewide message for most of these grant recipients.

2001 Quality Forum, "Getting Results for Children: Improving Early Childhood Education and Care," July 31 at the Kellogg Hotel and Conference Center in East Lansing.

Planning is under way for the following:

2001 Leadership Summit, "Ready to Succeed: Getting Results for Children," October 4 and 5 at the Crowne Plaza Hotel in Grand Rapids.

Year 2000 Calendar

Michigan Ready to Succeed Partnership

October 1

February 11

May 15

August 7

September 21 & 22

November 10

Priority action teams

Parent Education & Support

Professional Development

Public Awareness Campaign

Partnerships

Coordinating Council Review & support
priority team goals

- Review & support draft action plans (strategies, steps, indicators)
- Broad communication on RTS
- Education session
- Review budget

- Review & support for final action plans (funding strategies)
- Broad communication on RTS
- Education session

Launch action plans 2001

Michigan

Summit

Legislative Children's Caucus

Ongoing programs & activities

Year 2001 Calendar

Michigan Ready to Succeed Partnership

**October 2000 –
February 2001**

April 2001

July

September

October

**November 2001
Spring 2002**

Coordinating Council

- › Assess Progress
- › Reconstitutes as “Executive Council” in February 2001
- › Establishes Ad Hoc, Finance and Nominating Committees

Executive Council

- Endorses and guides committees
- Supports communication among partners at state & local levels
- Expands leadership engagement
- Monitors progress toward the vision

Forum on achieving positive outcomes for young children

Preliminary 2001 Report to Legislature

Michigan Summit

Final 2001 Report to Legislature

Legislative Children’s Caucus

- Leadership recruitment
- Ongoing programs & activities

Summary of the Priority Action Plans for 2001

MICHIGAN READY TO SUCCEED PARTNERSHIP

During 2000, the Coordinating Council supported four priority action teams as a way to address the priorities that emerged from the 1999 leadership summits and community forums. The teams, which have completed their work, each addressed one of the following four critical subject areas.

- ❖ Parent education and support
- ❖ Professional development of other [nonparent] caregivers
- ❖ State and local public/private partnerships
- ❖ Multimedia public awareness

Each team was charged with developing an action plan with goals, strategies, key actions, financing proposals, and indicators of progress. Each team examined best practices in the scope of its subject area. Key actions recommended by the teams on parenting education and support, professional development of other caregivers, and state and local public/private partnerships are presented below. The public awareness campaign is also under way. The Media Board has sent out an RFP for a full-service advertising/PR firm to deliver a statewide message(s) on early childhood education and care.

Parent Education and Support

- ❖ Launch a statewide media message for parents of newborns on
 - how early brain development affects lifelong learning and behavior,
 - the importance of reading to children from infancy at least one-half hour a day.
 - how to stimulate that development, and
- ❖ Create a speakers' bureau and "stump speech" on early childhood for use at meetings of civic clubs, religious organizations, parent groups, and other such community gatherings.
- ❖ Develop and begin providing technical assistance to
 - help communities who are trying to assure that every mother of a newborn receives home visits appropriate to her needs,
 - create models and guidance to help community consortia to organize education and activities for all newborns,
 - create model(s) for a community inventory of sources of help for all families in accessing programs that meet the developmentally appropriate needs of their children, and
 - provide Michigan communities with knowledge, best-practice information, and the technical expertise they need to design and create community-based systems of care and provide integrated parent education and support. (The priority action team on public/private partnerships recommends that a state-level structure organize and provide this support to communities.)
- ❖ Create a tool for use statewide that families may employ to assess the quality and appropriateness of child-care arrangements and disseminate this tool to all families of newborns. (The priority action team on professional development of other caregivers recommends that the tool developed by the Kent 4C Association should be used for this purpose.)

Parent Education and Support (cont.)

- ❖ Provide parents of all newborns with a READY kit.
- ❖ Add age-specific videotapes to the READY kits.
- ❖ Assure that parents of all newborns receive a letter from the local school superintendent introducing the school system to the parent.
- ❖ Launch new and continuing messages of reinforcement to parents through the media campaign and develop and give communities local-campaign models that they may customize.
- ❖ Continue providing technical assistance to Michigan communities.
- ❖ Make resources available to assure that every mother of a newborn receives home visits appropriate to her needs.
- ❖ Identify a civic leader to lead the design and creation of the community's ECEC system. Consider including the following in guidelines for communities to follow when matching local resources to public and private investments to create a local ECEC system.
 - Start programs, using the Michigan Literacy Progress Profile, that help parents to understand developmentally appropriate skill levels of their children
 - Encourage language, music, and creative learning activities
 - Promote and support reading
 - Increase parents' access to books
 - Encourage family resource centers in elementary schools
 - Create a model of community mentorship and assure availability of a full continuum of help (this could be accomplished in part through technical assistance.

Professional Development of Other Caregivers

- ❖ Through a state-level partnership, develop a collaborative funding approach to support the cost of scholarships and increase provider compensation based on training.
- ❖ Use the statewide media campaign to deliver messages to parents on quality ECEC. (This should occur in conjunction with disseminating the tool for families.)
- ❖ Establish rating system, with standardized information about quality, and begin to explore reimbursement that rewards quality improvement.
- ❖ Provide financial incentives for training for family members and in-home aides, helping to increase the availability of high-quality, affordable providers.
- ❖ Provide technical assistance for programs seeking accreditation.
- ❖ Through the media campaign, launch new and continuing messages for parents that will reinforce and increase awareness of high-quality ECEC, particularly as the rating system emerges.
- ❖ Make affordable training more available

State and Local Partnerships

- ❖ Establish a state-level partnership structure to leverage public and private interests and resources to mobilize community action and promote policies and programs as described in the steps above for parent education and support and professional development of other caregivers.
- ❖ Monitor and report on progress in June 2001, January 2002, and December 2002.

Goals 2001–03

Michigan Ready to Succeed Partnership

1) Meeting the legislative requirements:

- *Continue the exploration and development of a system of early childhood education, care, and support in Michigan that meets the need of every child.*
- *Leverage other private and public funding to bring together leaders from state and local governments, corporate and small business, the faith community, law enforcement, educators, parents, experts in early childhood development, current providers, and others to continue the development of a voluntary system of universal access to early childhood education, care, and support that respects the diversity of Michigan families.*
- *Provide a report to the legislature on activities and recommendations not later than September 2001.*
- *Through the Executive Council, provide organizational leadership for planning and conducting the Ready to Succeed Dialogue with Michigan.*

2) Making progress toward the vision through dialogue and action by the Executive Council and the Parent Education and Support, Professional Development of the Caregivers, and the State and Local Partnerships Committees and the Media Board. Committee agendas follow.

2001 Meeting Log

Michigan Ready to Succeed Partnership

(As of 07/25/01)

Ad Hoc Nominating Committee	December 21, 2000 January 26, 2001
Ad Hoc Finance Committee	December 19, 2000 June 22, 2001
Executive Council	February 7 April 20 July 25 October (Date TBA)
Committee Meetings*	
Media Board	March 2, August 1
State and Local Partnerships	March 8, April 12, May 7, June 4, July 11, July 31
Parent Education & Support	April 5, June 11, July 16
Professional Development	April 11, May 30, June 19, August 22
Legislative Children's Caucus	March 20
Fall Summit	
Ready to Succeed: Getting Results for Children	October 4 and 5
July Forum	
Getting Results for Children: Early Childhood Education and Care	July 31

*Subsequent committee meetings are scheduled by the members at each meeting.

1999–2000 Meeting Log

Michigan Ready to Succeed Partnership

<i>Date</i>	<i>Meeting</i>
October 12, 1999	Legislative Children’s Caucus-Presentation by Carl Ill
October 22, 1999	Discussion of Coordinating Council and Venture Capital Partnership
November 18, 1999	Multi-Media Public Awareness Campaign Priority Team
November 29, 1999	State- and Local-Level Public/Private Partnerships Priority Team
December 3, 1999	Parent Education and Support Priority Team
December 9, 1999	Professional Development of Other Caregivers Priority Team
January 4, 2000	State- and Local-Level Public/Private Partnerships Priority Team Funding Subcommittee
January 4, 2000	State- and Local-Level Public/Private Partnerships Priority Team Grant Program Subcommittee
January 6, 2000	State- and Local-Level Public/Private Partnerships Priority Team Community Networking Subcommittee
January 14, 2000	Parent Education and Support Priority Team
February 3, 2000	State- and Local-Level Public/Private Partnerships Priority Team Funding Subcommittee
February 7, 2000	State- and Local-Level Public/Private Partnerships Priority Team Meeting
February 9, 2000	Professional Development of Other Caregivers Priority Team Meeting
February 9, 2000	Legislative Children’s Caucus—Presentation by Robin Karr-Morse
February 11, 2000	Coordinating Council
March 6, 2000	State- and Local-Level Public/Private Partnerships Priority Team Community Networking Subcommittee
March 24, 2000	State- and Local-Level Public/Private Partnerships Priority Team Community Networking Subcommittee
April 5, 2000	Professional Development of Other Caregivers Priority Team
April 10, 2000	State- and Local-Level Public/Private Partnerships Priority Team Community Networking Subcommittee
April 13, 2000	Multi-Media Public Awareness Campaign

May 2, 2000	State Forum for 1999 Community Forum Coordinators
May 5, 2000	Parent Education and Support Priority Team
May 15, 2000	Coordinating Council
May 16, 2000	Legislative Children’s Caucus—Presentation by Joan Firestone
May 23, 2000	Professional Development of Other Caregivers Priority Team Meeting
July 26, 2000	State- and Local-Level Public/Private Partnerships Priority Team
August 7, 2000	Coordinating Council
September 21 & 22	Statewide Summit: Fall Dialogue
November 10, 2000	Coordinating Council

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Request for Proposals from Full-Service Advertising/PR Agencies
Education and Motivation of Parents of Preschoolers in Michigan

I CONTRACTUAL SERVICES TERMS AND CONDITIONS

I-A ISSUER OF REQUEST FOR PROPOSAL

This request for proposal is issued by the Media Board of the Michigan Ready to Succeed Partnership. The Media Board and the Executive Council of the Michigan Ready to Succeed Partnership are responsible for reviewing and evaluating proposals, negotiating a contract with the successful contractor, overseeing the contractor's work, making payments to the contractor, and evaluating the work performed by the contractor. The fiscal agent (fiduciary) for the Media Board is the Ingham Intermediate School District, Mason, Michigan.

Proposals are to be directed to:

Craig Ruff
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600 West St. Joseph, Suite 10
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Facsimile: (517) 484-6549
E-mail: cruff@pscinc.com

I-B PRE-QUALIFYING ELIGIBLE BIDDERS AND DEADLINE FOR SUBMISSION OF PROPOSALS

To be eligible for consideration, responders to this RFP must

- (a) Attend a pre-qualifying conference on Wednesday, April 11, from 1:30–2:30 P.M. at Public Sector Consultants, Inc., 600 West St. Joseph (westbound I-496 service drive at Pine Street), in downtown Lansing (see <http://www.publicsectorconsultants.com/directions.html> for directions, as I-496 will be closed). Written proposals will be reviewed and evaluated **only** from those agencies represented at the pre-qualifying conference.
- (b) Submit a written proposal, to be received by Craig Ruff at the above address not later than noon (EST) on Friday, April 27, 2001.

1-C PURPOSE

The purpose of this RFP is to obtain quotations for the creative design, planning, production, and placement of a statewide (Michigan) campaign (including paid and contributed media advertising and earned media/public relations) to educate and motivate parents of preschoolers (birth to kindergarten) to be their child's earliest and best teacher.

I-D TERM OF CONTRACT AND TIMELINESS

The activities in the proposed contract (Section II-D) must be carried out during the period of May 15 to September 30, 2001. The contractor is obliged to adhere to a deadline of **September 30, 2001 for the completion of activities and products set forth**

in Section II-D. The Media Board is not liable for any cost incurred by a bidder prior to signing of a contract by all parties.

I-E CAMPAIGN BUDGET

The total value of the media and public relations campaign currently lies in a range from between \$600,000 and \$1.6 million. In Section II-B below, the source of funding is identified. By April 13, 2001, the Media Board will identify the specific, total amount of funds available to this campaign and will provide that information to attendees of the pre-qualifying conference. The purpose of releasing this request for proposal prior to specific knowledge of the total sum to be dedicated to the campaign is to provide bidders an opportunity to ask questions and begin preparing their written proposals.

I-F INDEMNIFICATION

The contractor shall indemnify, defend, and hold harmless the Media Board from and against all lawsuits, liabilities, damages, and claims or any other proceeding brought against the Media Board by any third party and all related costs and expenses (including reasonable attorneys' fees and disbursements and costs of investigation, litigation, settlement, judgments, interest and penalties) arising from or in connection with any of the following:

- (a) Any breach of this contract or negligence or intentional tortuous act by the contractor or any of its subcontractors or by anyone else for whose acts any of them may be liable in the performance of this contract.
- (b) The death or bodily injury of any person or the damage, loss, or destruction of any real or personal property in connection with the performance of this contract by the contractor or any of its subcontractors or by anyone else for whose acts any of them may be liable provided and to the extent that the injury or damage was caused by the fault or negligence of the contractor.
- (c) Any actor or omission of the contractor or any of its subcontractors in their capacity as an employer in the performance of this contract.

II WORK STATEMENT

II-A MEDIA BOARD OF THE READY TO SUCCEED PARTNERSHIP

The Media Board is a voluntary and unincorporated group of individuals who seek to increase Michiganians' attention to and knowledge about the education, development, and care of children from birth until kindergarten. The Media Board is one of several committees of Michigan's Ready to Succeed Partnership, a voluntary and unincorporated group of individuals funded by the state and philanthropies in Michigan. A list of Media Board members is attached.

II-B ORIGINS AND FUNDING

Various intermediate school districts (ISDs) were awarded grants by the Michigan Department of Education to coordinate parenting involvement and education efforts in their communities. A number of grantees have agreed to set aside a percentage of their grants to the creation of a statewide media campaign that will inform and motivate parents of preschoolers. Currently, eleven ISDs have agreed to set aside a portion of grant

awards to the statewide media campaign, and these represent \$600,000 of funds for the statewide campaign. Another eleven ISDs were awarded grants, have not yet agreed to participate, and will be re-solicited before April 13, 2001. These represent an additional \$1 million in potential funds. Participating ISDs will direct funds to the Ingham Intermediate School District, which will serve as fiscal agent (fiduciary). The Media Board will oversee and evaluate contracted services to plan and implement the advertising, public engagement, and public relations campaign.

II-C GOALS

The Media Board is responsible for creative design, planning, placement, and evaluation of messages, appeals, and educational materials that will brand statewide early childhood initiatives and permit uncomplicated and cost effective local customization of such materials. The Media Board intends to create a statewide promotional campaign directed toward parents of preschoolers, motivating parents to (a) understand and learn about the importance of nurturing, education, and care of young children, (b) access community resources to provide education, care, health care, and other services to their children, and (c) become involved daily in the healthy and appropriate intellectual and social development of their children.

II-D ACTIVITIES, TASKS, AND DELIVERABLE PRODUCTS OF THE CONTRACTOR

Through this RFP, the Media Board is seeking a contractor with which to work to:

- a. Review the past and current work of Michigan's Ready to Succeed Partnership. For the purposes of both preparing a proposal to the Media Board and performing activities under contract, you will find three reports on Public Sector Consultants' website (www.publicsectorconsultants.com/publications.html) valuable:
 - *The Second Year: Michigan Ready to Succeed Dialogue with Michigan* (the preliminary report to the Michigan Legislature)
 - *The Ready to Learn Leadership Summit: Report to the Legislature* (1999)
 - *The First Generation of the New Century: Ready to Learn, Ready for Life* (1999)
- b. Examine and draw upon best practices in early childhood promotion and education from other states. Bidders may examine the following websites:
 - Illinois: www.voices4kids.org
 - North Carolina: www.smartstart.org
 - Florida: www.fcforum.org (this one is focused on child care; not David Lawrence's initiative)
 - Boston: www.uwmb.org (Success by Six)
 - Colorado: 7006@earthlink.net
 - California: www.rrnetwork.org
 - Georgia: www.osr.state.ga.us (universal pre-kindergarten initiative)

For information on partnerships nationwide, contact National Child Care Information Center, www.nccic.org (Child Care Bureau, US DHHS).

- c. Draw upon successful programs and research in other states that apply to Michigan (e.g., What motivates parents to be earliest, best teachers of their young children? What messages convey appropriate urgency to and respect for parents' roles? To whom do parents of young children turn for credible, expert advice in the care and education of their children?)
- d. Review materials and research gathered by the Ready to Succeed Partnership and identify those research findings that buttress the work of parenting education and motivation. The Partnership, for example, has guided and interpreted a statewide survey of perceptions among parents of young children and an economic study of private and public costs of care and education of preschoolers.
- e. Evaluate the need for Michigan-specific research in addition to that already sponsored and available. The Media Board expects that the contractor will minimize costs of new research but anticipates that some opinion research and market testing will be conducted among groups of Michigan parents.
- f. Convene and discuss with representatives of participating ISDs to (1) ascertain their goals of the statewide campaign and, (2) after creation of messages, reconvene ISD representatives to showcase the campaign.
- g. Develop creative theme(s) and message(s) that motivate parents to be the most effective teachers of their children and access available help and services to meet their children's health, intellectual, social development, and other needs.
- h. With a budget (the final value of which will be available by April 13, but will range from \$600,000 to \$1.6 million) for placement and production, create a plan that establishes a consistent, statewide branding of the early childhood movement and provides optimal flexibility to intermediate school districts to customize materials to their communities.
- i. Recommend in the above plan specific uses of electronic, print, and earned media and such other forms of public engagement a bidder may propose.

II-E TIMELINES AND MEDIA BOARD REVIEW

The contractor must agree to meet the following timelines and provide work as follows:

- a. Not later than May 18, 2001, submit for final approval a work plan by which the contractor fulfills responsibilities.
- b. Not later than June 15, 2001, submit a brief, written report highlighting (a) research findings, (b) preliminary thoughts on creative theme(s) and messages, (c) results of a meeting with ISD representatives, and (d) such other developmental work undertaken.
- c. Not later than July 20, 2001, meet with the Media Board or a committee thereof to unveil, receive comments on, and gain approval for the campaign messages, themes, media to be used, and allocation of budget by medium and effort.
- d. Not later than July 30, 2001, produce a "road show" of creative products for a briefing or briefings of ISD representatives.
- e. By August 15, 2001, commence the rollout of the statewide campaign.
- f. By September 30, 2001, assure that funds are spent or encumbered.

II-F SECOND AND SUBSEQUENT YEARS

The Media Board anticipates that there will be a funding stream from participating ISDs that will allow for a second and third year of campaign activities. (The state's fiscal year is October 1–September 30. Therefore, the Media Board anticipates that the total sum to be dedicated to the statewide campaign in year one will be expended or encumbered no later than September 30, 2001.) It is anticipated that in years two and three, a substantial volume of branded product will be made available to local ISDs for dissemination in their communities.

III. BIDDING INFORMATION

III-A DEADLINE FOR PROPOSALS

A bidder must (a) attend the April 11, 2001 pre-qualifying conference and (b) submit FOUR copies of a complete proposal in response to this RFP, to be received by Craig Ruff not later than noon (EST) on Friday, April 27, 2001.

