

Replication and Sustainability Plan

November 2, 2022

Equity Research Action Coalition

Frank Porter Graham Child Development Institute
The University of North Carolina at Chapel Hill
Menna Mburi, Ed.M., *Research Assistant*
Iheoma U. Iruka, Ph.D., *Principal Investigator*

Submitted To:

Early Childhood Investment Corporation (ECIC)
Dawne Bell, *Chief Executive Officer*
Donna Wade, *Senior Program Director*



Table of Contents

- Executive Summary** 3
- Introduction** 5
 - Report Purpose 5
 - Organization of the Report 6
- About the Detroit Early Learning Coaching Initiative (DELCI)** 7
 - History 7
 - Approach and Coaching Model 8
 - Pilot Program Outcomes 13
 - Organizational Structure and Staffing 14
 - Program Budget and Business Model Considerations 15
- Case Studies** 16
 - Case Study 1: Coach Interviews 16
 - Study Purpose 16
 - Data Collection and Analysis 17
 - Findings: Key Themes 17
 - Summary of Coach Interviews 26
 - Case Study 2: Participant Surveys 27
 - Study Purpose 27
 - Methods: Data Collection and Response Rates 27
 - Select Findings 31
 - Summary of Participant Surveys 38
- Considerations and Key Findings** 39
- Recommendations** 42
- Future Research and Evaluation** 44
- References** 45
- Appendix A. 2018 Measurement Framework** 46
- Appendix B. Study Limitations** 47
- Appendix C. Coach Interview Protocol** 49
- Appendix D. Program Owner, Director, and Family Provider Survey** 52
- Appendix E. Teacher Survey** 63
- Appendix F. Marketing Materials** 69

Executive Summary

Detroit Early Learning Coaching Initiative (DELICI) is an on-site instructional coaching and curriculum support program that partners with licensed early care and education providers throughout Detroit. DELICI was established by the Early Childhood Investment Corporation (ECIC) in 2018 as part of a city-wide early childhood investment strategy to improve the learning and school readiness outcomes of all children, with a focus on children from birth to age 8 who are disproportionately impacted by racial, ethnic, social, and economic inequities (Child Trends, 2020).



HIGHLIGHTED OUTCOMES

- Through November 2022, a total of 223 Detroit-based child care providers (including both home-based and center-based programs) have participated in DELICI, and throughout 2021, a total of 81 eligible Detroit providers (impacting approximately 2,335 children) actively participated in this coaching initiative.
- Since the launch of DELICI in early 2019, the percentage of high-quality child care providers in Detroit has increased from 62% to 68%.
- Of surveyed DELICI program participants, 96% agreed that the coaching program will help them apply knowledge and skills gained through training and professional development and will positively impact their children's development and learning.
- Throughout the four-year pilot, the DELICI program intentionally sought to reach areas and populations of highest need within Detroit:
 - In a final study of the pilot program, the surveyed programs reported serving 343 children. Of those 343 children, 277 (81%) were Black/African American, 49 (14%) were White, 9 (3%) were identified as Other with no further information provided, 6 (2%) were of Hispanic or Latino descent, and 2 (less than 1%) were Middle Eastern.
 - Out of 79 providers that participated in DELICI, nearly one-third (n=25; 32%) were located in the top 20% of neighborhoods with the highest need for early care and education services, where the availability of licensed child care providers is smallest relative to the demand for services (i.e., the number of young children living in a neighborhood; Lyons, 2023). About one-quarter of the providers (n=20; 25%) were located in areas that ranked in the 20-40th percentile of neighborhoods with the highest overall need for child care. Twenty-four providers were located in neighborhoods that ranked in the 40-60th percentile. DELICI's presence was smallest in neighborhoods where children had greater access to early care and education services (n = 10; 13%).