III-B OUTLINE FOR PROPOSALS

The proposal must list activities to be completed, the time lines of each activity, and prices for each task. The prices for each task may be specific—a “not to exceed” amount and/or a commission percentage. A bidder must follow the outline below in preparing and submitting a proposal:

1. Statement of the problem and need
2. Capability and qualifications of the bidder (including references and clients of recent work similar to that of this project)
3. Personnel to be assigned to the project by name, qualifications, past experience, and estimated time dedicated to this project
4. Summarization of anticipated work plan (what activities, tasks, and deliverable products will be completed, by when, and a price for each)
5. A total price for the completion of all activities and tasks

III-C ORAL PRESENTATION

A bidder may be required to make an oral presentation of its proposal and respond to questions.

III-D SELECTION CRITERIA

Members of the Media Board will evaluate each proposal based on the following criteria:

- Understanding the problem of inadequate parent knowledge of early childhood development
- Relevant experience. The quality (including timeliness) of recent work similar to this project.
- Capabilities and relevant experience of personnel leading the project
- Capacity of the agency to perform in a timely manner the activities in section II-D
- Clarity of anticipated work plan and specificity with regard to tasks to be performed, time lines for completion, and deliverable products

- Costs, prices, and agency commissions

III-E CONTRACT AWARD

The Media Board intends to select a contractor not later than **May 15, 2001**.

Appendix D

Briefing on Investments Leveraged by the Ready to Succeed Dialogue with Michigan May 2001

Beginning with Public Act 294 of 1998, the State of Michigan has appropriated a total of \$300,000 for the purpose of exploring development of a universal and high-quality early childhood education and care system that meets the needs of every child prior to kindergarten. The legislation intended that state funding will be leveraged and matched by additional funding. This briefing describes the type and level of funding and in-kind support that has resulted from the state investment during each year of the Ready to Succeed Dialogue.

YEAR ONE: October 1, 1998–September 30, 1999

During the first year of the dialogue, \$142,400 in cash contributions was provided by the following sponsors. An additional \$150,000 was donated in the form of time, facilities, and staff support.

C.S. Mott Foundation
Community Foundation for Muskegon County
Frey Foundation
Kalamazoo Foundation
Kmart Corporation
McGregor Fund
Michigan Education Association
MSU Coalition for Children, Youth, Families, and Communities
MSU College of Human Ecology
The Skillman Foundation
W.K. Kellogg Foundation

A statewide leadership summit was held in June 1999. At the request of the leaders who attended the first summit, a second summit was held in September 1999.

YEAR TWO: October 1, 1999–September 30, 2000

During year two, due to successful leadership mobilization, the dialogue focused on strategic planning. Michigan leaders and experts participated directly in the creation of action plans, donating extensive time and talent to the effort. Approximately \$150,000 in funding, donated time, facilities, and staff support made further progress possible. Sponsors were:

C.S. Mott Foundation
Frey Foundation

McGregor Fund
The Skillman Foundation
W.K. Kellogg Foundation
Blue Cross and Blue Shield of Michigan
MSU Office of Families and Communities Together

In the first two years of the dialogue, over 45 community forums were convened on early childhood education and care. At least another 10 forums, and as many as 25, also took place across the state as a part of the program of an existing conference or event.

Also, due to the engagement of leaders, dissemination of READY. Kits was significantly enhanced. For example, the superintendent of Wayne RESA requested over 30,000 kits for local distribution as a result of becoming an active participant in the RTS dialogue.

During the Ready to Succeed dialogue, significant new public investments occurred in year two. Among those investments were:

- The All Students Achieve Program-Parent Involvement and Education was established to prepare children aged 0–5 for school success. \$45 million for each of the next three years was included in the State School Aid Fund.
- The Michigan School Readiness Program expanded for children statewide, an increase of \$38 million.

YEAR THREE: October 1, 2000–September 30, 2001

The Ready to Succeed dialogue, now called the Michigan Ready to Succeed Partnership, leveraged \$92,000 in cash contributions to support year three activities. As with the second year, many Michigan leaders and experts are directly participating in the work of the partnership. An estimated \$150,000 was donated in the form of time, facilities, and staff support.

Financial and in-kind support was provided by the following sponsors:

Blue Cross and Blue Shield of Michigan
C.S. Mott Foundation
Colina Foundation
Frey Foundation
McGregor Fund
Steelcase Foundation
The Skillman Foundation
W.K. Kellogg Foundation

The partnership's Media Board facilitated leveraging of over \$1,400,000 (see the RTS website, www.readytosucceed.org for contributors) to launch Michigan's public awareness campaign, *Be their Hero from Age Zero*.

Appendix E

Glossary of Acronyms

ASAP-PIE	All Students Achieve Program-Parent Involvement and Education
ECEC	Early childhood education and care
EQUIP	Enhanced Quality Improvement Program
FIA	Family Independence Agency
ISD	Intermediate school district
MiAEYC	Michigan Association for the Education of Young Children
MRTSP	Michigan Ready to Succeed Partnership
MSRP	Michigan School Readiness Program
READY	Read, Educate, and Develop Youth Program
RESA	Regional Education Service Agency
RTS	Ready to Succeed
TANF	Temporary Assistance for Needy Families
T.E.A.C.H.	Teacher Education and Compensation Helps

APPENDIX F

The 2001 July Forum - List of Participants

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Appendix G

Summary of the 2001 July Forum Roundtable Notes

Participants identified strategies for moving Michigan forward. The strategies are summarized into three themes to guide action, with specific examples in each area drawn from the forum dialogue. Notes from each small group discussion are available upon request (contact arosewarne@pscinc.com).

1. Communication is a priority action. Communities need tools, methods, and messages, e.g., brochures, speakers' bureaus, for reaching out to expand the constituency for early childhood. Communication is needed about what is happening across Michigan. Early education and care must be made visible and rewarded as a movement toward greater economic well-being. Awareness of policymakers must be strengthened. Raise the demand for quality and increase the value of educating and caring skills. Messages must be accurate, clear, consistent, and positive to inspire action. Focus on the assets of children, families, and communities. Frame the messages so they identify what each sector can do and can gain. Expand the investors in the statewide public awareness campaign. Use communication to keep all sectors working toward a common vision.
2. Personal relationships are the key to building a constituency for early childhood learning and partnering with parents. Reach out to organizations and groups and move the "table" into the community. Go to their environment, don't just invite them to yours; meet people where they are. Find out why people don't come back. Get a local leader as a champion. Define clear roles for sectors, e.g., ask philanthropies and businesses to put up match for provider participation in T.E.A.C.H.. Schedule meetings that are sensitive to the routines of other sectors. Create personal relationships between early childhood providers and those in the K-12 arena. Create a relationship with Fight Crime: Invest in Kids. Be mindful of culture and ethnicity in work with families. Use neighbor-to-neighbor approaches; parents helping other parents connect with resources, and other one-on-one strategies. Take the stigma away from parents seeking what is best for their families.
3. Knowledge and skills of early childhood caregivers must be developed and the respect and wage gap addressed. Increase the incentives for professional and center development; apply the idea of a baseline for all providers with incentives for improvement. For example, a strategy that financially rewards child care providers for professional development could use tiered reimbursement tied to the education levels of providers in a child care program. This strategy requires cross-sector collaboration, including government (Michigan Department of Consumer and Industry Services, Michigan Family Independence Agency), business (child care programs and providers), and education (community colleges, universities, and T.E.A.C.H. Create incentives and supports for professionals to stay in the early childhood field and for programs to seek accreditation. Establish a Michigan certificate for people who work in child care.

Appendix H

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Appendix I

Summit Roundtable Notes

ROUNDTABLE TOPIC 1

HOW TO MAKE EARLY CHILDHOOD EDUCATION AND CARE A PRIORITY IN YOUR COMMUNITY—ORGANIZING A BROAD-BASED CONSTITUENCY

Theme: declare that this is a crisis—there is a lot of energy around a crisis.

Create a broad base of support, which comes from a wide range of sectors across the community, finding champions who are not the usual suspects, and eliminating turf battles.

Frame the issue in the sectors or individuals' bottom line and ask them to do something that will help their bottom line.

A state effort and commitment to fund programs with universal access that reach all young children, and using both short- and long-range strategies.

ROUNDTABLE TOPIC 2

HOW TO ENGAGE PARENTS—PARENTS AS PARTNERS

Fund a child allowance (public support) from 0–18. Stop making the distinction, and eliminate choices among age groups. Discuss support of families with children as a continuum from birth.

Promote systems serving families that are responsive to the parents. Listen to parents, focus on parental strengths, and build relationships with parents. These things are critical to building successful systems that are responsive to their needs.

Promote workplace policies that facilitate parental involvement in their child's care, education, health, etc.

ROUNDTABLE TOPIC 3

HOW TO CREATE LOCAL “SYSTEMS” OF EARLY CHILDHOOD EDUCATION AND CARE—CONNECTING AND ALIGNING SERVICES

Educate funders that successful collaboration takes time to work.

Bring all groups together locally and develop a shared vision.

Each community should find strong, visible leaders in positions of power and visibility who bring people together and give encouragement and commitment to change.

Use work groups that look at gaps, services, and the vision to look at issues creatively to come up with new ways of doing things.

ROUNDTABLE TOPIC 4

HOW TO GET RESULTS—QUALITY CAREGIVING

Establish quality standards for Michigan that we can agree on and communicate them to parents, educators, the business community, churches, the medical community, and legislators. These standards would apply to home visits and information provided for parents when they leave the hospital with their babies.

Identify, increase, and stabilize funding streams for targeting 0–5.

- Follow the money that is targeted to education
- Universal ASAP-PIE funding including all counties of the state
- Expand access to child care for infants and toddlers

Provide tax incentives for parents, providers, and businesses to support quality education and child care systems.

ROUNDTABLE TOPIC 5

HOW TO DEFINE AND DEMONSTRATE SUCCESS—CONTINUOUS IMPROVEMENT

Add a page to the Ready to Succeed website of links to early childhood evaluation defining efforts, e.g., Council of Chief State School Officers Early Childhood effort, Head Start Child outcomes framework.

Develop LISTSERV of Michigan’s early childhood program evaluators.

Convene a meeting of Michigan’s early childhood program evaluators.

DISCUSSION NOTES

ROUNDTABLE TOPIC 1

*HOW TO MAKE EARLY CHILDHOOD EDUCATION AND CARE
A PRIORITY IN YOUR COMMUNITY—ORGANIZING A BROAD-BASED
CONSTITUENCY*

Key Points of Dialogue Leader Presentations

Mike Flanagan

John Colina

- Involves 21 communities in Wayne City. Started group informally “Everybody Ready.” Basically volunteers. Stake is early childhood. Sizzle is getting to the state and let them know what it is about.
- Follow the committee structure
- Incorporated under 501c3:
- Trying to do something for those 21 communities without paid staff.
- Went to daycare, what do you need? Free CPR training.
- Working on a power pt presentation to provide sizzle to whatever group we are going to.
- Focus on what’s in it for me.
- Resolve problems before they become problems.
- Targeted local and state officials.
- Faith community: baptize that child as an early child, what do you do with that child until they go to kindergarten?
- Working to sell the sizzle to people. Need to sell “What’s in it for me?”
- Teach parent to massage kid. Parent relaxes; kids relax. Offering scholarships to churches if they are willing to send some one to certified trainer in massage to come back and train others in the church.

Pat Farrell

- Worked with mayor of Lansing to solve problems. Conclusion, children come to school unprepared. Draw special attention to early childhood.
- Group looking at issues from different views. Mayor, President McPherson, Judge. Included 26 people from all parts of community. A backup group of specialists in early childhood education; however, they were not the decision makers.
- Educated people with research. Divided into groups, studied and reached consensus. Idea had to be affordable, achievable, and measurable.
- Come back one year after report issued to keep work going. Committee members insisted on having the report back.
- Status report on each of the 12 recommendations. Do an update.
- ASAP-PIE grant.
- One of the committee members came up with a pledge that organizations signed to

continue effort from organization.

—Example: Local newspaper agreed to put in 12 articles over the year about each of the 12 recommendations. Human services agreed to have a 0–5 subcommittee.

—Mayor agreed to have his staff members continue to work with Pat.

—Champion was mayor, not an early child professional. People listened to President McPherson, who was interested in funding.

—Tuning into local messages, customizing it for business.

—Report to the community annually on progress.

—Funding through MSU initially. Money came after the political will was built. Money followed. At the end, BCBSM donated money.

K.P. Pelleran

—Want to lock all criminals up but building more prisons won't work. We have good science. Early intervention is a deterrent to crime. Local, statewide, and may even look global.

—Increasing the awareness of parents and communities essential

—Investing in kids saves money and lives. Invest 100 today, save 100 tomorrow.

—Midwest Academy Strategy handout. BOOK: Organizing for social change, Jackie Kendall, Steve Vogal, and...

—Organize from things that make a difference in peoples lives because it is easy to sell.

—Child advocates/crime presenters. Makes a difference when you talk to a policymaker.

—Your children could be victimized by a child who did not receive early intervention.

—Anti-crime with crime fighters to deterring kids from a life of crime through early intervention, child care programs, after school programs; schools help identify child.

—Offer high-risk parents in-home help, assuring foster care. Anything to help parent and child.

—Save early childhood programs. From the level of organizing allies, held press conferences, disseminated letters.

—Lost full day early ed.

—Strategic plan.

—If you have an issue that has measurable outcomes, raise funds for it, then go for it and don't give up.

—Find allies on an issue by asking, "What's in it for me?" Look at it from their eyes. That helps you to get to that person and sign them up.

—School aid bill released after school was out. Intervention at each step along the legislative process.

Questions and Comments from Participants

"Catalytic Actions"

—Theme: finding champions who are not the usual suspects.

—Response to a crisis, motivation.

—Grants were not all awarded to ISDs, United Ways, etc.

—How do we keep those communities where momentum was going from feeling disenfranchised?

- Sometimes there are partners in the community. If they have the ability to fund, they will—if they know the good things happening in the community.
- Legislator and governor have wiped out all new initiatives. Needs to be a state effort/commitment to fund programs to reach young children.
- Look at local level, but must go to state for funding. We have taken a huge step backwards.
- Fiscal 2003 does have across-the-board cuts. Need to educate policy makers as to the importance of those programs. “Eternal vigilance is the price of liberty”—Thomas Jefferson.
- Force to be more creative.
- Should be engaged in 0–9 yrs. Balkanize ourselves, we set ourselves up for failure.
- Win battle when superintendent who messes around with things that provide universal service is fired.
- Universal theme: not just for disadvantaged, it helps everybody.
- Parental involvement: deal w/people before they get into school systems. Potentially threatening that role but empower.
- Point out need to prepare a workforce for the future.
- Tax cuts for business with full day care, Michigan literacy profile.
- Not allow folks to be schizophrenic on this, letting folks have it both ways. Can’t be an advocate and then cuts funds.
- How to keep it a priority and make it a priority in your community. Get people in politics that get this.
- Got to get support from local level one-by-one and they in turn can bring in the local officials and roll forward until you get to Lansing.
- Families and parents feeling comfortable at university service. Now services are universal. Parents come back and say you should give this to some one who needs it more than I do.
- Get parents comfortable with using services.
- We should be doing inclusion. Not only special needs.
- Important to show what we say we are going to do with money. Not making it a priority about where we are putting our money. How do you make it a priority given what we say.
- Limited amount of funding, not a limited amount of human assistance.
- Political reality: we are in a political crisis. Now is the time to prioritize. Make education the first priority when the money is there. Reprioritize, the money will be back.

Two–Three “Catalytic Actions” to be presented on October 5 to the full summit

- Not the usual suspects.
- Broad base comes from wide range of community.
- Frame the issue in their bottom line, and ask them to do something
- Bottom line: both short and long range highly beneficial.
- Eliminate turf battles up front
- Declare that this is a crisis; there is a lot of energy around a crisis.
- Emphasize universal.

ROUNDTABLE TOPIC 2

HOW TO ENGAGE PARENTS—PARENTS AS PARTNERS

Key Points of Dialogue Leader Presentations

2nd Speaker - Carl III:

—Trying not to be repetitive with Tony; a bit of a problem that both speakers are from education, but will try his best.

—Parents don't have to be great parents, they just have to be good enough.

Kids are very resilient and can do well under not so great conditions.

—10 years of experience with programs.

—29 parent educators.

—Even Start family literacy program.

—Joining Forces (forced ISD folks to learn more about child care).

—Allegan County has really learned to work together, not just on paper.

—Two ISD employees also work at the Health Department one day a week, as an example.

Common release form used by everyone working with 0–5 kids.

—Statewide media campaign=correct idea re: need for culture shift

—Moved resources into commercial/business world in this nation and since put our children at risk. Society needs to decide how we are going to invest resources into parents. All parents need help.

—One PAT client—elementary school principal and teacher, everyone has something to learn

—Early childhood people don't really talk about big money and the importance of the work. Why not \$6,500 behind each child 0-5, as we do for kids 5-18 in the public schools. Society isn't used to putting resources in early, though most people do understand the need to do that.

—This is really hard work. After they got to school, school systems spend MANY resources to try to bring kids up to speed. Obviously something very important was happening before kids even came to school.

—Window of opportunity before the birth of the 1st child. Moms are willing to listen and are open to a different way of doing things if they have the right stuff.

—What is the right stuff?

1. All things in the world that work are based on relationships. If you are going to help parents, you have to have a meaningful relationship with them. You have to hire people that have that talent, to build those relationships with parents.
2. Need to be outcomes-based operations. Need to pay attention to what we are supposed to accomplish. Answer the “so what” question, what is your goal? If we are successful, what will happen, what will it look like, and are we there. The things that Allegan ISD really believed in, they wrote down as their mission statement, what they are trying to do. Is this thing important? Is that thing my job? Don't get caught up

recognizing things that are important, but are not your job. Deliver that thing that is your job the best way that you can.

- Build the relationship.
- Make something happen after the relationship is built that can be measured.
- Move people to a goal that they understand and that they accept as their own.
- Must work from the strengths of the people that you have.

—Behaviors are changed with encouragement in a certain direction from someone that you trust.

- Successful programs include:
 - Goals
 - Curriculum
 - Training
- Really successful: the details. Pay attention to details of the training of your staff.
- Great teachers/parent educators can see an opportunity, lots of alternatives, and can pick the right alternative.

1st speaker: Antoinette Turner
 Best Practices for parent involvement within the school district.
 When parents get involved – parents do better, schools do better.

- Learning: need to develop a common understanding with parents, so needed to make sure there was background that we each shared.
- Parents As:
 - Teachers—Creating homes that reinforce learning
 - Advocates—Ensuring that all children have equitable opportunities within the school system
 - Supporters—Sharing knowledge and skills with the schools
 - Decision-makers—School Improvement Teams participation; parents as advocates to get parents represented on decision-making bodies, other advisory councils, planning/management teams, and problem solving.
- Always trying to improve the relationships with parents in GRPS.
- Parents Rights:
 - Expect clear correct information
 - Confidentiality about their child
 - Understanding about how to reach school folks with concerns
 - Sensitivity to language and cultural differences
 - Written materials in multiple languages
 - Responsiveness to different learning styles of parents
 - Opportunity to observe at school
- Referenced PTA document on Parent Involvement as very good resource.

—Readiness for parent involvement: lessons learned

1. We are the beginning of parent involvement as early childhood providers; as such, it is critical to develop that parent involvement at that point.
2. Mutual respect and acceptance.

3. Do most of the listening; provide opportunities for parents to be the sharers of information.
4. Before assisting parent in working with the child, must assist the parent to meet their immediate needs. Example of prenatal care, available child care, etc.
5. Then talking about readiness of helping the child, what kinds of things does the parent want the school to know about their child.
6. No one-fits-all parent involvement. Must be listening carefully.
7. Listen carefully for the open door that parents give about their children: discipline, different skills, etc.
8. Flexible scheduling of parent involvement opportunities is necessary.
9. Customizing the training and support for parent. Let parents tell them what their needs are, while providing opportunities and open doors for people.

Getting the most from parent involvement

1. Listening to parents.
2. Ask question in a careful, supportive, understanding way.
3. Find out the best time and place to communicate with the parent, and what to do in emergencies.
4. What can the school do to assist you with your child's education? The 1st time that parents have heard that, often.
5. Continue to encourage parents to come to school ANY TIME.
6. MUST listen for the question, then make resources available.
7. Guide parents to help their children learn.
8. Helping the school solve problems WITH them.
9. Volunteering as benefit (okay for some, but not all).

MAKING connections with parents to provide a supportive learning environment for their children.

Questions and Comments from Participants

—Thank yous.

—Appreciate that the focus is beginning where the parents are, and that needs to be reiterated.

—Professionals who are parents that want to have time to spend with their child when they are sick, or in the school setting, etc.

—When parents want to be involved, there needs to be \$ involved for child care

—Making the TIME to listen.

—Listening to parents gives valuable insight into parent experiences as children and with school. That then helps to break barriers for them.

—We've done a good job with parent education in some forms, some emergence of using technology as a parent resource that also has some large potential: on-line courses, etc.

—Need multiple avenues of outreach.

—Who is the "ALL"? If you throw out enough ideas you can reach the all.

—Kinderstreet report from parents. They want to come home at the end of the day, but want some contact with the schools/educators. Need for a multiplicity of strategies

—Need to link with the medical side of our communities.
 Training for new moms. We cover physical expectations, but don't really touch the emotional ones
 Don't take advantage of some of the brain science research in those settings
 Need to make linkages everywhere we can
 Parents need a variety of ways to interact with care providers, medical providers, etc.
 —Another example: LaLeche League network—parents helping other parents, utilizing that resource and empowering parents in that way too.
 —Looking at strengths. Often parents don't come to the attention of service providers until something happens with themselves or their children. Need to presume that all parents want to do the best that they can, and that they care. Finding out why certain strategies aren't working and coming back with new strategies.
 —Recognize that there are obstacles. This is HARD WORK. Supporting parents' goals that THEY have set that are not the goal that we would want for them as a service provider is difficult.
 —Keeping the connections open beyond the early years. Parents of older children are often much less attached to schools and learning when children are in middle and high school. Need to strategize for and support parents at that stage as well.

KEY TERMS FROM THIS CONVERSATION:

Relationships
 Listening

“Catalytic Actions”

1. Making sure that working parents have some flexibility to be involved with their children's education and health by providing family-friendly workplace practices; helping corporations/business to do that. WIDE AGREEMENT FROM THE GROUP
2. Financial commitment to children ages 0–5 in a similar way that we do when they are in the K–12 system.
3. \$\$ to help with costs for parent participation in training opportunities or decision-making opportunities, etc.
4. Continue ASAP-PIE example: building community commitment to build systems to support families with young children. This is step one, building on this as a systemic piece.
5. Consistent and maintained messages regarding the early years as parent, neighbor, community.
6. Remove the wedge between schools and early childhood; need to speak with one voice. Just as beneficial to the sixth grade teacher as it is to early childhood folks. Need to talk about the continuum of services for children.
7. Opportunity from term-limited legislature: talk to people running for office about early childhood and wear them down. Talk to them about making a difference, not just that it is the “right thing to do.”
8. Legislators need to know about what is really going on in the state. Need for policymakers to see what is going on in the lives of families that are impacted by the programs. (Possibly a role for Children's Caucus activities around the state.)
7. Demanding attention in Lansing: This is our core belief in what every child need from

birth

to age 5, and have a multitude of people sign it.

9. Home visiting infrastructure supported.
10. Birth through age 18.

Two–Three “Catalytic Actions” to be presented on October 5 to the full summit

1. Fund a child allowance (Public support) from 0–18. Stop making the distinction, and eliminate the choice between age groups. Discuss support of families with children as a continuum from birth.
2. Promoting systems serving families that are responsive to the parents. Listening to parents, focusing on parental strengths, and building relationships with parents are critical to building those successful systems that are responsive to their needs.
3. Promoting workplace policies that facilitate parental involvement in their child’s care, education, health, etc.

ROUNDTABLE TOPIC 3

HOW TO CREATE LOCAL “SYSTEMS” OF EARLY CHILDHOOD EDUCATION AND CARE—CONNECTING AND ALIGNING SERVICES

Key Points of Dialogue Leader Presentations

We will be look at the systems in our community and how to create systems interaction and reform for young children across a broad base.

Wayne Buletza

—Schools really didn’t reach out to early childhood, as we have focused on K–12, so it is a new focus for schools and our outreach to the community has been limited historically.

—You can take small amounts of money and use it to work together, thus brokering that money into greater services. When people work together money goes much further. It is also fun and exciting.

—Must look at what services are now out there in the community; can’t assume what is out there. Develop a community plan that goes beyond turf and territory—what is good for the community.

—Look at what grant money is out there and see if it fits into the community plan and apply for those that fit.

—Moved from a deficiencies of the family to building families strengths, working on asset development.

—Working to develop a system where all early childhood services are co-located to provide a central point for communication across agencies and services.

—We have an advisory group of participating and nonparticipating agencies with a system of subcommittees. We look at what we are doing and are always evaluating where we have to change. Ex. Poor attendance at parent meetings—focus groups of why.

—While our current focus starts with young children, we are looking at all systems up

through the years of childhood. How can we approach a skate-boarding youth in front of a store and make it a positive interaction.

—Developing a palm -based data system for all staff as they work with families to allow for quick and updated information.

—We want find a way to pull in partners who aren't a participating agency; using mini grants to try this.

—School folks have been harder to bring in, but it is coming. To bring this together, we are also are setting up local community councils to further coordinate services at the local level—now geographically keyed to each school district.

Elizabeth O'Dell

Efforts to work across systems—HSC has a belief that:

- 1) All grants that have to have 2 or more signatures of support must come to the hsc grants committee to see how it fits in total plan.
- 2) HSC defined collaboration—and what it means in terms of control.
- 3) HSC defined its mission.
- 4) Put money on the table—all partners.
- 5) All work is evaluated using collective outcomes (look at Mark Freedman's work out of California).

—We have one information and referral form as well as a release form put in churches, etc.; expectation that the family will have a referral in 5 days.

—We also sent out a community survey to see where we should spend community dollars; mailed out cards to elected officials, ministers, local business owners, FIA parents, school principals, teachers, etc. We got a 60 percent response that said they would be willing to spend 1 dollar of county money on prevention programs vs intervention programs.

—Agreed to build programs based on best practice instead of what feels good or what we have \$ for.

—Nurses will do healthy families screen of families with infants, but if family says no—might they still want a newsletter, if still no, then we offer that we have community birthday party every quarter at every school. We also give gifts to each family (don't need risk factors), gifts are taken out by visitors and ask families what services they would like. These requests then go every other Friday to a review team (made up of PS, Early HS, HS, 4C, Even Start, infant mental health, visiting nurse, Early On) that meets and goes over the family's request for services and agree on referral. Every fourth Friday, team meets again and assesses what else the family needs and how it is going.

—We have to be open to changes and evaluate what we do and don't believe what we have done is perfect.

—Another team meets monthly to look at systems issues that have come up. Ex. 4C to look at levels of care in FDCH, articulation of 4C training to college credit.

Questions and Comments from Participants

Participants from Mecosta, Grand Ledge School Board member, HS Collaborative, MiAEYC, Ingham MPCB, Kent Healthy Start, Berrien, TBA ISD and MPCB, Kent MPCB, United Way in Detroit and Wayne MPCB, Allegan local school Superintendent,

state FIA, Detroit Schools, Joining Forces-Allegan, Mi4C, Saginaw 4C, Van Buren, Calhoun ISD

- One thing that the state could do to remove a barrier to help locate communities?
- Remove state barriers that say child care is separate, isn't funded for quality.
- State must get serious about systems reform and put priority.
- Flexible grant funding that doesn't require all money to be spent in 12 months or 24 months.
- Increase capacity for more quality early childhood programs.
- Grant applications should bring partners together.

“Catalytic Actions”

1. Bring diverse partners together and never shut out a possible partner.
2. State must realize that successful collaboration takes time and must allow the time for it to begin and work.
3. Groups must come together and develop a shared vision that includes the idea that we can do it at the local level.
4. The movement must have a strong leader in a position of power and visibility who brings people together and gives encourage and commitment to change. Staff support given to assure follow-up and movement. Resource group that has the power to commit resources.
5. Must develop trust among groups and quickly address areas of distrust.
6. Must develop common vision and goals that every one can agree on.
7. Have work groups that look at gaps, services, and the vision with the ability to look at issues with creativity and outside of the box to come up with new ways of doing things.
8. Must break turf issues. This means working behind the scenes as well as at the table.
9. Ask how this proposal supports the vision and the goals. Must hold the line at the vision and goals.

Two–Three “Catalytic Actions” to be presented on October 5 to the full summit

ROUNDTABLE TOPIC 4

HOW TO GET RESULTS—QUALITY CAREGIVING

Key Points of Dialogue Leader Presentations

Pat O'Connor

—Bright Horizons, manages child care institutions, getting corporations to invest in child care. Unique partnership w/UAW and Ford to improve quality of life for their families and the community. The Family Service and Learning Centers. Have reached out to set

up centers to address needs of families. Include a lot of programs—adult education, community outreach, concierge services, early childhood education component. Bright Horizons develops and manages these centers.

—How do you improve quality of care in communities? Community Childcare Networks. In Michigan, concentrating where employees are—southeast MI. We help the community by setting the example of what quality care is. Commitment from corporation is the reason quality happens.

Mark Sullivan—Michigan 4C Association

—Had quality child care meeting in July. The three strategies are on your blue paper. Improve skills of parents, Reduce wage gap, and _____.

—Less than 10 percent of infant care is high quality.

—“One call for child care”—parents call to get info about child care in their community. 16,000 calls in September. 4C is telling parents about quality indicators. High-quality child care is not cheap. Administer scholarships to make child care more affordable.

—4C gives scholarships and incentives to those who reach national standards. FIA has given funds to purchase supplies and equipment to provide child care providers.

Lisa Brewer—T.E.A.C.H.—a nationally-recognized program that focuses on linking training and education to compensation and commitment. Encourages providers to get training, which increases levels of education by helping get associate’s degrees. This addresses turnover rates. The program adds a level of professionalism to the field.

Four principles of TEACH:

1. Partnership—there is a partnership between. TEACH and the recipient.
2. Diversity—focuses on making program available to a variety of people. To date, there are people in 52 counties in MI who have received scholarships.
3. Existing systems—MI 4C Assoc. Don’t create new training but use programs that are already in place.
4. Collaboration—Have awarded 134 scholarships for fall. 80 accepted for winter. 2 for summer.

Questions and Comments from Participants

—We don’t have a definition of quality. Hopes that will come out of Ready to Succeed. Would like that to mean accreditation. Use other programs to work toward accreditation.

—All facilities should be given indicators of where they are in the system. 1 star = licensing, 5 stars = accreditation.

—Need advocacy for low-income individuals.

—Used to talk about collaboration with parents. We need to listen to the voice of parents and how they define quality. Parents’ standards tend to mirror already set standards.

—Providers say there is difference between. provider standards and parent standards.

—How did Ford start this agreement w/ Bright Horizons? Have been contracting with Ford on quality of life in worldwide markets. The UAW and Ford came to the vision of this program for themselves and put out an RFP.

—Most of the business comes from one company talking to another company. If they see what another company has done that makes a difference, they may try to implement that.

“Catalytic Actions”

- Raise state licensing standards to include ongoing educational requirements.
- Funding of ASAP-PIE in all Michigan counties, and to include infants and toddlers in care.
- Establish shared quality standards.
- Follow the money. Where are the federal dollars that are pointed at early childhood development (0–5) being spent or where is it sitting? Any money dedicated under auspices of helping children—we want to audit it. Welfare reform, TANF, child care subsidies.
- Create financial incentives for business to provide child care for their employees (tax incentives).

Two–Three “Catalytic Actions” to be presented on October 5 to the full summit

- Establish quality standards for the state that we can agree on and communicate them to include parents, educators, the business community, churches, the medical community, and legislators, including home visits and providing information for parents when they leave the hospital with their babies.
- Identify, increase, and stabilize funding streams for targeting 0–5:
 - Audit (follow the money)
 - ASAP-PIE funding
- Tax incentives for parents, providers and businesses to support quality child care systems.

ROUNDTABLE TOPIC 5

*HOW TO DEFINE AND DEMONSTRATE
SUCCESS—CONTINUOUS IMPROVEMENT*

Key Points of Dialogue Leader Presentations

Ingham ISD

- Looked at measurement process; aware that they have no base-line data on new initiatives, so will compare year one and year two
 - created Web-based evaluation system
 - challenge to create system to cover the county
 - looking at long term impact of services
- Selected areas to measure
 - outreach and linkage
 - personal visitation
 - periodic developmental and health screening

- parent group meetings

—Unsure if these will remain the measures; selected vendor to assist with evaluation and provide server. Set up remote sites to collect data and create reports remotely

—Look at services you are delivering, are they effective and using the Web to collect that data?

Calhoun CO—

—ASAP-PIE grant difficult to respond to, but VERY helpful and complete.

—Describe how to measure data—and how to know what accomplishing.

—Working with MSU Applied Dev. Sciences to develop tools and get monthly feedback on performance of the project followed by an annual report.

—Looking at

- contacts—how do folks out there know project is there ? keeping contact sheets
- enrollment—after people hear about project, then what happens?
- level one—fielding parent questions
- level two—new programs
- level 3—people who have always been eligible for programs helping them to attend, go to appointments, etc.
- quantifying number of contacts that are actually happening and with how many people

—Focus and challenge is choosing the tools to see if efforts were really effective; so looking at development progress and parental attitudes; using Parents as Teachers, Ages and Stages.

Larry Schweinhart—Perry Preschool study

—Keep in mind the importance of fair comparison when you are doing evaluation!!

—PPS collecting data on ages 39–41 now; found 7 of original no program group in MI prison and 1 from program group (had found none before).

—Evaluation and others show importance of having PROOF of effectiveness of programs.

—MSRP focusing on state evaluations and local evaluation. Challenge to find no-program kids and wait until kindergarten to intervene.

—Evaluation services to support local folks to do evaluations—doing child observation evaluations, program evaluations, and outcomes (HS is VERY focused on child outcomes)

—Evaluation in early childhood is 2-edged sword—good potential to observe children’s progress AND to get people to focus on the wrong thing (prove over & over the same thing—that poor kids have problems!)

—key to our development is evaluation to PROVE that GOOD child care is worth support.

Questions and Comments from Participants

—What has been the cost of developing measurement system? (estimate \$250,000)

—Might be interesting to link to MLPP data, single record data base and other services.

—MI School Readiness application grants becoming electronic, may give records too.

—Is data first submitted on paper and then on computer? (Yes, so far; maybe documents

to scan in future.)

Calhoun—

How to reach MSU person?

Larry—

—How long do we have to keep probing and proving before value of early childhood is seen?

—How much change can we effect on parents in the relatively short times we are with them?

—We've gone from half-day to full-day kindergarten with relatively little "proof" that full-day is more effective.

—ASAP-PIE was written for longitudinal goals; if funding stops, how will we know about effectiveness?

—Looking at what projects are doing, we are not about early childhood ed; its really about adult education, changes in parents and attitudes.

—How to pre- and post-test parents who don't participate—or since some counties didn't get funds.

“Catalytic Actions”

Two–Three “Catalytic Actions” to be presented on October 5 to the full summit

Appendix J

SUMMIT NOTES Geographic Breakthrough Sessions

GEOGRAPHIC BREAKTHROUGH SESSION INGHAM COUNTY MICHIGAN

Key Actions Identified

- 1) ASAP-PIE: Find a better way to link all school district resources across the entire county to family resource services.
- 2) Improve the common info exchange within the county that links all human service programs; make it user friendly and expand “informal” links so that more people can use it. Increase and improve access to this system.
- 3) Bring in more “non-traditional” partners to ASAP-PIE action.
- 4) Find other resources to sustain ASAP-PIE action.
- 5) Develop other media packages for “road shows” and for different audiences; e.g., teachers, business, retail businesses, service clubs, including boards of education.
- 6) Bring UAW child care programs into Ingham County; also other large employers.

What sectors should play a role in each action?

- 1) Use Capitol Area Youth Alliance.

What barriers have to be overcome for each sector to play a role?

- 1) Find consistent resources and continue to work on existing efforts until their completion.
- 2) Continue to expand our list of partners to engage stakeholders who are not yet partners.

Highlights of discussion to be presented to all summit participants, e.g., what key action will be promoted in your area?

- 1) Better connections among the school districts and ASAP-PIE (ACTS) and other services; better outreach and enrollment of harder to serve populations; develop road shows with appropriate messages to reach audiences not yet engaged.

GEOGRAPHIC BREAKTHROUGH SESSION MIDSTATE

Key Actions Identified

- 2) Communication between different cultures. Need to teach parents and teachers and other leaders how to understand other cultures.
- 3) Liked idea of needing to develop a relationship before anything else can happen.

- 4) How do you bring understanding of other cultures into counties that are not very diverse?
- 5) Some diversity consists more of economics than of color.
- 6) We as a state are moving in the right direction by making efforts to become more accepting of other cultures and ideas. What specific actions can we take?
- 7) It's part of the whole culture change issue—tolerance, acceptance—raising the value of the children in the state.
- 8) Frustration with ASAP-PIE grant funds being pulled back. It is important to advocate with their legislators for the continuation of funding. Invite the legislators to a site visit, go meet with them, have them meet and talk to parents in the program.
- 9) Need relationship-based interactions.
- 10) Find out what will affect the bottom line of other sectors.
- 11) We need to be in it for the long-haul. How can we have long-term impact with two-year grants?
- 12) It would be great if focus groups are put together for faith and business communities in terms of the future of Ready to Succeed.
- 13) Identifying root causes—trace adolescent problems back farther.
- 14) Impact of dollars goes down (ASAP-PIE) as money is spent just to avoid giving it back.
- 15) If we can shift the thinking, we don't need to worry about putting the toothpaste back in the tube.
- 16) In finding the 0–3 population, we just use a referral basis. It would be nice to find a consistent way to identify the parents right at the hospital.
- 17) You don't want to be invasive or give parents information they are too overwhelmed to hear.
- 18) Child care issues in general: Encouraging businesses to provide child care, help parents be sure their children are receiving quality care. Parents need to be comfortable with the care their children receive so they can be productive.
- 19) Some school districts could help subsidize early education.
- 20) The media campaign is a great opportunity to spread the message and encourage participation from other sectors.
- 21) Use nontraditional media—church newsletters, neighbors, neighborhood newsletters.
- 22) There is little faith involvement in the initiative.
- 23) One of the challenges is involving the older population. Seniors have had very positive experiences volunteering with young children. These children will be our caretakers when we are senior citizens.
- 24) Develop messages for target groups. Need help from communities to develop those meetings.
- 25) We need to go to more cafeteria benefit kinds of plans for employees. Are there reasons businesses are not providing cafeteria plans? Because it costs money for employees take advantage of those benefits.
- 26) Get business people who are actually doing these things here (to the summit). We could talk to them and use them as a focus group. They could then pass on the information to their contacts with other businesses.