IMPACT OF THE COVID-19 PANDEMIC

The format and implementation of the DELCI coaching program was significantly affected by the COVID-19 pandemic. The number of teachers and providers that DELCI partners with was also greatly impacted by the pandemic, as various state policies (e.g., stay-at-home orders) resulted in the closure of many child care programs throughout the state. Moreover, because of the long-term impacts of the pandemic on the child care sector—the majority of licensed child care programs in Michigan and in Detroit faced extraordinary workforce shortages of up to 30% as of July 2022 (ECIC & MDE, 2022)—many eligible programs in Detroit were unable to commit staffing resources to participate in a voluntary coaching program throughout this time period.

While DELCI coaches continued to provide on-site support to teachers and providers, they pivoted to provide virtual and hybrid coaching using the Torsh Talent platform, which allowed them to coach the participants more efficiently. One DELCI coach found a silver lining in the COVID-19 pandemic, stating, “I think from now until eternity, all programs should be hybrid.” As this coach explained, the hybrid coaching format allows coaches and teachers/providers more flexibility in when and how coaching takes place—with no impact, in their opinion, on the frequency or quality of the coaching provided.



REPLICATION OPPORTUNITIES

Although the DELCI coaching pilot program concluded in 2022, ECIC remains committed to supporting the restarting or replication of the DELCI coaching program in the future. To that end, ECIC has prepared this Replication and Sustainability Plan, which includes background on the instructional coaching model, the theory of change, outcome measures, coaching approach, findings from evaluation studies, business plan, and marketing support materials.

Among the clearest lessons learned from this pilot program: the once-in-a-century global pandemic caused significant disruption to the early care and education sector and impeded the effectiveness of a voluntary coaching program.

Introduction

Detroit Early Learning Coaching Initiative (DELICI) is an on-site instructional coaching and curriculum support program that partners with licensed early care and education providers throughout Detroit. DELICI was established in 2018 by the Early Childhood Investment Corporation (ECIC) as part of a city-wide early childhood investment strategy to improve the learning and school readiness outcomes of all children, with a focus on children from birth to age 8 who are disproportionately impacted by racial, ethnic, social, and economic inequities (Child Trends, 2020). To achieve the goal of promoting early success, DELICI recruits and provides interested teachers at under-resourced licensed child care centers and home-based child care programs with one-on-one instructional coaching, training, and supervision on evidence-based approaches and strategies for the classroom, as well as curriculum and child assessment materials, at no cost (Lloyd et al., 2021).



REPORT PURPOSE

The purpose of this report is to describe the DELICI coaching program, which was launched by ECIC with support and funding from the W. K. Kellogg Foundation. This report integrates information from multiple sources and informants, including proposals, evaluation reports, interviews with DELICI coaches, and survey responses from program participants (i.e., teachers, family providers, and center and program directors and owners). As such, the report provides broad-based insights into the origins of DELICI, the components of its coaching model, the organizational structure, and finally, the specific strategies, activities, and outcomes associated with the program from the perspectives of multiple stakeholders. Findings from case studies with coaches and program participants highlight challenges, successes, perceived outcomes, and recommendations meant to inform the design and evaluation of future implementation efforts. Through this integrated approach, this report aims to provide critical guidance for early childhood programs seeking to replicate a similar coaching model in their educational settings.

ORGANIZATION OF THE REPORT

There are four subsequent sections of this report. *About the Detroit Early Learning Coaching Initiative* (page 7) provides a concise overview of the history of the coaching program; the program logic model with a focus on its objectives, resources/inputs, and activities; and the organizational structure and staffing. *Case Study 1: Coach Interviews* (page 16) describes the implementation of the coaching program from the viewpoint of DELCI coaches and identifies various strategies and approaches to coaching, as well as the challenges and successes of the program. Sub-sections outline the overarching goals and research questions guiding the study, data collection procedures and analysis, and key themes that emerged across interviewees. *Case Study 2: Participant Surveys* (page 27) examines the characteristics of program recipients, including licensed early care and education program owners, directors, teachers, and family providers, and their perspectives on the value of DELCI for their work and children, in addition to the services and supports they would like to receive through the coaching program. Sub-sections provide information about the primary study questions, data collection methods and response rates, and select findings from the results of the data analysis. *Considerations and Key Findings* (page 39) provides a synopsis of the key points from both studies and presents recommendations for DELCI's ongoing efforts, including suggestions for future research and evaluation, and insights for emerging or existing coaching programs that are seeking to replicate or develop a similar coaching initiative.



About the Detroit Early Learning Coaching Initiative (DELICI)

HISTORY

The Detroit Early Learning Coaching Initiative (DELICI) program was created in 2018 as part of the Hope Starts Here: City-wide Quality Improvement Effort by ECIC with support and funding from the W. K. Kellogg Foundation (ECIC, 2018). This effort was part of a larger initiative, the Hope Starts Here Detroit Early Childhood Partnership, which sought to connect early childhood efforts in Detroit to mobilize a citywide commitment to support young children and their families (Hope Starts Here, n.d.-a). In fall 2016, Hope Starts Here was launched in partnership with the W. K. Kellogg Foundation and The Kresge Foundation with the goal of improving Detroit's early childhood outcomes. The initiative engaged more than 18,000 families, child care providers, healthcare professionals, educators, and others to identify priorities for the city's early childhood development system. Together, the community created a framework of six strategic imperatives to guide implementation efforts.

SIX STRATEGIC IMPERATIVES

Imperative 1. Healthy, Thriving Children and Families: "All Detroit children—and their families—deserve the chance to thrive."

Imperative 2. Parent & Family Leadership: "Healthy early childhood experiences begin at home."

Imperative 3. High Quality Programs & Professionals: "Accessible, high quality early childhood experiences are essential for setting children on the right path."

Imperative 4. Safe & Inspiring Environments: "Early childhood facilities should be considered essential ingredients for a healthy community."

Imperative 5. Better System Alignment: "Working together, these systems—and the support and care they provide—can ensure children are born healthy and are set up to thrive."

Imperative 6. Increased & Aligned Funding: "Adequate resources are the biggest barrier we face in our work to ensure positive early childhood experiences for all of Detroit's children." (Hope Starts Here, n.d.-b)

In support of the third imperative, ECIC and the W. K. Kellogg Foundation jointly launched the Hope Starts Here: City-wide Quality Improvement Effort to implement a coaching and support model with the goals of increasing participation in Great Start to Quality, Michigan's Quality Rating and Improvement System (QRIS) for early childhood programs, and enhancing resource access and program quality for Detroit's early care and education providers (ECIC, 2018). These efforts culminated in the newly piloted DELCI coaching program.

APPROACH AND COACHING MODEL

The DELCI coaching model aims to provide center- and home-based providers with instructional support and evidence-based curriculum and assessment resources to promote developmentally appropriate practice, with a focus on adult-child interactions (ECIC, 2018). DELCI's model was adapted and informed by an existing coaching model known as the Early Educators Excel Talent Design Lab Coach-Based Adaptive Learning (E³), which is "a practice-based model that prioritizes language and literacy-focused instructional support" (Lloyd et al., 2021, p. 2). Using E³, DELCI's early leadership envisioned a logic model to guide its first two years of implementation (i.e., 2018–2020). Figure 1 shows the original logic model, which is a visual representation of the program's original design, including its objectives, resources/inputs, activities, and anticipated outputs and outcomes.

According to this conceptual model, there were three primary objectives to the DELCI coaching program: (1) increase provider engagement with an instructional support model by ensuring that 175 providers, roughly 41% of all eligible providers in Detroit, receive on-site coaching and consultation support; (2) increase licensed providers' access to evidence-based curricula and assessments by providing 30% of all eligible providers with tools, supplemental training, and technical assistance support; and (3) create a web-based shared services platform that is universally accessible and connects providers to community-based services and support systems (ECIC, 2018). Achieving these goals depended on the program's success in leveraging resources and inputs from various professional and community partners including the W. K. Kellogg Foundation and Great Start to Quality.