What sectors should play a role in each action?

What barriers have to be overcome for each sector to play a role?

Highlights of discussion to be presented to all summit participants, e.g., what key action will be promoted in your area?

- 1) This media campaign has given us a great opportunity that can't be wasted.
- 2) Go visit legislators. Invite business, legislature, faith to come see what we are doing. We also need to show them the science behind the arguments.
- 3) Need to educate the public so they know what to ask for from the schools. Also need to conduct focus groups and education for the school boards.
- 4) Mainly, significant culture change is needed.
- 5) Where do we start and hold new child care programs when we don't have the space, and it is not a money-making business.
- 6) Licensing standards are too low.
- 7) Hold child/parent enrichment programs in homes (neighbors can host).

*GEOGRAPHIC BREAKTHROUGH SESSION
WAYNE COUNTY MICHIGAN*

Key Actions Identified

- 1) Partner with media campaign. To use the media campaign to get the rest of the community involved—we are a small representation of a very large community—stronger awareness effort. A larger network of advocates is needed. Take advantage of the media happenings and expand upon those.
- 2) Get representation from all areas of Wayne County—Western Wayne County, Detroit missing. Members must take inspiration/message received back to the community in a proactive way. Make copies of video available.
- 3) Identify Wayne RESA as a facilitator of actions—non-threatening.
- 4) Need a strategic plan for Wayne County and to identify various roles, resources, sectors, etc.
- 5) Convene one or two meetings for Wayne County specifically.
- 6) Involve Multi Purpose Collaborative Bodies (county level) as those empowered by the state to enforce system change. (Limited success in Wayne County with MPCB.) Be on agenda for next MPCB Board meeting.
- 7) Have clarity of purpose as a county. Want to get a targeted message out and reinforce. Have clarity for every single sector—what's in it for me and what do you want me to do?
- 8) Phil Powers needs to tell his hometown network.
- 9) Video, buttons, printed materials incorporate message in everyday actions—put on agendas of existing groups we are involved in both at work, home and within the community.
- 10) Give specific action steps to the sector groups—things that they can do to help the effort. Generate a packet of information to disseminate. Road show to spread the message and help effect a culture change.

- 11) Keep focus on parents also. Involve all age groups.
- 12) Involve McNamara's office—keep effort county wide, don't divide. RESA and county government working together.
- 13) Put early childhood education and care on all political agendas—make ECEC a public interest.
- 14) Share efforts to avoid duplication of effort among organizations—best practice. Take advantage of the opportunities when organizations, school districts, etc. are coming together—“sit and get.” Next meeting of schools is October 23, @ Wayne Community Center, a.m., ½ day—tailor agenda for R to S purpose.
- 15) Identify a leader/vehicle who would pull together a county wide early childhood group. Is it Wayne County RESA? No one specific now. Advocacy group? Metro Detroit Chapter of MiAEYC? Creation of a coalition? Well-placed zealots?

What sectors should play a role in each action?

- 1) Health care, business, labor, education, faith based, legal/law enforcement, justice, government, philanthropy, foundations/funders, media.

What barriers have to be overcome for each sector to play a role?

- 1) When we bring groups together, they don't have time to just dialogue. Let players know what we need from them. Don't just give information; give direction; be clear.

Funding

Highlights of discussion to be presented to all summit participants, e.g., what key action will be promoted in your area?

See specific action steps identified above.

GEOGRAPHIC BREAKTHROUGH SESSION THUMB/SOUTHEAST MICHIGAN (Not including Wayne County)

Key Actions Identified

- 1) Community Education Director—media campaign may miss the point to get the message out that birth-to-five includes education. Need a stronger message that everyone must be involved not just the child's immediate family.
- 2) Many communities don't think they need programs that focus on young children. It is a problem for other communities, not ours. Show the value of programs for each local community—must bring the value down to the local level and make clear that we are not talking about creating super babies.
- 3) Would like to see Michigan's economy get better so we can put funds into early childhood. Need to get people to see that children's education and care is a community responsibility and that education starts before kindergarten.
- 4) Question: if economy goes down, do we have to expect that money for early childhood will go due to the need to fund K-12? Legislators present didn't expect

this would happen if we can reframe the discussion to children vs K–12 at the legislative level.

- 5) Communications and public opinion: should speak to the concept of universal services instead of special groups. Must speak to all of the community and figure out ways to reach the different sectors of the community.
- 6) Need tools for communities to help them through the process of beginning their work at the community level
- 7) Education is needed at the local level. We need to make presentations to local groups to educate them on the issues involved. If you can teach editors and reporters of the media, they in turn can help educate the community. Tell them that they are missing the issue of education if they are looking only at K–12.
- 8) County Commissioners, United Way, and other corporations/businesses in Oakland County are funding the work at the early childhood level.
- 9) How will we know if we are successful in our efforts? Joan Firestone related a discussion she overheard of school bus drivers of how they can tell which children will be successful in school based on what they observe on the first day at the bus stop. When we can get all people to recognize those things, we have made it. It is not the number of letters, it is the support children have.
- 10) Must keep pressure on the funding sources that ongoing funding is needed, not just start up.
- 11) We can't assume that this support will come from the top down. We need to start from the grass roots level and build support that demands that the system be changed.
- 12) The schools need to be able to communicate more with the private child care providers.
- 13) Reaching the faith community is an area we must focus on. They may see this as a threat to their religious group, so we need our focus be on helping parents be more comfortable raising their children. Best to reach this sector at the local level. State level may not be successful way to reach this sector.
- 14) Leadership changes, so there is a need to maintain leadership as leaders come and go.
- 15) Need to build the accessibility to quality care for children like France and other countries.
- 16) We are about redefining the idea of what early childhood education is. We know what is not, (i.e., lining children up in rows of desks with seat-work) but we may not be in a agreement as to what it really is at the general public level and within our own groups.
- 17) If you make a program universal it is harder to cut at the legislative level; if it is a specific target group that is served, it is easier to cut

What sectors should play a role in each action? What are people doing at the local level that is working?

- 1) A clown that goes around to promote literacy and a free concert for parents - Macomb

- 2) Having a local Ready to Succeed forum every six months in Saginaw to report back what has been accomplished. This is then reported to policy makers on a regular basis.
- 3) Malls giving space in vacant stores. Space is then filled with activities and READY Kits. This reaches thousands.
- 4) People in tears say that the READY kits tell them how to interact with their children.

*What barriers have to be overcome for each sector to play a role?
What are the barriers to make it succeed?*

- 1) Differences in ideology is the biggest barrier. If the government gets involved, we are taking away the power of the family and mandating that people do things.
- 2) Our inability to get the message out to different sectors.

GEOGRAPHIC BREAKTHROUGH SESSION SOUTHWEST

Key Actions Identified

- 1) Interconnect between school-age and 0-5 felt in all counties, even those that have not received ASAP-PIE grants. The RTS media campaign information is accessible to every ISD, in addition to those that committed dollars to the media campaign.
- 2) Media information sent to child care providers and parents that are connected to the 4C network marketers. Everybody should be using the slogan, etc.
- 3) Everyone needs to see early childhood as his or her responsibility. At this point, no one really sees it as theirs (the schools, etc.). The need to spend public dollars in this area is foreign to the public at this point.
- 4) Find the people whose mission is going to be most affected by this culture change: PARENTS; the school system; law enforcement. Find natural allies and welcome them into the group.
- 5) Need for more parent voices in the discussion. If we want parents, we have to include the importance on invitations, etc.
- 6) County-level plan for distribution of media materials.
- 7) Educators use the open-house/conference forums to distribute information to parents.
- 8) Add three questions to the MEAP tests that include brain development. Include it in some way with part of our curriculum. If we think that this is important enough that ALL people are aware of this information, it may be a place to measure this knowledge base. The need to start talking to future parents; one way to do that is through school curriculum.
- 9) ACTION: Collaboratives within the communities that are working with parents already provide different opportunities to absorb the brain development messages.
- 10) ACTION: United Way has relationships with business. Get them to utilize the media messages in their work with business.

- 11) ACTION: Child care providers as a way to access the parent as well. Need collaborative efforts between child care community and educational community in terms of providing these messages.
- 12) ACTION: Utilizing hospitals as an access point to new parents and help to identify families at risk. Hospitals have some tools that they could utilize more.
- 13) Needs to be a sense of normalization of asking for help/information.
- 14) Importance of universality of information by trying multiple avenues/strategies so that parents will take advantage of what is available at some point.
- 15) Kalamazoo example of universal access was discussed. Hospital has paid staff that access each new parent.
- 16) Kent example of FIA working with families by elementary school, to try to help families keep their kids in school consistently. Changing the perception of FIA as a help that gets information to families as they need it.
- 17) ACTION: Getting services to all families. (universal services)
- 18) Capitalizing on current events in terms of discussing personal safety, etc. Using Michigan statistics to look at the status of children, and the loss/risks to children currently.
- 19) Develop message for people without children in their families and get that message out to those populations. Geezers that get it.
- 20) Can't just depend on current \$\$\$. This may take a really long time, and we have to be patient and persistent. Get the message entrenched.
- 21) Need to get more legislators to champion this cause. Need to create the urgency/crisis. As we grow them in communities, how do we do this? How to get them to support it consistently?
- 22) Three messages for why people care about kids: You have them; you are scared of them when things go wrong; or you are dependent on them or their parents for your economic success as an employer.
- 23) Business reaction to family-friendly policy discussion. What do we do for those that don't have children, where is the equity among employees? Need to change the mentality. Businesses could extend the same kind of time benefit for nonparents to do something on behalf of a child.
- 24) Abandoning those practices that don't work. Need to redirect \$\$\$ toward those things that are really working, or new ways to do things.
- 25) Analyze what is going on NOW, and decide whether things need to be maintained or not. Advocacy efforts need to be strengthened; people need to have common messages and themes.
- 26) Challenge existing laws and regulations to see if they are truly working for children and families.

What sectors should play a role in each action?

- 1) Key leaders in all sectors should be identified to get the message out.
- 2) People/networks with access to children, families and service providers.

What barriers have to be overcome for each sector to play a role?

- 1) Money; turf issues (people not wanting to work collaboratively on this issue; geographic in border counties—if your media market/constituents are out of state).
- 2) Long held attitudes/beliefs that people have about the responsibility for raising children, the seriousness of this issue, etc.
- 3) Better blending of existing funding as well, and more flexibility of dollars at the local level
- 4) Abandoning practices that are not relevant today.

Highlights of discussion to be presented to all summit participants, e.g., what key action will be promoted in your area?

- 1) Broad dissemination of RTS materials through existing and newly identified networks, including non-ASAP-PIE communities, and the child care network in the state.
- 2) Analyze what is going on NOW, and decide whether things need to be maintained or not.
- 3) Advocacy efforts need to be strengthened, people need to have common messages and themes.
- 4) Challenge existing laws and regulations to see if they are truly working for children and families.

GEOGRAPHIC BREAKTHROUGH SESSION NORTHERN MICHIGAN

Key Actions Identified

- 1) Maintain existing partnerships as far as ASAP-PIE.
- 2) Culture change is an issue, not only in regards to parents and community, but also K–12.
- 3) Develop new partnerships.
- 4) Strengthen partnerships and collaborations between the health community and early childhood sector.
- 5) How can we facilitate you working with media up north?
- 6) Develop strength based and relationship center connections w/parents and children.
- 7) Promote area preschool and child care centers in accreditation and curriculum development.
- 8) Educate community and parents about quality child care issues.
- 9) Have to go back to square one and define what it is to get the message out. It is not babysitting.
- 10) Get someone well-respected in area to be a champion.
- 11) Promote through interactive TV. Positive word of mouth.
- 12) Start a political action committee. Early childhood community does not have political strength.
- 13) Broaden target audience for newsletter: government officials, parents, etc.
- 14) Develop a presentation or themes to be used for a variety of groups.

- 15) Focus on “why is it important to me?” Don’t forget the senior population; make them heroes. Seniors can/do provide mentorship, guidance, senior reading program, etc.
- 16) Stepping Stone Alliance wants to assemble a speaker’s bureau.
- 17) Focus message on the group/audience.
- 18) Bringing message is important, but how do you engage them in the message.
- 19) Need to look at faith-based organizations to help carry the message.
- 20) Offer a workshop for Sunday school teachers or child care center directors.
- 21) Take partnership, strength based, back to the community.
- 22) Take advantage of existing campaigns/celebrations.

What sectors should play a role in each action?

- 1) Ministerial
- 2) Health community beyond the usual suspects
- 3) Maternal and child health support systems

What barriers have to be overcome for each sector to play a role?

Isolated religious groups

Highlights of discussion to be presented to all summit participants, e.g., what key action will be promoted in your area?

- 1) Start a political action committee.
- 2) Maintain and improve partnerships.
- 3) Focus message to specific groups.

Appendix K
COMMUNITY SURVEY

Michigan Ready to Succeed Partnership

Community Survey Summary

July 31, 2001

Prepared for
*State and Local Public and Private
Partnerships Committee*

Prepared by
Public Sector Consultants, Inc.

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Michigan Ready to Succeed Partnership

Community Survey Summary

July 31, 2001

Twenty-five counties (14 multi-purpose collaborative bodies and 11 intermediate school districts) responded to the community survey conducted by the State and Local Public and Private Partnerships Committee for the purpose of designing roundtables on promising practices and emerging models at the October 2001 Ready to Succeed Summit. Sixteen survey questions have been grouped into six possible roundtable topics. Within each topic area, responses have been summarized within three common themes: emerging practices and strategies, barriers, and what is needed to move forward. At the end of each topic, a summary statement poses key issue(s) drawn from the common themes.

Topic 1: Creating a broad-based constituency (policy makers, community leaders, and parents) and keeping people involved on an ongoing basis

(Combines survey questions #1 and #5)

Emerging Practices and Strategies

- *Many counties are using existing multi-purpose collaborative bodies (MPCBs) to organize early childhood efforts and serve as a clearinghouse for information about what is happening or needs to be happening; several had or created new age 0-5 committees and have expanded membership to include parents and educators*
- *Some counties have linked ASAP-PIE, Early On, and other programs as the focus of efforts to establish a new community norm that all parents need help at some time*
- *Some counties are linking both advocacy and service delivery-oriented entities to build a broader constituency, e.g., the county child care team/the 0-5 advocacy network/county professional development system*
- *Some counties have created new structures, e.g., community councils, cross-sector groups, or are linking several structures focused on targeted constituencies, e.g., creating a MPCB sub-committee on age 0-5/using a coalition focused on youth to engage the broader community/Family Resource Center Advisory Committees to focus on parent and neighborhood constituency-building*

- *Several counties are working on involving—and keeping—the media and new people and organizations*
- *Nurturing at least two champions in the community who won't let the issue go away*
- *Developing a website so that all new information, policy changes, and advocacy requests are on the Web*
- *One county cited the use of a local media campaign to encourage involvement and action*
- *Creative and persistent outreach and use of a wide range of cash and in-kind match has led to great community investment*

Barriers

- *Inconsistent commitment and unstable funding by the state*
- *Categorical funding, with policies and politics specific to funding sources and eligibility requirements*
- *Getting everyone to the table—lack of time and supports, e.g., child care for parents*
- *Lack of communication across collaborative efforts*
- *Challenge of creating synchrony between MPCB goals and goals of individual member organizations*
- *Diversity, e.g., urban or rural, and size of counties*
- *Identifying and organizing interested parties and leaders to participate*
- *Getting parents, consumers, and private agencies to participate*
- *Lack of a common goal and direction for service providers across disciplines*
- *Use of the mass media does not reach some areas of the state*

To move forward, we need:

- *Stable and flexible state funding responsive to needs identified locally*
- *More prevention dollars and stronger policy focus on universal services, not just at-risk*
- *Statewide public awareness of early childhood brain development*
- *Specific supports, e.g., assistance to day care providers to help with FIA payment process, expanded Head Start*
- *Increased parent and corporate participation*
- *Consistent connection with policy makers—we need strategies and models for this*
- *Agreement among providers on the knowledge base and then getting parents to accept the value of knowledgeable providers*
- *Continual focus on good communication networks*
- *More buy-in from education, especially administration*
- *Technical assistance to*
 - *Measure outcomes and progress*

- *Facilitate in a manner that brings in other sectors and builds support for shared priorities, goals, and work plans*
- *Improve cultural competency*
- *Continual, enthusiastic support of new and proven ideas and willingness to evaluate our efforts and improve them*

Summary of key issues:

Many counties are using existing MPCBs to build broad-based constituencies, which is challenging because MPCBs are predominantly representative of human service agencies. Several counties have created new structures to engage parents and the private sector.

Lack of commitment and instability in state funding is a significant barrier to broadening the constituency for early childhood.

Several areas of needed technical assistance are needed in order to build and maintain broader constituencies.

Topic 2: Elevating early childhood education and care as a community priority

(Question #2)

Emerging Practices and Strategies

- *Strong political leadership, e.g., mayor-appointed commission on early childhood*
- *Several MPCBs have identified early childhood as a top priority*
- *One MPCB described pulling together the infrastructure to create true systems change in early childhood services and bringing together all the sectors, e.g., human services, education, business, parents, faith communities, service groups, and the public*
- *There is a 0-5 report at each MPCB meeting*
- *Use of community marketing plans*
- *Documenting activities and outcomes to demonstrate results*
- *Making early childhood grants to local school districts to keep momentum alive*
- *Use of mobile units to reach parents with information and services*

Barriers

- *Tough to build partnerships and sell changes to existing structures*
- *Segments of the community are not fully engaged*
- *Competition among agencies for grant funding*
- *Parental perception of early childhood services as a welfare program*
- *Educating the broader public is a challenge*

- *Lack of incentives for business and the private sector to get involved—very difficult to get them at the table*
- *Lack of time for participants to get involved—both parents and staff are stretched*

To move forward in this area, we need:

- *Leadership and facilitation*
- *Education on community “collaboration” and keeping groups together*
- *Policy makers who keep promises and provide consistent funding—stay the course with ASAP-PIE*
- *Presentations from the State Superintendent and Board of Education on preschool programs*
- *To remember what we have learned over the last 10 years*
- *More joint investment by the state and foundations*
- *Better ways to reach business*
- *Continued marketing of the idea of the value of young children; get media campaign in place*

Summary of key issues:

Strong local political leadership has succeeded in making early childhood a community priority. The MPCBs in many counties are assuming a leadership role in making early childhood a community priority, beginning with making it a shared priority of the human service agencies. However, this is difficult due to the competition among agencies for grant funds.

A few counties are using community marketing to elevate early childhood as a priority, but find it difficult to reach all segments of the community, including business.

Communities need assistance in building leadership, providing effective facilitation, and maintaining collaborative groups, especially reaching and keeping business at the table. They also expect policy makers to stand by their commitments and would like to see more joint funding by the state and philanthropy.

Topic 3: Engaging parents—and keeping them engaged—and providing a fuller understanding of the importance of their children’s education and development

(Question #6 and #7)

Emerging Practices and Strategies

- *Two major areas of practice are: 1) engaging parents in planning and program development, and 2) offering services and programs that support parenting. The following practices are cited in the first area, parent engagement in planning and program development.*
 - *Asking parents and the community what they need and involving them in the planning process rather than just offering parenting classes,*
 - *Using parents to train professionals*
 - *Parents sit on all workgroups, action teams, and on hiring committees for home visitors*
 - *Working continuously to involve parents in a meaningful and productive manner; developing a sense of partnership between parents and professionals*
- *In the second area, offering services and programs to parents, the following practices are cited:*
 - *Developing parent education materials, newsletters, distributing READY kits*
 - *Recruiting and offering training to parents (Family Centered Training)*
 - *Using home visits as an avenue to engage parents in active parenting*
 - *Offering playgroups, parent meetings and classes, family events on a regular basis, and providing referral lines for assistance*
 - *Providing a strong message to parents; using cable channels, videos, and comprehensive radio advertising*
 - *Making contact with parents of all newborns; personal contacts*

Barriers

- *Getting the right message that parents will listen to—parenting education seems to carry a negative image, e.g., “welfare program”*
- *Lack of time on the part of parents; low participation in programs*
- *Agency attitudes that they know best; staff not “family friendly”*
- *Reaching isolated parents*
- *Privacy restrictions*
- *Consistent funding for programs and services*

To move forward, we need:

- *Professional development, including professionals outside early childhood development, particularly education on diversity and consumer-driven services. We need to know how to do it. School staff need assistance in improving the environment for getting parents involved and keeping them involved*
- *Assistance in giving consistent messages and pulling all existing resources together to assure we are approaching the issues from the same perspective*
- *Marketing; support from the media; massive promotion to move beyond lip service regarding the importance of raising children*

- *Leadership from schools in sending the message that parents are the child’s first and most important teachers, and more parents understanding this role*
- *Better ways to engage ALL parents*
- *Opportunities to share ideas and explore multiple strategies, e.g., alternative outreach*
- *Support for parent involvement, e.g., travel, gas, and time reimbursement*
- *Ideas to recruit and retain volunteers*
- *Ways to give parents meaningful roles in building local systems of early childhood education and care*
- *Ways to engage parents in community work to move the early childhood effort forward—not just programmatic involvement of parents, e.g., Head Start*
- *Parent leadership programs*
- *More programs like ASAP-PIE, which focus on primary prevention*

Summary of Key Issues

While many counties report using a wide range of both programmatic and engagement strategies, a wide range of barriers is cited, including time and financial support for parent involvement, agency attitudes (not family-friendly), and parental attitudes (perception of services as “welfare”).

Likewise, counties cite a wide range of needs to improve their efforts to engage parents and keep them involved. Many focus on the need for professional development and information about methods. The importance of increasing leadership and participation from schools and the media is frequently cited.

Topic 4: Connecting to business leadership and sustaining those connections

(Question #12 and #13)

Emerging Practices and Strategies

- *Local businesses (and foundations) are funding an awareness campaign on brain development and stimulation of babies*
- *Trying to recruit business support for the “Passport” program incentives*
- *Recruited the head of economic development to the MPCB; recruiting business to be involved with ASAP-PIE*
- *Getting information to business; speaking to business and civic groups on a regular basis*

- *Making stronger connections due to ASAP-PIE, through advertising opportunities on 0-5 materials, and making stronger business connections a long-term plan*
- *Working with mall owners, offering early learning and promoting literacy activities to families with children up to eight years old for the entire month of August 2001*

Barriers

- *Lack of understanding about who to contact in the business community*
- *Different agenda; different languages*
- *No incentives for business to join together*
- *Challenge to make the case to business leaders that working with the non-profit sector will support employees in the community, thus better productivity at work*

To move forward, we need:

- *Education on the benefits of business and social service partnerships; how to tie together prevention, economic development, and the pool of potential employees*
- *Technical assistance in making these connections, e.g., ways to hook business and to make the benefit of their support clear. More work on education and outreach to business.*
- *Time, awareness (relentless media campaign), promotion, continued ASAP-PIE funding*
- *Champions from business to lead the way*
- *Third party payers should be part of local groups to learn about the services they might offer*
- *We need to hear from those who have had real success in this area*
- *A sense of direction and a cursory structure in place before we involve more of the business community*

Summary of Key Issues

Stronger connections are being made due to ASAP-PIE, primarily due to links with business to support public and parent awareness. Few emerging practices were cited. Developing and sharing methods for effective outreach to business appears to be a priority area for technical assistance.

Topic 5: Working to define/identify and increase access to quality early education and care and to link quality child care programs to voluntary services and supports

(Question #9, #10, and #11)

Emerging Practices and Strategies

- *Due to ASAP-PIE, several counties indicate that they are working on defining and identifying quality programs and providing increased support for professional development and movement to meeting quality standards. These include creating a quality network to help parents identify quality care and help centers improve quality; working with preschools to help them meet quality standards; and developing relationships with public and private preschools and care providers for training opportunities.*
- *Joining Forces has led the way to market the notion to parents of what quality care looks like, to connect providers, and encourage more service provision.*
- *Several counties mention that 4C is leading the effort*
- *One county has a professional development system and locally-defined child care standards*
- *ASAP-PIE creates the capacity to work with child care providers and helps align programming around the needs of young children; the requirement for a resource network supports this activity*
- *Family support teams will help families define and locate quality care and education options*
- *Counties are developing training for child care providers and providing more information to the general public to increase awareness of quality*
- *The public awareness campaign will make the public more discriminating about quality care*

Barriers

- *Overall lack of quality education and care*
- *Turf and time and voluntary nature of quality improvement in the industry*
- *Funding, i.e., resources to employ qualified staff, support providers in the process of accreditation and making changes to meet quality standards, and to create incentives for quality (there are none)*
- *Existing programs with strong advocates easily divert funding from new programs when money gets tight*
- *Making sure the definition of quality is commonly held at the same level and not accepting less in the effort to engage others*
- *Day/child care providers have difficulty finding quality substitutes so they can attend classes/workshops*
- *Rural areas lack quality child care and adequate transportation*
- *Family Independence Agency child care subsidies are not “user friendly”—poor parents often have poor care*

- *Instability in ASAP-PIE funding*
- *Not enough funding to focus on quality in non-center facilities*

To move forward, we need:

- *A change in our society’s investment strategy, e.g., adequate funding for start-up of early education and care programs, funding for the costs associated with meeting accreditation standards, and adequate salaries to keep qualified personnel*
- *A broader understanding of quality care and the willingness to pay for it as a society*
- *Alignment between funding and quality of care*
- *Leadership to facilitate ideas on how to get more providers involved in quality improvement*
- *Time to plan and implement, with consistent funding—keep ASAP-PIE funded*
- *Help in building creative partnerships to improve quality*
- *Second shift quality child care*
- *Coordination of providers so that substitutes can be found*
- *Access to health insurance for providers*
- *Training and seminars on Michigan Department of Education and national standards*

Summary of Key Issues

ASAP-PIE and initiatives such as Joining Forces are cited as factors promoting growing attention to communities defining and identifying quality and improving access to quality programs through training and building networks of providers. However, there is instability in funding, insufficient funding to create incentives for quality, and a lack of available quality programs.

*Topic 6: Aligning early education and care services and linking early childhood collaboratives with other community collaborations
(Question #3 and #4)*

Emerging Practices and Strategies

- *Due to ASAP-PIE, counties have developed community plans that show existing resources and gaps; strengthened connections between early childhood programs and school curriculums; and created connections to community-wide information and referral systems*
- *Careful evaluation of what’s available to determine what needs to be done, e.g., awareness of training opportunities*

- *Regular meetings of partners and participants; all players at the table except business*
- *Merger of three collaboratives and use of joint meetings as a vehicle to align services*
- *Revising service delivery and planning models, conducting shared planning, increasing community involvement*
- *MPCB serves as a single place for exchange of information related to all collaborative projects; development of a joint consent form*
- *Hiring one person to coordinate all services and activities for early childhood and developing a memorandum of understanding to help groups work together*
- *Making a “one door—no wrong door” philosophy work*
- *Creating a system of care for families with young children*
- *One county reports using the MPCB as the vehicle for linking early childhood programs and services with other county programs, and a broader community coalition as the vehicle for linking to broader community support systems for families, children, and youth*
- *One county reports that its professional development system and child care team aligns and links*

Barriers

- *Time to create the infrastructure and build relationships; it takes time to get new players up to speed; we turn to quickly to the solution (i.e., what my organization offers) rather than looking to the system as a whole and seeing where the gaps may be*
- *Lack of good communication systems and buy-in by all agency personnel*
- *Turf*
- *Individuals who would like to do more prevention are the same people who must provide intervention and treatment; many services for “higher needs families,” but until ASAP-PIE, there were few services available to all families*

To move forward, we need:

- *To align services, we need education on community structure and working on the system as a whole; professional development regarding brain research, child development, and better collaboration; outside resources for high quality child care in rural and low-income areas; to take every opportunity to explain ASAP-PIE; and shared vision and how to get there, which will help us map current reality and align the system to move ahead*
- *To integrate early childhood education and care activities with collaborative community efforts, we need more time to build trust and relationships; more concern for the community at large as opposed to territorial issues; clear and stable commitment from the state—stick with a grant long enough for people to become*

familiar and for innovations and practices to take root; new funding patterns that don't bring out established constituencies for existing programs that feel threatened; to encourage effective models and share among programs; and to develop relevant outcomes and indicators of community health and well-being, which will help to integrate 0-5 needs into community planning

Summary of Key Issues

Many counties note that ASAP-PIE is leading to system development by prompting evaluation of resources and gaps and building the necessary relationships to address the gaps. However, it takes considerable time to plan and coordinate, and many organizations are impatient with this process and want to leap to their own service as the solution rather than examine how things might work better, especially through linkages among existing resources. Concern for the stability of ASAP-PIE funding is a barrier to getting agencies and organizations to the table for planning and coordination purposes.

Many needs can be addressed through patience and technical support, e.g., system-building assistance, including gap analysis, effective collaboration, and establishing indicators and outcomes.

Topic 7: Defining success and using research as a basis for planning and defining success

(Questions #14, #15, and #16)

Emerging Practices and Strategies

- *Counties use a variety of methods to use research in planning and evaluation, e.g., incorporating recommended curricula in programs; using the Internet to acquire research findings; bringing articles and reports to regular meetings; holding community events with research-based topics and prominent speakers; using MSU's Best Practice Briefs*
- *Several counties have acquired outside assistance to evaluate local efforts*
- *Using cost comparisons and quality of life "stories"*
- *Measures of success are a focus of community planning*
- *Sitting down with teachers and K-12 administrators to determine when a child is ready to learn and setting county standards for readiness*
- *Reviewing outcomes quarterly*
- *Developing a system for measuring progress toward objectives*
- *Actions are based on Finance Project efforts and Proposition 10 in California*

Barriers

- *Cost*
- *Lack of training in research*
- *Lack of solid research in this area and conflicting research in this area*
- *Lack of time for these activities*
- *Conflict between planning and measuring versus delivering services—one takes time from the other*
- *Lack of time for data and results to come in, adapt plans and actions, and re-evaluate*
- *Challenges of measuring change—most grant programs look at short-term goals as “success” when real success in early childhood programs is long-term*
- *Hard to connect outcomes in older children and adults to experiences pre-age 5*
- *Different perspectives on success*
- *Instrument development*
- *Not understanding the community culture*

To move forward, we need:

- *Immediate guidance and technical assistance on evaluation; assistance in developing baseline information, indicators, and a concise definition of success supported by the region. Quality guidance in this area from a central source statewide.*
- *Continued long-term funding that allows for evaluation to be completed and for spreading effective approaches across the state; consistent funding to support the programs we know work*
- *Opportunities for professional development in evaluation; we’ve not always thought in these terms*
- *Continued pressing for the use of professional practices that stress research and focus on outcomes*
- *More support for early childhood*
- *Researchers to help us struggle with the idea of how systems-level change will look*
- *A way to put research in the hands of parents in an understandable manner and finding the right pieces to put together*
- *More best practice briefs*
- *Time and information to share across workgroups*
- *Focus on the community plan to create a system of care*

Summary of Key Issues

As with other issues, the influence of instability in ASAP-PIE funding is detrimental to the use of research and to evaluation activity. Time and cost of these activities is a major concern of communities.

Communities are consistent and clear about their needs in this area, which focus on stable funding, long-term commitment to research-based action and evaluation, and need for technical assistance on many dimensions of performance-based change.

Appendix:
Community Survey Instrument

The Michigan Ready to Succeed Partnership's

COMMUNITY SURVEY

Conducted by the State and Local Partnerships Committee

Please answer as many of the questions in each topic area as are relevant in your community. Please answer “no” to any questions that do not apply to your community and then move on to part D of that question.

Collaboration

<p>1A Is your community developing a broad-based constituency composed of policymakers, community leaders, and parents? Yes No (Skip to 1D)</p>	<p>1B What are the emerging practices/ strategies that your community is using to do so?</p>	<p>1C What are the barriers?</p>	<p>1D What do you need to move forward in this area?</p>
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<p>2A Is your community elevating early childhood education and care as a community priority? Yes No (Skip to 2D)</p>	<p>2B What are the emerging practices/ strategies that your community is using to do so?</p>	<p>2C What are the barriers?</p>	<p>2D What do you need to move forward in this area?</p>
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<p>3A Is your collaboration aligning the various early education and care services available? Yes No (Skip to 3D)</p>	<p>3B What are the emerging practices/ strategies that your community is using to do so?</p>	<p>3C What are the barriers?</p>	<p>3D What do you need to move forward in this area?</p>
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<p>4A Is your collaboration on early childhood education and care integrating its activities with other community collaborations? Yes No (Skip to 4D)</p>	<p>4B What are the emerging practices/ strategies that your community is using to do so?</p>	<p>4C What are the barriers?</p>	<p>4D What do you need to move forward in this area?</p>
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5A Is your community keeping people actively involved on an ongoing basis? Yes No (Skip to 5D)	5B What are the emerging practices/ strategies that your community is using to do so?	5C What are the barriers?	5D What do you need to move forward in this area?
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Parent Engagement

6A Is your community working to engage parents and provide them with a fuller understanding of the importance of the education and development of their children? Yes No (Skip to 6D)	6B What are the emerging practices/ strategies that your community is using to do so?	6C What are the barriers?	6D What do you need to move forward in this area?
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7A Is your community working to keep parents engaged after initial contact? Yes No (Skip to 7D)	7B What are the emerging practices/ strategies that your community is using to do so?	7C What are the barriers?	7D What do you need to move forward in this area?
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8A Is your community involving parents of children age birth to five in collaborative decision-making groups? Yes No (Skip to 8D)	8B What are the emerging practices/ strategies that your community is using to do so?	8C What are the barriers?	8D What do you need to move forward in this area?
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Quality Caregiving

9A Is your community working to define/identify quality early education and care? Yes No (Skip to 9D)	9B What are the emerging practices/ strategies that your community is using to do so?	9C What are the barriers?	9D What do you need to move forward in this area?
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10A Is your community linking quality child care programs to voluntary services and support in the community, e.g. ASAP-PIE? Yes No (Skip to 10D)	10B What are the emerging practices/ strategies that your community is using to do so?	10C What are the barriers?	10D What do you need to move forward in this area?
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11A Is your community working to increase access to quality care? Yes No (Skip to 11D)	11B What are the emerging practices/ strategies that your community is using to do so?	11C What are the barriers?	11D What do you need to move forward in this area?
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Business

12A Is your community connecting to business leadership and sustaining those connections? Yes No (Skip to 12D)	12B What are the emerging practices/ strategies that your community is using to do so?	12C What are the barriers?	12D What do you need to move forward in this area?
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13A Is your community involving business in local early childhood initiatives? Yes No (Skip to 13D)	13B What are the emerging practices/ strategies that your community is using to do so?	13C What are the barriers?	13D What do you need to move forward in this area?
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Measuring Success

14A Is your community working toward a definition of "success"? Yes No (Skip to 14D)	14B What are the emerging practices/ strategies that your community is using to do so?	14C What are the barriers?	14D What do you need to move forward in this area?
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<p>15A Has your community used recent research as a basis for planning your early childhood effort? Yes No (Skip to 15D)</p>	<p>15B What are the emerging practices/ strategies that your community is using to do so?</p>	<p>15C What are the barriers?</p>	<p>15D What do you need to move forward in this area?</p>
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<p>16A Has your community developed a way to measure improvements in early childhood education and care? Yes No (Skip to 16D)</p>	<p>16B What are the emerging practices/ strategies that your community is using to do so?</p>	<p>16C What are the barriers?</p>	<p>16D What do you need to move forward in this area?</p>
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Appendix L

Community Forum Reports

The Michigan Ready to Succeed Partnership

*Community Forum Reports
Report to the Legislature*

October 2001

PREPARED FOR
House and Senate Appropriations Committees
Michigan Legislature
and
Michigan Family Independence Agency

PREPARED ON BEHALF OF
Michigan Ready to Succeed Partnership

PREPARED BY
Public Sector Consultants, Inc.

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Introduction

The Michigan Ready to Succeed Partnership has supported a series of community forums to discuss what local communities can do for preschool children to make sure every child has a good chance of success in school as they enter kindergarten. This report summarizes results from nine forums held between September 2000 and March 2001.

These forums started—or continued—local dialogues on how to assure that all children enter kindergarten “engaged in learning,” with the capacity for success in school and life. Community forums were part of the statewide effort started in 1998, the “Ready to Learn Leadership Summit,” and continued into 2000 as the “Ready to Succeed Dialogue with Michigan.” In early 2001, the Michigan Ready to Succeed Partnership was formed.

Each local forum was planned by a community team, with the assistance of state-level dialogue liaisons, and they brought together people who influence young children and their families. Participants received information about brain development in young children, new legislative initiatives to help children age zero-to-5, and actions that local communities can take to advance a vision of universal, high-quality early education and care. The range of concerns identified at the community forums has been summarized in this report.

ALLEGAN COUNTY

October 25, 2000

Lawrence Education Center, Lawrence

Attendance: 26

Public/Private Partnerships

What can be done in our community to reach these goals?

- Restorative justice plan—all members of the community are affected by crime and thus must be involved in the solution
- Tap the “active retiree” population to increase available manpower
- Choose targeted (vs. scattered) approaches
- Create win-win situations that benefit business as well as the parents of young children

Parent Education/Support

What can be done in our community to reach these goals?

- Engage fathers more
- Incorporate brain research, child development, and parenting skills in school curriculum
- Remove public policies that are barriers to area services
- Assure that children whose parents lack fundamental parenting skills have their needs met
- Remove stigma of parent education by engaging middle- and upper-class supporters

What would help our community move forward?

- Expand services hours to accommodate fathers and working clients
- Inservice public school community (staff and parents)—get the word out
- Engage high school students in a daycare situation

Public Awareness

What can be done in our community to reach these goals?

- Market plans need to be designed regionally, so that they hit the intended target
- Develop a multi-faceted marketing plan that initially creates awareness then focuses on individual validation
- State education process for parents prenatally
- Raise the status of child-care providers in the community
- Ensure that all population segments are included in the development of your marketing plan

- Use birth certificate registration as initiator of information stream to parents

Priority Areas

Each participant was asked to list two priority areas that need to be addressed.