These resources and inputs were used for specific activities to achieve measurable outputs and outcomes. For example, the model sought to hire a cadre of highly skilled, culturally responsive coaches (i.e., input) to support providers at the program and classroom level (i.e., activities). Through this strategy, DELCI anticipated providing 175–200 Detroit providers with coaching support (i.e., measurable output) and quantifying the number of providers whose program quality ratings increased by at least one-star level along the QRIS (i.e., measurable outcome). The program's logic model highlights DELCI's underlying theory of change: *providing early care and education providers with instructional support and evidence-based curriculum and assessment resources that promote developmentally appropriate practice and are aligned to Michigan's QRIS through intentional and quality coaching and training support will measurably improve classroom quality and the early learning and school readiness outcomes of children in Detroit.*

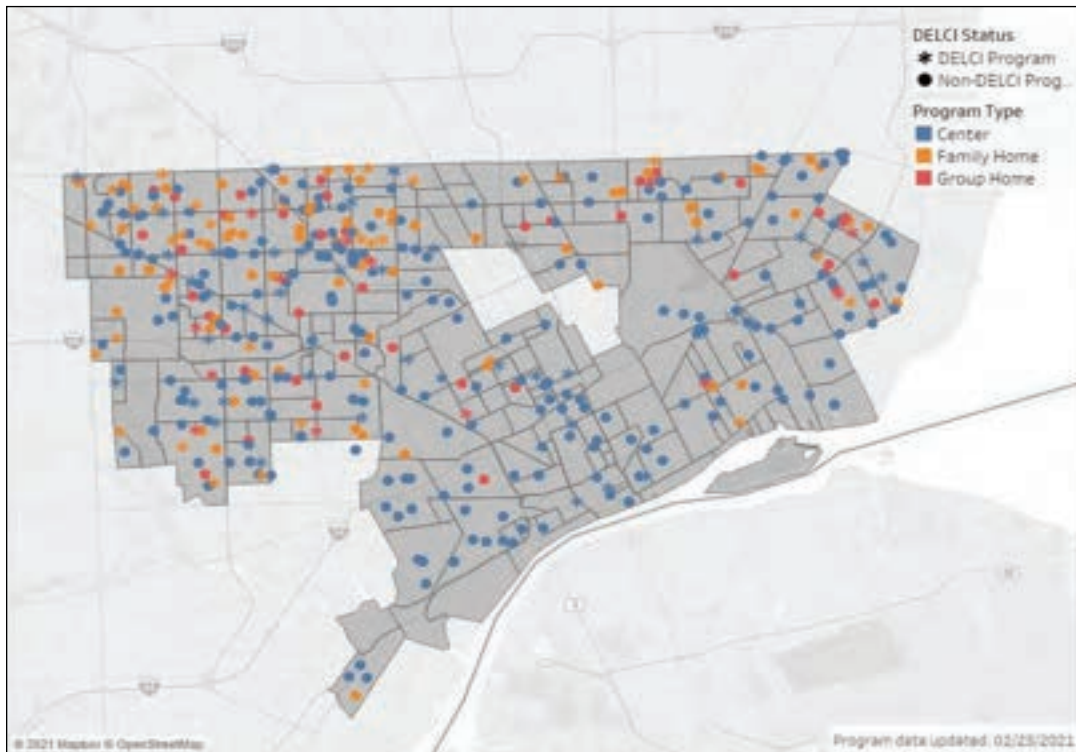
Figure 1. DELCI Program Logic Model



Note. Please refer to Appendix A for the accompanying Measurement Framework, which outlines how ECIC initially intended to measure DELCI's impact.