- Develop partnerships with private industry regarding funds, awareness
- Strengthen legislative awareness of impact so they may support funding of public supports, programs, education, etc., beyond simply dollars and sound bites (this includes managed care and provision of health and mental health services)
- Increased awareness of present programs
- Present and future programs being available to parents at times parents are available
- Helping parents be skilled
- Helping caregivers be skilled professionally
- Public awareness to all levels of the population; they need to know it's okay to ask for help
- Raise standards for caregivers (licensed and others); they need to know they are professionals. Working-mother population is not going to change
- What organization or agency is playing what role
- How funding is being used
- Educating parents and caregivers about the importance of 0–5 issues, particularly in brain development and research
- Getting businesses to recognize their important role in addressing the developmental issues
- Public information—locally
- “Group” that works together towards a cooperative venture to make this happen (not just early childhood)
- Partnerships to spread awareness/validation through hospitals, doctors, churches, and families
- Enhance reputation level of value of caregivers
- Birth registration with newsletter (statewide)
- Fine job, look forward to working with Allegan County
- Continuing funding—not just grants; this has to be a system and adopted by state and local leaders as such
- Incorporate parenting skills in health care insurance packages, MICHild, Medicaid, etc.
- Improve awareness—school employees, business leaders, etc.
- Set aside money from grant for educating the general public
- Fundamental education to customer—brain stuff charts
- Sensitivity that encourages positive spreading of the good news
- Making people aware of what already exists in Allegan County—publicity and education
- Expand opportunities for training childhood providers; they need to know about brain research, etc.
- To truly succeed, we need help; I suggest that we focus our efforts toward those who have time to volunteer, e.g., retirees from all walks of life

- Greater communication to local public and area schools regarding our early childhood program
- All local school superintendents and principals as well as school boards need to hear Carl's presentation
- Child-care providers—educating them to developmental issues and improving status
- Involving the business community—as the employer of the parents they have a captive audience and the opportunity to use their position to support, educate, and encourage parenting priorities

Sixteen participants provided information for this section of the summary, and 94 percent of them indicated that they are willing to contribute to the success of the Allegan County initiative by (1) being called upon as a source of information, (2) participating in future meetings, (3) promoting the initiative through public relations, and/or (4) contributing material resources.

HOUGHTON/BARAGA/KEWEENAW COUNTIES (COPPER COUNTRY)

October 2, 2000

Houghton Elementary School, Houghton

Attendance: 50

Our vision: Every child will enter kindergarten engaged in learning, with the capacity for success in school and life.

Dialogue Summary

On Oct. 2, 2000, a total of 50 Copper Country residents, along with child advocates from Marquette and Lansing, participated in the Copper Country Ready to Succeed Dialogue. The goals of this community forum were to (1) raise awareness about early-childhood issues, (2) gather local views on the current state of early-childhood education and care, (3) generate ideas about systems changes to ensure that all children age 0-6 get the support they need, and (4) report those ideas to local and state policymakers. Participants included educators, service providers, child-care workers, and many parents of young children, including parents with children in child care and parents who have received services from Early Start and other local child-development or parent-support programs.

After a presentation on early-childhood brain development by Teresa Frankovich, M.D., and Cathy Benda, participants divided into three groups for discussion: parent support and education, caregiver professional development, and community awareness and involvement. Each group discussed assets and needs in the current system of support for early childhood education and care and identified priorities for action.

Parent Support and Education

Community resources and assets identified as supporting families in raising children who are ready to succeed include the faith community, parenting classes, preschool programs, safe neighborhoods, good schools, and activities such as library and art programs, scouting, and 4-H. Needs cited include jobs, child care, parents informed about child development and community resources, and universal access to health care and insurance.

Recommendations include the following:

- Advocate for family-friendly employers to provide quality child care on site and other family services
- Encourage parent-newborn attachment through paid parent leave
- Encourage statewide initiatives that give parents the option to stay at home with infants
- Develop programs for parent education, adult education, and parks and recreation activities
- Support child-care quality and professional development of caregivers

Caregiver Professional Development

While the ideal might be to enable a parent to care for every young child at home, the reality is that more children are spending long hours in child care from a young age. The group focused on ways to ensure that high-quality child care—care in which children receive nurturing and support from consistent staff—is available and affordable for all families. Community resources identified include B-H-K/HeadStart programs and public-school facilities that are underutilized. The Michigan Tech Child Care Center, a collaborative project of MTU and B-H-K, was cited as a model partnership that illustrates what employers can contribute to supporting child care. Barriers to quality care were noted, including the need for higher pay and benefits to encourage people to enter the care-giving profession.

Recommendations include the following:

- Inform the public about the importance of quality child care
- Assess community needs and resources with regard to child care
- Sponsor community meetings, with business representatives invited, to seek solutions to the child-care shortage.
- Advocate for state subsidies to encourage businesses to provide child care for employees

Community Awareness and Involvement

There are many existing community programs that give education and support to families and young children, including Keweenaw Family Resource Center hospital visits, home visits and playgroups; B-H-K Child Development Board, Head Start, Early Start, Even Start and parenting programs; Health Department programs such as MSS-ISS and WIC; Early On; and Big Brothers/Big Sisters. In general, education is highly valued in the community. Community needs identified include the child-protection system being strapped for resources, the lack of placements both in child care and foster care, the need for parent education in schools, the need for more family-friendly business policies, and programs to encourage father involvement.

Recommendations include the following:

- Give every family of a newborn the opportunity of a home visit. By normalizing home visiting, families will have a pathway to needed services
- Conduct outreach and advocacy to employers, to support parent needs for flex-time for parenting activities
- Expand outreach and education programs for parents
- Work with the legal system to ensure children's rights

All recommendations will be forwarded to the Copper Country Human Services Coordinating Body and the Ready to Succeed Dialogue with Michigan Committee. A follow-up meeting of representatives from Upper Peninsula Ready to Succeed dialogues is being planned for spring 2001.

IRON/DICKINSON COUNTIES

October 4, 2000

Premiere Center, Iron Mountain

Attendance: 17

Dialogue Summary

The Forum was co-sponsored by the Dickinson Area Community Foundation, Dickinson-Iron District Health Department, and Dickinson-Iron Intermediate School District. Fifteen community members attended. Because of the small number, the topics below were discussed by the group as a whole. The experience generated some enthusiasm for assuring that early childhood issues are addressed across the community (not just in the likely areas) without creating new groups (more meetings—argh!). Perhaps the way to go is integrate 0–3 or 0–5 issues as a direct work group of the Human Services Coordinating Body. The Prevention Group meeting after today’s forum will be planning for the Department of Education ASAP-PIE proposal and will consider possible next steps.

Parent Education/Support

What can be done in our community to reach these goals?

- Educate the community in general about child development issues and brain development; target clerks at service provider offices, school boards, and parents directly, use TV
- Use new scientific information re: brain development to educate about issues that used to be “judgment based” (nature/nurture)
- Focus on political implications of child development, i.e., readiness testing
- Employers need to be family centered
- Target all families not just those perceived to be at risk

What would help our community move forward?

- Perhaps the establishment of a parent education coalition
- Busy families need service integration
- Tap resources that already exists, such as the Welcome Newborn program—i.e., add an insert regarding brain development; utilize parent newsletters
- Intermediate school district will offer “hands on” opportunities for high school students with young children.

Caregiver Professional Development

What can be done in our community to reach these goals?

- Parents need to be responsible for educating their caregivers about brain development
- There is great turnover in this field, and much needs to be done to assure that education for caregivers is accessible to licensed and unlicensed providers.
- We need more infant-care providers, and they should receive a subsidy

What would help our community move forward?

- Advocate for increased value for the role of caregivers
- Continue to strengthen the work of 4C of UP
- Assist caregivers to provide “after hours 9/5” care

Public/Private Partnerships

What can be done in our community to reach these goals?

- Partner with business/employers
- Enlist the help of the Chamber of Commerce
- Show employers the benefits of being family centered
- Involve political candidates and those already in office

What would help our community move forward?

- Provide the business community with written materials for distribution and suggestions on how to create family-friendly policies, flexibility regarding child care, and so on

Other key discussion points

- Parenting classes *per se* don't always work; parenting issues need to be integrated into a variety of settings and are for everyone, not just those with problems or who are at-risk

Public Awareness

What can be done in our community to reach these goals?

- Evaluate the types of groups that currently exist as messengers

What would help our community move forward?

- Utilize HeadStart Parent Policy group
- Children's Trust Fund group as a resource
- Early On partners

JACKSON COUNTY

November 8, 2000

Baker College, Jackson

Attendance:46

Caregiver/Professional Development

What can be done in our community to reach this goal?

- Provide staff training and education support
- Ensure licensing requirements are being met
- Child Care Network provides general training in early childhood, first aid, and CPR classes and collaborates with local colleges to coordinate college credit hours.
- Educate parents at the workplace
- Accredited daycare and preschool centers
- Require minimum of a CDA for licensed professional daycare/preschool centers
- Distribute information (i.e., brochures, pamphlets, flyers, newsletters) from daycare centers and preschools to parents.

What would help our community move forward?

- Promote awareness
- Focus on regulations for home daycare with education support and first aid/CPR training
- Educate parents early, when their children are first born, by providing information about daycare that may suit their needs, especially if both work
- Involve legislators as workers/volunteers in daycare center and preschool classrooms
- Supplement daycare providers income with TEACH Program Funds
- Provide additional funding for infant care and special needs children

Other key discussion points

- Act quickly on referrals
- Promote a “new view” on early childhood education
- Curriculum-based preschools
- Extend maternity leave to one year and provide support to in-home caregivers

Public/Private Awareness/Partnerships

What are the existing public/private partnerships?

- Parents of Promise—Florence Crittenden (county-wide initiative, A&S, home visits) funded through Children’s Trust Fund to age three
- Paul DuPuis Family Resource Center—Strong Families Safe Children
- 0–3 Building Strong Families—MSU Extension
- FAST Program—Community Action Agency (10-week parent training program)

- Community Action Agency (Jackson and Hillsdale counties)
- Early HeadStart 0–3 national program
- HeadStart/MSRP Programs
- Fetal Alcohol Syndrome Task Force (Jackson and Lenawee)
- Human Services Collaborating Alliance (HSCA)
- Early On
- Child Care Network—4C
- Health Improvement Project—Foote Hospital
- Family Service and Children’s Aid—Born Free

What resources would help our community move forward?

- Access Jackson
- Community Action Agency Community Services directory
- United Way Centralized directory
- Early On Parent Resource directory
- Jackson County Promise to Youth

Other key discussion points

- Coordinate efforts of *existing* programs/services
- Coordinate efforts to distribute information (physicians, educators, businesses, local newspaper, schools, etc.)
- Promote awareness through community involvement with the use of volunteers
- Increase parent involvement neighborhood by neighborhood (Halloween parties, neighborhood events, block parties, use resource center as gathering place)
- Coordinate pre-natal, delivery, and post-natal care with parent-education outreach
- Use other media, besides brochures, to educate such as audio/video tapes.

Parent Education/Support

What can be done in our community to reach this goal?

- Parent-led groups
- Parent advisory groups
- Summer and evening classes
- Prenatal classes
- Early childhood task force
- Parent university (regularly scheduled parenting groups based on the children’s ages)
- R.E.A.D.Y. Kit workshop
- Parent packets (to distribute to new parents at hospitals)

What would help our community move forward?

- Start parenting education early in schools
- Planned parenting education curriculum

- Parent hot line
- Parenting mentoring program
- Participation from physician offices
- Mental health packets in the school
- Informational school newsletter

Other key discussion points

- Workplace issues
 - Shared-work program
 - On-site parent classes during work breaks and lunch hours
 - Tutorial training at the work site
- Community strengths
 - Parks and recreation
 - Library
 - YMCA
 - Community mental health (CMH) umbrella
 - Networks

MARQUETTE COUNTY

March 26, 2001

Attendance: 110

The format included a presentation on brain science, a survey of ECEC programs in the Marquette area and a discussion on action steps that could be taken locally to strive toward the RTS vision. Detailed information was not provided.

OAKLAND COUNTY

October 28, 2000

Franco Conference Center, St. Joseph Mercy Hospital, Pontiac

Public Awareness Barriers

- Members of the human service community do not have the money to launch the kind of campaign we need
- PSAs are great, but getting air time is difficult

What exists?

- Larger awareness on state-level regarding early childhood
- Ready to Succeed
- R.E.A.D.Y. kits
- United Way commercials

What needs to be happening?

- Connect with businesses that have baby registries, to help shape the materials they distribute to parents
- Connect more strongly with hospitals, because they have access to families

How will we know?

- When we don't need a public awareness campaign because understanding early childhood issues is a natural

Parent Education/Support

What exists?

- Brain development
- Parents as Teacher
- Reading-Brain
- Families-Early On
- R.E.A.D.Y. kits
- Success by Six
- Prenatal
- 0-3
- 0-6
- Parents
- Healthy Start
- APEX
- Ready, Let's Grow!
- Fussy Baby
- PATH

- FRCOFS
- MCIH (OLHSA)
- Playgroups

Strengths: child-care providers

- Willingness to provide child care
- Training—United Way
- Funding
- Low cost for training

Barriers: parents

- Not communicating programs to parents
- Too specialized/does not fit
- Timing of programs
- Location
- Education of parent/young
- Transportation
- Lack of child care
- Not diverse, sensitive
- Mentors

Strengths

- Parent support
- Financial support
- Supportive staff
- Qualified staff
- Skilled
- Location

Barriers: child care

- Old family values
- Cost
- Lack of funding
- Low wages
- Limited training for special needs
- Lack of slots for special needs
- Community perception
- Lack of odd-hour care
- Lack of sick care
- Lack of business support

Public/Private Partnerships

Barriers

- Overload on systems (not enough \$, more for less, etc.)
- Lack of awareness of opportunities—communication loops and outreach lacking in organizations and across systems
- System that says it values children, but laws, policies, and behaviors say we don't (overstressed CPS workers, poorly paid child-care workers, legal system doesn't prosecute abusers adequately)
- Business community not engaged
- Systems don't work together (FIA, police, businesses, hospitals, etc., operate in “silos”)
- Lack of comprehensive, up-to-date resource listing
- Lack of training regarding what is available

What exists?

- Some businesses support early childhood and education
- Some systems are beginning to work together (CANCO, Early On, United Way)
- Many services available in Oakland County
- Efforts to map services and opportunities including for-profit, nonprofit, government (0–8, Early On, Oakland schools)

What needs to be happening?

- Active encouragement of business partnerships (business foundations, Success by Six initiatives, child-care sponsorships, stamps/vouchers)
- Business and public entities need to work together to sustain quality early childhood and education programs and services
- Public service announcements
- Mapping, comp. training
- Public-policy efforts

How will we know?

- Whole community (business, etc.) will be responsive
- Parents/caregivers easily will find any resource they need
- Systems will work together; communication loops will be established
- Children will be succeeding
- Policies, laws will support children

What exists?

- Oakland schools
- Public policy
- Representative Price

- Work groups

Caregiver Professional Development

What are the barriers?

- Not considered a real job
- Pay up
- Qualifications
- Define quality
- Leave children with family members
- Awareness
- Transportation
- Time
- Know of training: on-site, in classroom
- Not the job of non-paid adults
- Babysitting
- Raised own children
- Negative/blaming
- Stress of child care
- Topic—interpersonal skills—team building
- Subs
- Cost
- Time of day

What are the strengths?

- Baker/OCC/Oaktech/formal
- Conference/workshops
- Praise to child-care workers
- Child advocacy
- United Way initiative
- Pontiac Provider Network

What needs to be happening?

- Qualified subs
- Interagency sublist
- Parents and providers working together
- Rephrase/labels about child care
- Advertising for training and classes
- Child care for training
- Plan for \$ for child care
- Word of mouth advertising
- Recruit volunteers
- Groups of people together
- Individualized training

How will we know if and when we have more caregivers preparing our children to be ready to succeed?

- Quality of centers and homes
- Parents will know when children are ready—assessment
- Hooked in with resources
- Evaluations of children
- Caregivers know they are doing a good job
- Retention of quality staff

OAKLAND COUNTY: Farmington Forum

November 16, 2000

North Farmington High School, Farmington

Attendance: 31

Caregiver Professional Development

Barriers

- Cost (to Parent and Program)
- Staff turnover
- Attitude to child care
- Need to compensate caregivers for worth
- Systems to allow parents to look for quality

Strengths

- Have some great caregivers
- Dialogue is occurring on issue

What needs to be happening?

- Business needs to take on
- Pay for parents who choose to take care of own child
- Everybody needs to keep track of all kids
- Educate parents on quality of care – what is quality?

How will we know?

- Business recognized importance of care of children
- Increased pay
- Greater community interest in child care – shared responsibility
- Parents demand quality programs

Parent Education/Support

Barriers

- Limited extended family/neighborhood support
- Service providers consider family issues in isolation

Strengths

- Early home based services is growing
- Parent groups/play groups are happening successfully in many communities

What needs to be happening?

- Build sense of community – throughout multiple systems, health (including pediatricians, hospitals), schools, human services, community
- Connect parents to each other
- Help parents problem solve and meet multiple needs – look holistically at each family
- Honoring/valuing the role of parent as first and most important teacher

How will we know?

- Parents, moms & dads, will be empowered/motivated to do the best for their child and feel comfortable seeking support and education.

Public/Private Partnerships & Public Awareness

Barriers

- Business involvement in early childhood/ board leadership; funding; access to CEO's
- Parent involvement in collaborations
- Time and scheduling for parent involvement; child care

Strengths

- Federal and State level initiatives; budget resources
- Technology for P.A.

What needs to be happening?

- Collaborative body for early childhood with business involvement
- Service clubs and organizations – legislative advocacy; public policy could facilitate collaborative groups (Junior Leagues, National Council of Jewish Women)
- Workforce Development Board – Economic development system
- Offer Ready to Succeed forums at corporate/business sites

How will we know?

- Increased business involvement
- Increased parent involvement
- When no one drops out of high school
- Societal issues; aggression, stress, homelessness, school failure
- Swings, merry-go-rounds

ST. JOSEPH/CASS COUNTIES

November 13, 2000

St. Joseph County ISD

Attendance: 59

Parent Education/Support

Established goals serving as the guiding principles to the interagency framework:

- Enhance the ability of the community to support families with young children
- Maximize interagency coordination, communication, and visibility in an effort to minimize agency overlap and to fill in existing gaps in the service delivery system
- Develop a system that is user friendly for parents by adopting and supporting the No Wrong Door philosophy
- Provide children with the opportunity to grow up in a safe and nurturing environment by supporting parents, mothers, fathers, guardians, in their role as primary care givers and education of their children
- Foster the development of children by promoting the physical, cognitive, and emotional growth of infants and toddlers

What can be done in our community to reach these goals?

- Parent-to-parent support
- Readily accessible parent education
- More effective use of media to educate parents
- Parenting-education classes
- Promote family stability through education
- Engage all parents in processes
- Mentors/positive role models

What would help our community move forward?