An underlying component of DELCI's theory of change, which is illustrated by the outputs and outcomes outlined in the program's original logic model, is promoting more equitable access to high-quality supports and resources. To achieve this goal, DELCI specifically targets and recruits interested providers with Empty to 3-star ratings who are currently participating in Michigan's Great Start to Quality initiative and "whose program quality ratings are affected by a lack of access to evidence-based curriculum and assessment tools" (ECIC, 2018, p. 3). Early on, DELCI relied on multiple provider-recruitment strategies. This included leveraging partnerships with early care and education programs and educators in the Detroit area, as well as relying on the efforts of ECIC and DELCI program administrators, which involved going door-to-door and handing out flyers, posting flyers at early childhood education sites, and cold-calling program centers and providers, among other methods (S. Woods, personal communication, February 23, 2022). Figure 2 shows the locations of licensed child care programs in Detroit by participation in DELCI and program setting. There are three types of program settings: (1) center-based, (2) home-based provider in a family home setting that serves no more than six children, and (3) home-based provider in a group home setting that serves no more than twelve children.

Figure 2. Licensed Child Care Programs in Detroit, 2021



Source: Child Trends visualization of licensed child care programs, including DELCI participants, as of February 23, 2021

As previously mentioned, DELCI's coaching model centers on providing two types of supports and services to early childhood teachers and providers: (1) instructional support and (2) evidence-based curricula and assessments. Figure 4 lists these supports and services and aligns them to three key metrics of impact derived from the Hope Starts Here initiative (Hope Starts Here, n.d.-c).

Instructional support. DELCI coaches support center- and home-based providers in increasing the frequency and quality of adult-child interactions through on-site observations and feedback. To identify and promote effective adult-child interactions and developmentally appropriate practice in provider settings, coaches use the Classroom Assessment Scoring System (CLASS). The CLASS tool is an empirically validated observational tool that prepares teachers and coaches to reliably assess classroom quality for pre-k through 12th grade, with a focus on assessing and supporting the implementation and improvement of interactions that research shows have direct impacts on child development and learning (Teachstone, n.d.).

Because CLASS was developed for use in classrooms, DELCI created an amended and less formal version of the observational tool for use with providers in both class- and home-based settings, which is referred to as Informal CLASS. DELCI identified four of the ten dimensions from the original CLASS system for use in settings that serve 3- to 8-year-olds: (1) Language Modeling, (2) Quality of Feedback, (3) Concept Development, and (4) Instructional Learning Formats (see Figure 3). These dimensions were chosen because they improve children’s language and literacy skills. Additionally, Head Start data shows that young children score the lowest in these areas (Lloyd et al., 2021).

Figure 3. CLASS Pre-K and K-3 Dimensions

Emotional Support	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives
Classroom Organization	Behavior Management Productivity Instructional Learning Formats
Instructional Support	Concept Development Quality of Feedback Language Modeling

Source: Teachstone (Accessed 2022 May).

According to Lloyd et al. (2021), at the start of the coaching process, coaches conducted a one-time visit to each teacher’s classroom or provider’s home to observe and rate their interactions with children. Three 20-minute observation cycles took place over a period of approximately three hours whereby center-based preschool teachers were observed using a “modified protocol established by the CLASS publisher” (p. 16) and center-based infant and toddler teachers and home-providers were observed using the Informal CLASS protocol. After this initial visit, coaches and their site partners (i.e., teachers, home providers, center owners, program directors) collaborated to set goals for the teacher or provider. Each subsequent site visit consisted of no more than 30 minutes of observations: 20 minutes were allocated for observation and engagement with teachers and providers in their educational settings and 10 minutes were allocated for documentation of teacher/provider practices (Lloyd et al., 2021). After each visit, coaches shared their feedback with teachers and providers via email and scheduled follow-up sessions. The DELCI coaching model was designed to be staggered over 12 to 18 months of engagement with any one teacher/provider or program; it included periods of coaching where coaches conducted on-site visits and periods of independent practice where coaches generally provided feedback on lesson plans and other instructional supports (Lloyd et al., 2021).