- Adequately fund best-practice models
- Support better-paying jobs for families and workers
- Enhance transportation resources across rural county
- Address safety issues, including housing, domestic assault, drug free, and so on
- Provide services in accessible locations at a variety of times
- Address unique needs of minorities
- Expand identification of medical needs
- Address all health issues
- Assure resource availability, awareness, and interactions
- Improve child-care and preschool services countywide
- Provide professional development for all staff involved with families
- Link preschool activities to school readiness

Other key discussion points

- Develop an information clearing house
- Coordinate outreach activities
- Lobby legislators for support and increasing access
- Give priority to basic needs of families before other issues are addressed

VAN BUREN COUNTY

October 25, 2000

Van Buren Technology Center, Lawrence, and Bangor High School, Bangor
Attendance: 26

Parent Education/Support

What can be done in our community to reach these goals?

- Increase capacity to offer Parents As Teachers to all new parents and all parenting adults in the county, including information about current brain research
- Reach out to educate all parents about the importance of *quality* child care
- Start additional teen-parenting programs
- Develop parent-support groups
- Provide a free developmental newsletter for parents of children from birth to age 3

What would help our community move forward?

- More mental-health services for infants
- Consumer family-friendly access to services from the FIA—paperwork reduction
- Consistency in funding for Early Childhood Education and Care Programs
- Programs in and through public schools and libraries to educate parents and staff about issues in early childhood education and care.

Caregiver Professional Development

What can be done in our community to reach these goals?

- Mandatory training for all regulated child-care providers
- Ongoing professional development for *all* child-care providers that is sensitive both to the financial and time constraints of these individuals.
- Inclusion of early child care and education training in all high school and vocational parenting curricula

What would help our community move forward?

- Documented training in early childhood education and care is recognized as a quality indicator
- Financial assistance is available for providers of child care to achieve accreditation

Public/Private Partnerships

What can be done in our community to reach these goals?

- Ensure that all businesses understand that quality early-child care and education encourages worker satisfaction and loyalty
- Encourage family-friendly policies in business

- Institute flexible working times so that new parents can participate in parenting programs
- Increase the connection between the medical community and parenting programs

What would help our community move forward?

- Improved public transportation
- Tax credits for business that provide either quality early-child care on site or vouchers to obtain such care
- Educating business about brain research and how it affects school readiness and, ultimately, future employees.

Public Awareness

What can be done in our community to reach these goals?

- Enhance communication among all providers and the public about the issues and opportunities of education and services in early childhood education and care
- Create an expanded view of libraries as literary resources for early childhood education
- Create public service announcements on local radio and TV and in newspapers, to inform the public of services and educational opportunities—what, when, and where

What would help our community move forward?

- A statewide marketing campaign begun simply, to inform the public about issues in early childhood education and care

Appendix M
PRESS COVERAGE

Support Grows in Michigan

Momentum is building in Michigan among advocates who are dedicated to the idea that all children starting kindergarten need to be ready to succeed in school.

"The vision is that every child in Michigan should enter school engaged in learning," Marianne Udow, chair of the Coordinating Council for Ready to Succeed, told more than 250 participants at a statewide summit in September.

Many of the summit's participants are involved with the nearly two dozen community forums across Michigan that have been, or are to be, convened this school year as part of the initiative.

The initiative aims to bring together community members in the public, private and nonprofit sectors to increase the understanding of early-care and education issues and to engage in an ongoing dialogue about how best to help young children find success in learning. The initiative is supported in part by the state, the McGregor Fund, and the Frey, W.K. Kellogg, Mott and Skillman foundations.

"It is indeed a dialogue; it is not an organization," Udow said of Ready to Succeed. "It is designed to bring together a variety of people and groups to share best practices and increase the knowledge of what works best with children."

The Coordinating Council for Ready to Succeed is made up of lawmakers and leaders in business,

philanthropy and media working with early child-care professionals in improving systems to help children from birth to age 5. The campaign began in June 1999 as a Ready to Learn Leadership Summit, which ultimately supported the idea that education begins at birth.

The Coordinating Council is working with the Michigan Legislature's Children's Caucus, a group of 45 lawmakers seeking to expand funding for preschool in the state.

Udow, a senior vice president for Blue Cross-Blue Shield Michigan, said the goal of September's summit was to provide participants the opportunity "to network, to be inspired" and to hear about the work already done.

On the second day of the two-day summit, participants met in small groups by geographic area to discuss how to mobilize community efforts in applying for a share of \$45 million in new state funds earmarked for early childhood development. The new funds are for the All Students Achieve Program-Parent Involvement and Education (ASAP-PIE), which focuses on community programs that help prepare children for school and help prevent violence by assisting children in emotional development.

"The objective is to spark communities [into action]," Udow said. Local efforts will be linked to the statewide initiative to put into place a high-quality early-care and education system.

Currently, the Ready to Succeed initiative has four



'priority action teams' working on various aspects of the readiness issue. Two teams are focusing on parent education and support, and the professional development of caregivers. The other teams are looking at how to create more public awareness of early-care and education issues through the media, and how to strengthen state and local public-private partnerships and to bring lawmakers and educators to the table to make change.

The Coordinating Council is examining how to distribute more broadly "READY Kits" of information designed for new parents, improve the child-care system, develop better child-care accreditation and increase community involvement in planning for quality early care and education.

The "new vision" for young children under the Ready to Succeed initiative includes:

- An emphasis on the notion that parents are their children's first and most important teachers and that families need support in parenting tasks.
- Because nearly half of all children younger than 5 in Michigan receive early care or education from someone other than a parent, it is critical that such care be provided by competent, well-trained caregivers and educators.
- Communities must be actively involved in planning to fulfill the "new vision" for children and families.
- All sectors will need to invest wisely in high-quality early childhood programs.
- Employers and employees must collaborate in meeting the needs of both the workplace and the family.

Joan Firestone, an early childhood education consultant for Oakland County schools, provided a primer on brain development and how experiences, interactions, opportunities and relationships work together to make a "decisive impact on the architecture of children's brains."

She said all children are born with a potential 40-point spread for the development of IQ, but the goal is

Ready to Succeed Vision

All children deserve the same start in life. Every Michigan child will enter school engaged in learning, with the capacity for success in school and in life. Every Michigan family will be able to access parent education and support, and high quality early childhood education and care through a system that respects the diversity of all families with regard to factors such as race, ethnicity, religious beliefs, philosophy, disabilities and income.

that each child should be at the top of his or her possible IQ range.

"We know what it takes to develop the kinds of brains we want our children to have," Firestone said. "The choice is ours as a society."

After her presentation, Firestone said she believes that many parents are not aware that what they do with their children impacts brain development.

The Ready to Succeed initiative seeks to help parents ask the right questions when it comes to making decisions about the kind of care they obtain for their young children, Firestone said.

"It will also help parents understand more about what children need to thrive, even if it's different maybe than what they had been taught as children or how their parents raised them," she said.

Businesses also are realizing that quality early care and education are keys to whether they will have competent, productive workers in the future.

"And when they see [that] what happens in the early years really determines the quality of the workers that they're going to have later," Firestone said, "I think they become more willing to make some kind of an investment in making sure kids get the kind of brain development that they need."

Firestone cited examples of businesses becoming more responsive such as giving parents more flexibility in work schedules, offering child care and/or parenting seminars in the workplace, and supporting programs like Ready to Succeed. ♦

- BILBY

Detroit Free Press

freep/opinion/letters

http://www.freep.com/voices/letters/elets27_20010627.htm

Accessed 7/6/2001

State cuts could cost in future crime

June 27, 2001

As someone who has worked for years fighting crime and violence, I'm concerned that some of Michigan's most powerful weapons in the fight against crime are in danger of being tossed aside. The Legislature and Gov. John Engler have proposed cuts in crime prevention programs for at-risk pupil support, early childhood grants, school readiness child care, smaller class sizes, reading programs and summer school programs. These programs are some of our most powerful weapons in the fight against crime.

Fight Crime: Invest in Kids Michigan is an anti-crime organization led by police chiefs, sheriffs, prosecutors and victims of violence. No one knows better than law enforcement officials and crime survivors that the most powerful weapons in the fight against crime are the investments that keep kids from becoming criminals and enable all children to get the right start in life.

These investments work to reduce crime, but they can work only for the children they reach. The High/Scope Perry Preschool program in Ypsilanti not only reduced by one-fifth the likelihood that participating 3- and 4-year-olds would become chronic lawbreakers by age 27, it also cut crime, welfare and other costs so much that it saved the public \$700 for every \$100 invested. It has also proved that parent-coaching home visits to low-income mothers reduced the risk that their children would be delinquent at age 15 by half.

Cutting these effective crime-fighting programs in the school aid budget means that fewer Michigan children will benefit from these programs, and taxpayers can expect a

higher bill later on down the road. It costs the public \$5,000 a year per child to help kids with school readiness child care, but \$87,000 a year to incarcerate a juvenile offender, and \$32,000 a year to incarcerate an adult offender.

I'm asking Gov. Engler and the Legislature to prioritize the needs of our state's most vulnerable children by keeping in the school aid budget funding for these early intervention programs. When public officials fail to fully fund these vital programs, they increase the risk our loved ones will become victims of violence and force law enforcement to fight with one hand tied behind our backs.

Wayne Kangas

Clinton County Sheriff

Case is made to halt school aid cuts

Critics say investing in kids early keeps them away from crime later

By Jessi De La Cruz
Lansing State Journal

Area crime fighters gathered at the Capitol on Tuesday morning to urge legislators to preserve early childhood education programs.

Officials, including Mount Morris Township Police Chief Eric King, Eaton County Sheriff Rick Jones and Washtenaw County Prosecuting Attorney Brian Mackie, all dispensed the same message: Invest money in kids now instead of after they've committed a crime.

"We will win the fight in crime when we guarantee our children a space in school programs as we are willing to provide the criminal a space in prison," Jones said.

Jones and others were there as members of Fight Crime: Invest in Kids Michigan, a nonprofit organization of law enforcement officials and crime survivors.

Their plea to the Legislature was in response to proposed cuts and reductions to areas of the school aid budget. The three-year plan, which the state House passed in June, includes a reduction in funding for programs such as school readiness and early childhood grants.

The state Senate now is looking at the school aid budget and may take action on it this week.



BECKY SHREVE/Lansing State Journal

Start on right track: Eaton County Sheriff Rick Jones speaks during the Fight Crime: Invest in Kids Michigan news conference on Tuesday at the Capitol. The group is fighting proposed state cuts in school aid budget cuts involving early childhood education programs.

In making reductions in the school aid budget, new programs and expanded programs were examined first, said Kelly Chesney, spokeswoman for the state budget office.

"These are not faceless cuts," she said. "Our current economy is pushing us in the position of distinguishing between what we'd like to do and what we can afford."

Although the school aid budget may increase from \$11 billion to \$11.7 billion by fiscal year 2002-03, the state needs to scale back spending in the current year to continue scheduled in-

creases in how much money districts receive per pupil, Chesney said. The state's overall budget is \$36 billion.

At Tuesday's news conference, Fight Crime representatives also talked about data showing that intervention programs work.

According to the group's report, a 22-year study of Perry Preschool at-risk kids showed that children who didn't go to preschool were five times more likely to be chronic lawbreakers at age 27 than those who attended.

"Early intervention is the greatest deterrent to crime," said Kathy Pelletier, Fight Crime state director. "(These programs) are helping kids right now and they're poised for the chopping block."

Some of the prevention programs were given funding following incidents of school violence, such as the shooting of 6-year-old Kayla Roland by a classmate last year in Mount Morris Township near Flint.

King used Kayla's death as an example of the crime that can happen in a school setting. People in law enforcement can fight crime by arresting offenders, but it also takes prevention programs to make a difference, he said.

Fight Crime: Invest in Kids is a nationwide group led by more than 1,000 law enforcement officials and victims of violence. The bipartisan organization began in 1995.

The Michigan chapter started in April.

Contact Jessi De La Cruz at 377-1063 or jdelacruz@lsj.com.

Lansing State Journal

7/11/01

Early education makes good economic sense

By SHARON CLAYTOR PETERS



Last year, with great fanfare, the Michigan Legislature enacted a three-year school-aid budget that reflected its priority of emphasizing early education to ensure school success. The investment in young children and their families was heralded as part of a comprehensive effort to stem youth violence.

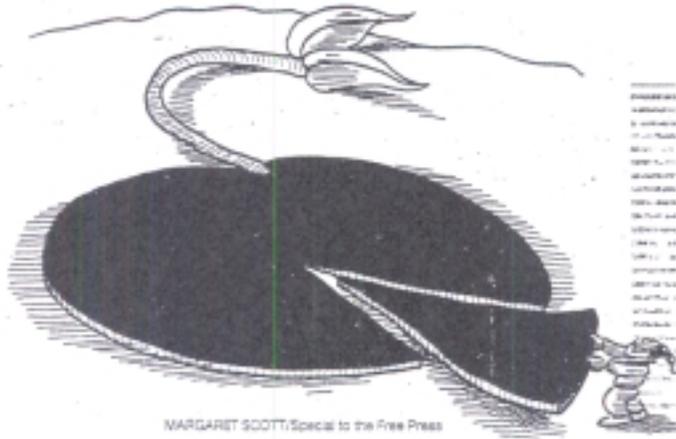
That investment makes good economic sense.

High-quality early childhood programs result in long-term savings in a range of areas. In addition to promoting healthy behaviors that deter crime, these programs increase school achievement and job success and decrease reliance on public assistance.

This year, the Legislature nearly wiped away that early childhood investment. Prodded by the governor, it came close to enacting severe cuts in the school-aid budget before recessing for summer. Those cuts would have disproportionately targeted early childhood educational programs. Appropriately, the Legislature balked at executing the cuts, but it may again be pressured to do so when it reconvenes this fall.

Ironically, those seeking the cuts say they are doing so for the future economic stability of the state. With the softening state economy, budget adjustments must be made. But gutting early childhood programs is not sound economics. These cuts would be short-term savings that would only increase taxpayers' long-term costs. Additional spending on corrections, juvenile justice, mental health services and special education is just too great a burden to heap upon our state's future.

It has been repeatedly shown that prevention is far more cost-effective than acute intervention after problems arise. The biggest



MARGARET SCOTT/ Special to the Free Press

bang for the buck is in promoting strong parenting practices and appropriate educational strategies during the earliest years of children's lives. A 30-year study conducted by the High-Scope Foundation in Ypsilanti has shown that a \$1 investment in high-quality early childhood programs saves \$7 in later social costs.

Recent discoveries reinforce that a solid emotional start for children is necessary not only for their behavioral and life success, but also for their academic excellence. In this way, they've demonstrated that the roots of child violence are in the nursery.

A valuable feature of the early childhood investment made last year in the state's school-aid budget was that it is multifaceted. There is no single silver bullet for preventing the problems that thwart children's potential. Strong families are the crux of early childhood success, with parents as children's first and best teachers, so supporting the parenting role is key. Strategies that help low-income parents be productive in society while providing high-quality care for their young children are vital. These approaches support equally essential early reading programs. It's a package deal. Pitting one program against another, as some of the political deal-making sought to do, weakens the entire investment.

Current legislators campaigned on education platforms,

the priority that the people of Michigan have repeatedly expressed. Balancing state finances through cutting the school-aid budget must be undertaken with caution, and not with a meat-ax that guts programs benefiting our youngest and most vulnerable citizens. High-quality early childhood programs are not just something to advocate for in election years, then wipe away when the voters are thought not to be looking. The investment must be sustained over time.

In the remaining weeks of summer, constituents must take every opportunity to implore their legislators, and Gov. John Engler, to stay the course of the three-year education budget that is already in place. If adjustments are necessary, minimal across-the-board cuts are preferable to gutting selected key programs. Also, use of alternatives to deep cuts in early education, including additional funds from the state's flush rainy day fund, would allow vital programming to continue. It would also allow Michigan to keep its commitment to its youngest children — not just in an election year.

SHARON CLAYTOR PETERS is president and chief executive officer of the advocacy group *Michigan's Children* and a former president of the *Lansing Board of Education*. Write to her in care of the *Free Press* Editorial Page, 600 W. Fort St., Detroit, MI 48226.

First Steps

New program offers early education lift

By Debra Talcott
Special Writer

Recent 90-degree temperatures didn't stop the Saline Area Schools First Steps summer play groups from holding their picnic at Mill Pond Park on Aug. 9.

Children and their parents gathered to enjoy a casual dinner under the pavilion then share the wonderful playground equipment with the new friends they had made during the five-week program held at Houghton and Union schools.

The summer playgroups were open to parents with children ranging in age from birth to 3 years through the First Steps Washtenaw program, which is new to the Saline Area Schools. Jackie Freeman, program specialist, takes pride in knowing that the families of 29 children benefited from their involvement in this county-wide project, which is based on the belief that parents are a child's first and most influential teachers.

THE FIRST STEPS program provides parents with educational opportunities to share with their young children and information on early childhood development. It also makes them aware of community services that are available to all families with children from birth to 5 years of age. Program goals are to improve school readiness and to foster successful parent/child interactions. First Steps Washtenaw receives



Varis Liebriedis poses with his mom Indra. Varis took his first steps at First Steps.

funding from the ASAP-PIE (Parent Involvement and Education) Grant through the Michigan Department of Education.

The picnic served as the culminating activity for the summer session and as the kickoff for the year-long program that begins in the fall. Families who enroll in that program receive several benefits. During five home visits by an educator, for example, parents receive information on brain development as well as toys and easy projects geared to their child's exact age. Families also gain access to 250 playgroups during the year, 12 special events, two infant/toddler massage sessions, and at least one developmental screening to ensure that their child does not have undetected learning, sensory, or developmental delays.

As coordinator of the program, Freeman explains that the First Steps model originated in Missouri.

"Since 1984, Missouri has mandated parent education to encourage healthy decisions," she says. "Now programs are in every state and even international."

Freeman, who used to work for Siena Heights College (now Siena Heights University) and for Lenawee County, uses the Parents as Teachers (PAT) model, which empowers parents to give their children the best

New FIRST — Page 7-A



Photo by Debra Talcott

Justin Campbell demonstrates safe driving techniques for parents Mike and Julie.

FIRST

Continued from Page 1-A

to give their children the best start in life. She and parent educator, Jackie Schulstrom, use the *Born to Learn*® curriculum, which is a neuroscience-based course of study for ages 0-3 years. They follow a similar curriculum to offer appropriate activities to children ages 3-5.

As a mother of three daughters and former owner of an in-home daycare and preschool program, Jackie Schulstrom is happy to be on board.

"Early childhood is absolutely my passion. It's where I feel my niche is," she explains.

HER EXPERIENCES as assistant director and teacher at the Early Childhood Center (through Ann Arbor's Jewish Community Center) have provided excellent preparation for this new position as well.

Schulstrom looks forward to facilitating playgroups, conducting home visits, and organizing guest speakers for the coming year. Special events will be planned for March, which is Parenting Awareness Month. Schulstrom also would like to

coordinate a service activity between a group of high school students and her preschoolers.

As with most programs, word-of-mouth is the best advertising. Denise VanOtteren, mother of 27-year-old Sara, is very complimentary about the program.

"The two Jackies are very warm and friendly," she says.

VanOtteren and husband David say they prepared Sara the day before each playgroup was scheduled and that she always looked forward to the activity.

During the playgroups, children explored a variety of activity stations, and parents had an opportunity to discuss topics such as teething, sunscreen use, and safe insect repellents. Children especially enjoyed songs (such as the still-popular "Hickory Dickory Dock"), finger-play, and bubbles.

Julie Campbell, mother of year-old Justin, had a positive experience in the playgroup.