COVID-19 impacts. The format and implementation of the DELCI coaching program was affected by the COVID-19 pandemic. Prior to the start of the pandemic, coaches conducted on-site visits with teachers and providers; however, at the start of the pandemic, coaching moved to an entirely virtual format. Coaches observed and interacted with teachers and providers using a secure online platform called Torsh Talent (also known as Torsh). Teachers and providers uploaded videos to Torsh that showed them implementing various instructional support techniques that they had previously discussed with coaches and that were aligned to their personal goals for the coaching program. Coaches viewed these videos and inserted comments on time-stamped sections for teachers and providers to review and reflect upon.

Torsh is integrated with Zoom, so coaches were able to meet virtually with their partners to discuss feedback and strategies. As of early 2022, coaches continued to engage with teachers and providers using a hybrid approach that consisted of on-site visits and virtual engagements via Torsh. It is important to note that the number of teachers and providers that DELCI partners with was also greatly impacted by the pandemic, as various state policies (e.g., stay-at-home orders) resulted in the closure of many child care programs throughout the state. Moreover, because of the long-term impacts of the pandemic on the child care sector—the majority of licensed child care programs in Michigan faced extraordinary workforce shortages of up to 30% as of July 2022 (ECIC & MDE, 2022)—many eligible programs in Detroit were unable to commit staffing resources to participate in a voluntary coaching program throughout the pandemic and afterward.

Evidence-based curricula and assessments. DELCI works closely with programs to identify provider needs and assists them in acquiring research-based curricula and assessments of their choosing. Two of the most widely requested resources that DELCI purchased at no cost to providers were HighScope Curriculum and Creative Curriculum. As of April 2022, HighScope’s Infant and Toddler Curriculum and Preschool Curriculum, in addition to The Creative Curriculum for Preschool and for Family Child Care, were on a list of state-approved screening, assessment, and curriculum tools (Great Start to Quality, 2022). The provision of these tools and resources, which are validated and aligned with state standards but are costly for many programs, is essential to strengthening a program’s quality ratings (S. Woods, personal communication, February 23, 2022; Lloyd et al., 2021).