"From the first session to the last session five weeks later, I saw him become more comfortable and begin to travel around the room exploring all the areas," she says.

Christie Patteri, mother of 17-

month-old Vinnie, agreed that the playgroup is beneficial.

"It was important to me as a stay-at-home mom to give him an opportunity to have social interaction with other children and to begin to share toys," she explains.

IN ADDITION to the positive experiences gained from playgroups and guest speakers, families who sign up to participate in the full-length program will receive the *First Steps* Washtenaw newsletter, which will include helpful information in the form of book reviews, articles highlighting special events for families, and activities for parents and young children.

Until the next newsletter is printed, Jackie Schulstrom has this advice for parents wanting to do something helpful for their children's development: "Read, read, read, read, read to your children!"

The *First Steps* program bases tuition on the size and annual income of the family. For additional information or to register for the next session, call the Community Education office at 429-8020 or Jackie Freeman at 429-8017.

Something for everyone in community education

Parenting program encourages teaching developmental skills.

By Angela Cooper

"Thank you're too old or your kids are too young for school?"

Thank again.

The Manchester Community School's community education program, under the guidance of director Vickie Bolan, offers programs for anyone from new parents to new babies. The program includes after school activities and adult education classes.

The Parents as Teachers program, dedicated to educating new parents, will launch in Manchester this September. London Hamilton will be coordinator of the local branch, which is affiliated with Parents as Teachers National Center.

"PARENTS AS Teachers is a primary prevention program based on the philosophy that parents are their child's first and most influential teachers," says Bolan, who also serves as the program's administrator.

"The program's vision is that all parents will be their child's best first teachers, giving all children a better chance at reaching their full potential," she adds.

The program includes services such as home visits to focus on the needs of each family and child and monthly parent meetings throughout the school year that look at parenting and early childhood development.

Each week Parents as Teachers will sponsor three playgroups for parents to play with their children and also for the children to play together to practice the idea for school.

THE PROGRAM includes annual developmental screen-

ings to make sure the children aren't falling behind where they should be as they get older.

Children involved in the program will take normal hearing, vision, hearing, and medical tests to monitor the children's development.

The program is aimed at parents of children between infancy and age five.

"Parents as Teachers is actually an adult education program," says Bolan. "It educates the adult parents by focusing on normal early childhood development, parenting skills and more."

"Parents as Teachers identifies disabilities and delays as early as possible and encourages language development, intellectual growth, social and motor skills for children. School readiness needs in more reading skills, leading to better preschool and special education needs."

The supervisors of the program are trained at Washington Intermediate School District and must meet certain criteria to reach certification.

THE PARENT education are Hamilton, Carol Kahn, and Lydia Hornwater, Kathy Ciolek and Rachel Acce as play group staff.

According to Bolan, Kahn is a nurse practitioner, and Hamilton is a certified teacher.

"We serve the migrant families that are here in Manchester and we have bilingual people on the staff," Bolan says.

She and Hamilton are trying to assemble an advisory board of professionals in the community. They plan to include a doctor on the board.

"The board will come up with new ideas to keep this a thriving program in Manchester," says Bolan.

Another duty for the leaders

of Parents as Teachers is to gather data annually for the Michigan Department of Education to assess the effectiveness of the program.

AN OPEN house last month helped them register 21 families in the program. They can accommodate 28 families with the funding they currently have, which includes a three-year \$57,000 grant.

The second year of the grant begins on October 1, according to Bolan, but this will be the first year the program is offered in Manchester.

While the program is offered through the school district, parents can meet with other educators or come to Manchester from out-of-town if they choose.

"There are people that go to other school districts that offer the program," Hamilton says.

"It's a philosophy of choice." She adds that the main goal of the program is to work as a support system or referral network for parents and to provide health screenings and assessments.

THE PARENTS as teachers program is offered at Washington Intermediate School District and must meet certain criteria to reach certification.

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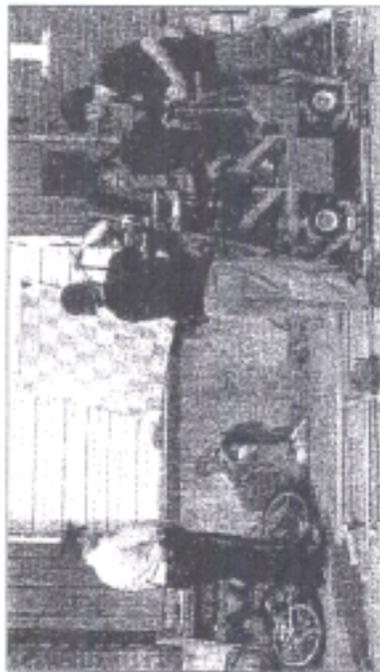
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Manchester Enterprise
8/30/01

Film crew makes Lansing residents stars



On the set: Lansing police Lt. Raymond Hall rehearses a scene with Joandris Centeno, 5, along with a film crew during the shooting of a commercial Saturday.

Commercials will air next month to promote childhood development

By **Christine MacDonald**
Lansing State Journal

Count Saturday as Joandris Centeno's debut.

The 5-year-old Lansing resident filmed his first television commercial this weekend and he is already planning more.

"He said, 'I don't do soccer anymore, I'm a movie star,'" said Joandris' mom, Jenny Centeno.

Joandris is one of at least 30

Lansing-area residents who got parts in a statewide commercial promoting early childhood development.

The promotion is run through the state-funded Ready to Succeed program and is titled "Be a hero from age 0."

"The goal is to change the culture of Michigan and the way we think of early childhood development," said Carol Zimmer, with ZimmerFish Creative, an East Lansing advertising agency running the media campaign.

The TV, billboard and radio ads will begin Oct. 1.

A local company, Abptic Pro-

ductions, began making the commercial this weekend. Filming will wrap up Monday with students at Dimondale Elementary School.

On Saturday, Lansing police Lt. Raymond Hall fixed Joandris' bike in one scene, shot at Cedar and Christianity streets.

Hall said Joandris stole the show.

"The only star out there is Joandris," Hall said.

But he'll leave to share the spotlight with his mom and 4-year-old sister Thalia, who are in another scene.

Contact Christine MacDonald at 377-1286 or cmaccdon@lsj.com.

Lansing State Journal
9/9/01

Detroit Free Press

Freep/opinions/columnists

http://www.freep.com/voices/columnists/eheath7_20011007.htm

Accessed 10/10/01

HEATH J MERIWETHER: Your chance to be a hero

Seven ways to help the youngest learn

October 7, 2001

BY HEATH MERIWETHER

FREE PRESS COLUMNIST

Hold.

Laugh.

Love.

Play.

Teach.

Care.

Read.

Seven simple words that can make an enormous difference in our complicated world.

Just ask Bailie Rosenthal, a 61-year-old dynamo who has been the principal of the Bussey Center for Early Childhood Education in Southfield for the last 25 years. She has dedicated her life to figuring out how children learn at the earliest ages. With a doctorate in educational psychology, she knows about the breakthroughs in brain science in the last decade that have shown how a child's emotional and intellectual wiring for the brain is set by age 5.

But she keeps it simple.

"It's the everyday moments that make the lifetime difference," she said. "Too often in America we don't pay attention to the little things."

Like the most significant things our youngest children need: to be held, laughed with, cared for, played with, read to, taught and loved.

That's why Rosenthal is thrilled with a new advertising campaign launched last week by educators and a statewide coalition of leaders from every walk of life who believe in the power of early childhood nurture and education.

The \$1.2-million campaign that you'll hear, see and read for the next eight weeks in Michigan delivers a simple message: "Be Their Hero From Age Zero." It then shows how any caregiver for a child -- a parent, a grandparent, a police officer, a child care worker -- can make a huge difference by the smallest actions.

Who doesn't want to be a hero to children? The concept of a hero has changed in the aftermath of the terrorist attacks of Sept. 11. It's less about being famous and more about being worthy. While we can't all be firefighters, all of us want to be worthy to our children -- and, yes, be their heroes.

The campaign, created by the SimmerFish agency of East Lansing, is an outgrowth of a three-year effort by the Ready to Succeed Partnership, of which I'm a member. The group aims to convince everyone from politicians to the public of the critical importance of these early years. The state awarded \$45 million each for this year and next to sponsor intermediate school district programs to support parents of children ages zero to 5. These districts kicked in \$600,000 for the advertising campaign, which was matched by media outlets in the state.

The money we spend on our youngest children is paltry when compared to the billions we spend on students in kindergarten through 12th grade. But there's a growing realization that many children arrive at kindergarten too far behind to ever catch up. The costs to society can be staggering. One landmark study showed that for every dollar invested in early childhood enrichment, \$7 was saved in the cost of

prisons, welfare and other social services.

That's not news to people like Rosenthal.

While she whirls through a tour of classrooms at her school, she describes what she sees in children who get a strong early start.

"They have a can-do attitude, they see the world as an oyster to explore, they're willing to take risks and go beyond the sidewalk to see what's on the other side," Rosenthal said. "They learn how to live with one another."

It's the little things we do with these children that create the trust they need to develop good feelings about themselves, and a curiosity about their world, she said.

She ticks off a quick prescription for each of the simple things the ads spotlight:

Hold: "The way you hold a child's hand tells them, 'You've got a partner,' and plants the seed for trust."

Care: "When someone shows you they can put aside their inner needs and look after yours, that's contagious. Once that's been done for you, you tend to do that for others."

Laugh: "It's the best medicine; it brings in the sunshine."

Read: "It's filled with such pleasure. If you were read to on someone's lap, you can still feel how that feels. It's what will get the country through many, many crises because reading unlocks the doors to why does something happen."

Play: "It's a precursor to learning. Cooing and babbling, playing with language, are the first steps in learning language."

Teach: "It's something we do every day when children see what we do."

Love: "There are lots of ways to show love, gazing at them and talking while changing diapers, making sure they're physically healthy, sitting down with them and looking at what they're doing."

Rosenthal showed me what a hero can do. Let's hope we all learn those lessons.

*For more information, go to:
www.herofromzero.org or
www.readytosucceed.org.*

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MORE COLUMNS

FREEP FRONT | VOICES FRONT

Educators work to launch early learning program

By MIKE MALOTT
LANSING NEWS SERVICE

Educators across Michigan are working feverishly to create a major new program that residents will get their first glimpse of early next year ... essentially a statewide "support network for parents" as it is described by Craig Ruff of Public Sector Consultants.

Known as "Ready to Succeed," the program's goal is to provide early education to Michigan's youngest residents, those under the age of 5. Recent research into brain development shows that most of it actually occurs between birth and age 5, long before a child gets anywhere near a classroom.

A lack of stimulation at those young ages, or too much of the wrong kind, can

change the physical structure of the brain, according to Joan Lessem-Firststone, Ph.D., Early Childhood Education Consultant for the Oakland Intermediate School District. Those structural changes can lead to learning and behavioral problems later in life.

It turns out that what kids need at those young ages is just what good parents are already giving them — talking to their children, reading, cuddling, hugging, time, attention and positive stimulation. "This is not new. What brain research does is confirm what we know by instinct," Ruff said. "Now we can actually see how it happens."

"It's the old 80-20 rule," Lessem-Firststone said. "Eighty percent of parents are doing fine and don't need help. The other 20 percent are having trouble and they know they need help."

What they lack is training in how to be a good parent, or they may not have even seen a good example of it when they were growing up themselves. They may be unaware of the resources already available to parents. Or they may just be too rushed with a busy schedule.

Michigan lawmakers decided earlier this year to give those parents \$45 million worth of help from the state's coffers. The allocation was tacked onto the state Department of Education budget and will be used to fund grants to K-12 school districts and intermediate school districts which will operate the programs locally.

Educators from school districts and intermediate school districts from across the state gathered in Lansing Thursday and Friday, Sept. 21-22, to work on their grant proposals. Called the "Ready to Succeed Dialogue with Michigan," the

statewide summit was actually a working seminar.

Ruff said the goal was that many of the educators in attendance would leave the summit with much of their grant applications already filled in.

"The hope is that the state will get inundated with first-class, well organized applications for these funds as lawmakers will see just how important this is," he said.

But time is short, he said. Since the money was allocated just this past spring, the Department of Education issued its request for proposals only last week. The deadline for submission is early December.

Firststone said the money is to be handed out in February and the programs are

Continued on page 19

Educators work to launch early learning program

From page 18

supposed to start by next June. A variety of programs are in the works, including "facility-based" programs and home visitations with new parents.

Troy resident Priscilla Perkins, president of the Junior League of Birmingham, said her group is already operating a related program at Robert Frost Elementary in the Pontiac School District. That program offers six-week long courses in parenting skills at the school. Already, that program will provide child care while the parents attend the classes. The Ready to Succeed grant money could well fund an expansion of that program. It is a parental support

program, but "the focus is on the children getting what they need," she explained. Parents may not have the skills, or may be starting out at a young age as parents themselves, but teaching parents the skills and connecting them to available community resources can make a difference.

"What you have to realize is that good parenting is a choice," she said. Birmingham resident Susan Hamilton Foley, of the state Junior League, said her organization will be working with school districts across Michigan to put the programs together. The Junior League has 296 chapters in the state, 9,000 members, but it is only one example of the

civic organizations that will be working with districts to launch these programs.

Another program in the works is home visitation. Lessem-Firststone and Rep. Pat Godchaux, R-Birmingham, say one goal of the program is to have a home visitor meet with every new parent in the state shortly after they bring their babies home from the hospital. The purpose is to make sure all parents know the importance of early brain development and what resources are available to them in the community. Lessem-Firststone said she envisions the visitors will carry with them a "Welcome Baby" package to new parents, much like

the packages Welcome Wagon hands to new residents.

The Ready to Succeed program is the culmination of several years of work. Back in 1992, the state put \$100,000 in seed money to the program and assigned Public Sector Consultants to get the ball rolling. Ruff said his group

called together 50 of the state's top opinion leaders while "became quite passionate" about early learning after viewing the latest information coming from brain research.

Traditionally, the state puts no resources into the education of a child until they reach age 5 when that research shows most of the

development occurs before age 3.

"There is a major disconnect between what we know and what we do," said Phil Power, a member of the group and chairman of the HomeTown Communications Network, which the Ready to Succeed program will be designed to resolve.

Williamston Enterprise
10/8/01

Ads lobby for simple heroics

Campaign encourages adults to help children

By ALEXA CAPELUTO
FREE PRESS STAFF WRITER

Nurturing children through simple acts of affection and communication during their earliest years improves their chances of success as they grow.

That is the driving message behind a \$1.2-million statewide ad campaign being launched today by a coalition of educators and child advocates. During the next eight weeks, they hope to convince Michiganders that the future depends on developing the minds of preschool-age children.

"We're trying to remind people to be cognizant that children are like sponges. They take in everything around them," said campaign spokesman John Truscott. "You don't necessarily have to go out of your way. It's a smile. It's a kind word. It's holding the hand of

your niece or nephew."

Using the slogan "Be Their Hero from Age Zero," television, radio and print ads will provide examples of small things adults can do to nurture young children, from a parent reading a book to a police officer fixing a bicycle.



their well-being and ensures a better society, said campaign organizers.

"As a culture, everything we do in the early years of a child's life from birth to age 5 matters to the future success of Michigan," said Carol Zimmer, whose East Lansing agency, ZimmerFish, developed the ads.

The campaign was jointly con-

ceived by the Ready to Succeed Partnership and Michigan's Intermediate School Districts. Half of the \$1.2-million ad budget came from a \$45-million state initiative to aid parents of young children, while the other half was donated by media outlets eager to help spread the message.

The ads are to be officially unveiled at three press conferences today in Southfield, East Lansing and Grand Rapids, and at a Ready to Succeed Summit in Grand Rapids on Thursday and Friday.

Organizers said they hope the campaign will have a culture-changing effect, as did seat-belt safety and anti-littering campaigns.

Contact ALEXA CAPELUTO at 313-222-4500 or capeloto@freepress.com.

Sponsor a classroom
Help a Yakademic Team
313-222-5038

It's in their nature to nurture

BY PAT MURPHY
STAFF WRITER
pmurphy@oe.homecomm.net

As you read this story, you are probably in a smoke-free environment.

And that environment is smoke-free, in large part, because of a campaign launched years ago to change public attitudes on one of the nation's major causes of disability and premature death.

A similar campaign was launched in Southfield last week — with children in mind. The campaign emphasizes the need to nurture youngsters, age 5 or younger, to help develop their brains and enhance their chances of success later in life.

The campaign is dubbed "Ready to Succeed," because studies have indicated that children who get early nurturing are ready to learn when they get in school.

"Children who have had good early childhood experiences have

a 'can do' attitude," according to Bailie L. Rosenthal, principal of the Bussey Center for Early Childhood Development in Southfield. She was among the speakers at a press conference to launch the statewide campaign to promote early childhood development.

"They know the world is an oyster to explore," said Rosenthal, "so they are curious. They are willing to take risks. And if we're going to figure how to solve world problems, we're going to have to take a little bit of risk."

Similar press conferences were held in Lansing and Grand Rapids later in the week, with educators and corporate executives calling attention to the need for early childhood development — and the benefits to be derived.

"We know if kids are stimulated, loved, held, played with and talked to, their brains develop better, faster and clearer," said Phil Power, chairman of Home-

Town Communications Network, Inc., the company that owns *The Eccentric*. The company is one of several media groups that helped plan and launch the campaign.

The benefits of early nurturing are irrefutable, said Power. The campaign is designed to call attention to early nurturing so more people will become aware of the principle — and put it into practice.

"You build a house from the ground up," said Michigan Superintendent of Schools Thomas D. Watkins. Developing a successful, well-adjusted child is accomplished in much the same way, he said — beginning with the early developing and nurturing of newborns.

While educators are part of the nurturing process, Watkins said, others who encounter youngsters before they get in school have an important role to play.

"Their (youngsters') first teachers are not the ones who get paid to do it," the state superintendent said. "It's the parents, grandparents and others who come in contact with youngsters on a daily basis," he said.

"Anyone who reaches out to a child can help that child develop," emphasized Watkins.

The payoffs for investing in kids through age 5 are enormous, said Heath J Meriwether, publisher of the *Detroit Free Press*. Reliable studies have



■ 'We hire employees every day. And if we don't invest now in early childhood development, we won't have employees who can do the jobs of the future when we need to hire them.'

Marianne Udow
—Blue Cross Blue Shield of Michigan

shown that for every \$1 invested in youngsters (from prebirth through age 5) savings of \$7 result, he said.

The campaign is designed to stimulate conversation about early childhood development, Meriwether said, and focus national attention on the need and the rewards.

"If this society can convince people that smoking is bad," he said, "surely it can convince people of the importance of nurturing children. We can convince people there is an enormous opportunity to make an enormous difference."

Corporate America can think of early childhood development in terms of short term investment with long term payoff, according to Marianne Udow, senior vice president of health care products and provider services at Blue Cross Blue Shield of Michigan.

"We hire employees every day," said Udow. "And if we don't invest now in early childhood development, we won't have employees who can do the jobs of the future when we need to hire them."

The campaign will feature radio and television commercials along with billboards emphasizing the need to nurture children. The theme: "Be Their Hero from Age Zero."





STAFF PHOTOS BY JERRY ZOLINSKY

Talking it over: Phil Power, chairman of HomeTown Communications Network, Inc., and Bailey L. Rosenthal, principal of Southfield's Bussey Center for Early Childhood Development, discuss the "Ready to Succeed" program.