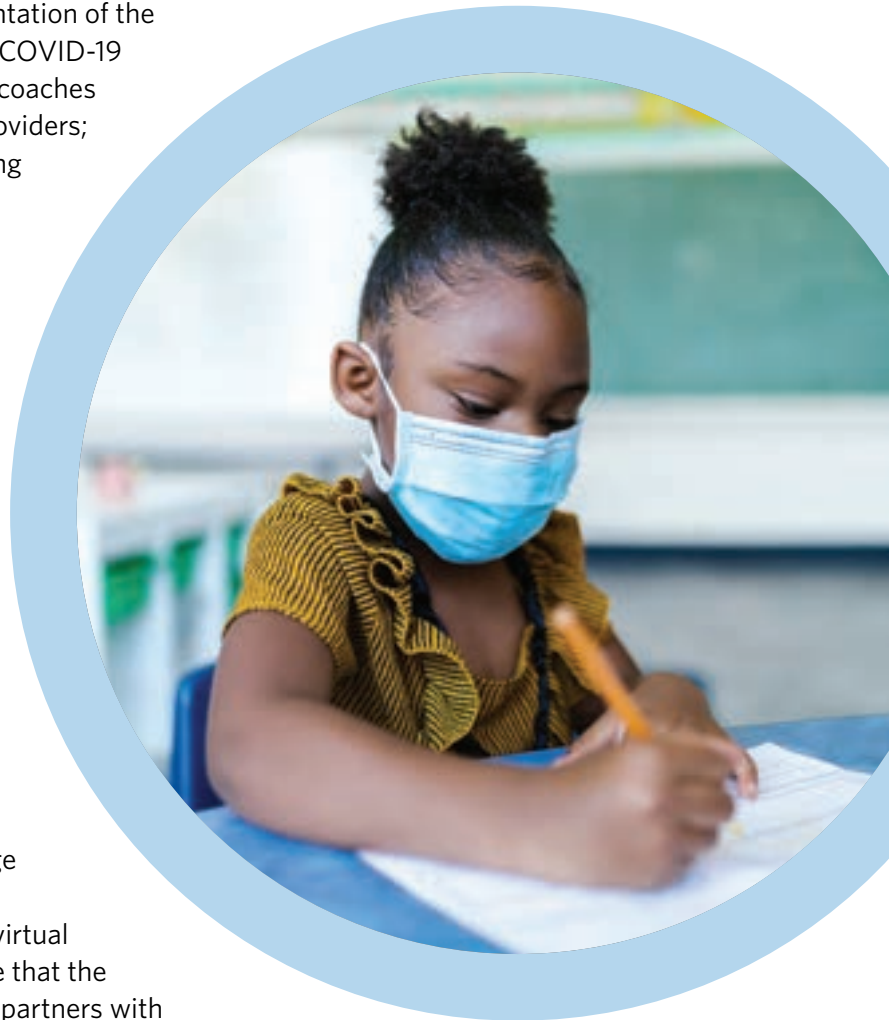


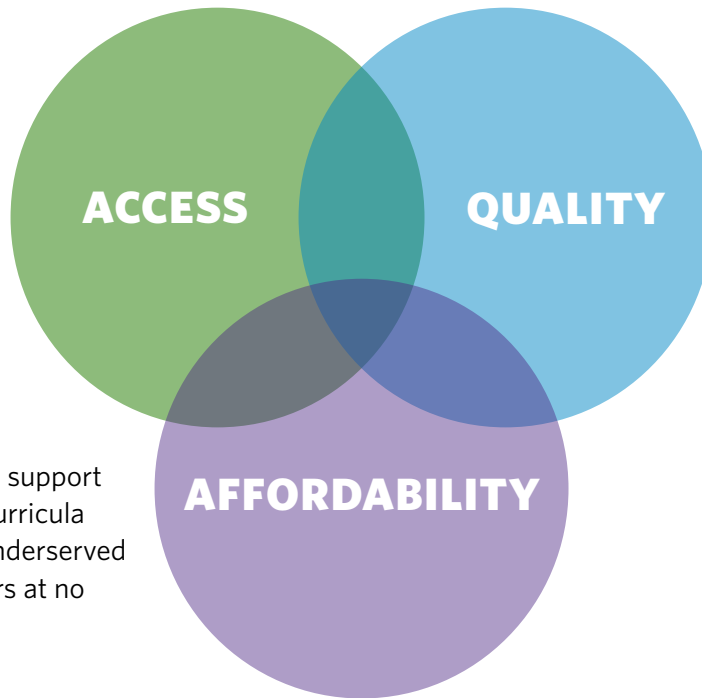
Figure 4. Aligning DELCI Supports and Services with Hope Starts Here Metrics

Equitable Access

Targeting Empty to 3-star rated early care and education providers to close the opportunity gap in early childhood education

Affordability

Providing instructional support and evidence-based curricula and assessments to underserved programs and providers at no cost



Quality

Increasing program quality star ratings by at least one star level along the Quality Rating Improvement System

Source. Adapted from Hope Starts Here’s key metrics for early childhood success, <https://hopesstartsheredetroit.org/our-approach/>

PILOT PROGRAM OUTCOMES

Through November 2022, a total of 223 Detroit-based child care providers (including both home-based and center-based programs) have participated in DELCI, and throughout 2021, a total of 81 eligible Detroit providers (impacting approximately 2,335 children) actively participated in this coaching initiative.

Since launching DELCI in Detroit in early 2019, the percentage of high-quality child care providers in Detroit has increased from 62% to 68%. Despite the incredible challenges facing child care providers during the COVID-19 pandemic, dozens of Detroit providers worked with DELCI coaches to increase their star rating and provide high-quality care and learning for the children and families they serve. DELCI coaches also worked with new child care providers as they became licensed and opened programs in Detroit. One of these new programs, which opened in June 2021 in the Osborn neighborhood of the Upper Eastside of Detroit, worked with a DELCI coach to move from Empty star to 3-star in three weeks, and then continued to work with the DELCI coach over the next five months to earn the highest rating, 5-star, in November 2021.

ORGANIZATIONAL STRUCTURE AND STAFFING

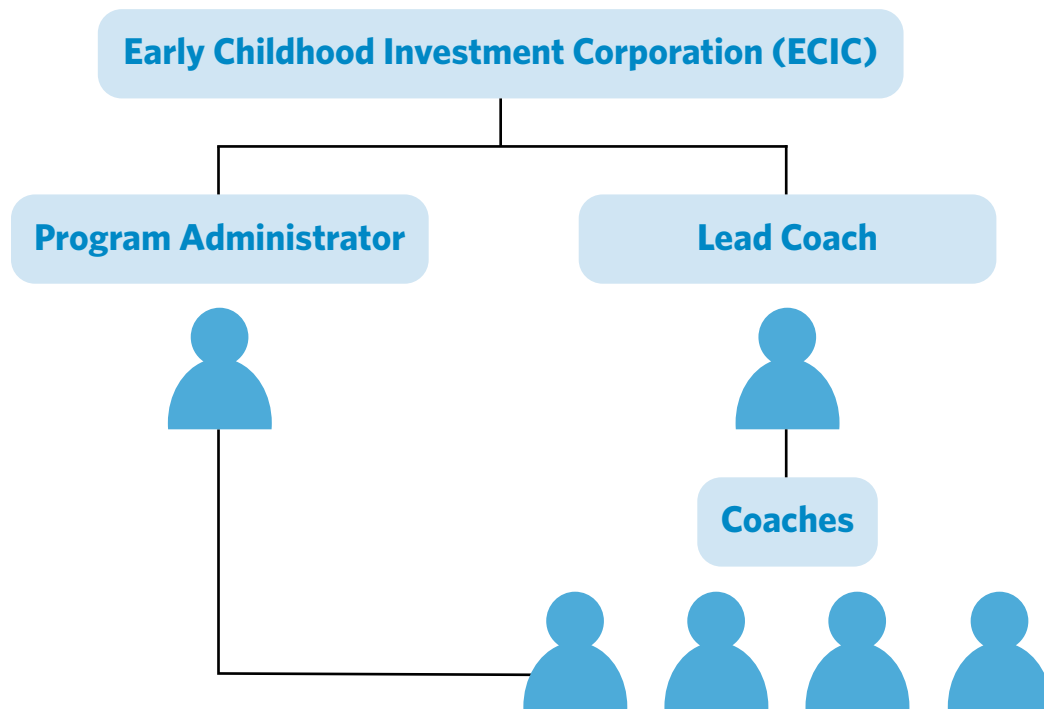
At the beginning of the coaching program, DELCI's staffing structure consisted of one program supervisor/administrator, one lead coach, and four coaches.

Program supervisor/administrator. The program supervisor/administrator worked alongside the coaches, but primarily behind the scenes, to oversee the coaching program by providing programming supports, including the hiring of coaching staff. Coaches met once a week with their supervisor.

Lead coach. The lead coach was primarily tasked with training coaches on the DELCI model, including how to engage with teachers and providers. The lead coach worked alongside the coaches in the field (i.e., on-site) early in the coaching program to provide immediate support to the coaches. Coaches met with their lead coach twice a month for trainings on coaching skills and to discuss best practices and strategies based on individual needs and what they had observed in the field. The lead coach was also tasked with helping coaches identify resources to use with teachers and providers.

Coaches. As previously mentioned, DELCI coaches provided on-site instructional support as well as curriculum and assessment resources to teachers and providers in participating center- and home-based programs. Coaching typically consisted of 8-hour days, with half-hour visits to multiple sites and classrooms at child care centers throughout the day and week. Site observations took place during the morning, leaving coaches the afternoon to return to the office and document teacher/provider practices and provide written feedback. Since coaches spent most afternoons in the office together, they met frequently and informally to discuss aspects of their work and share ideas and resources.

Figure 5. DELCI's Organizational Staffing Structure



PROGRAM BUDGET AND BUSINESS MODEL CONSIDERATIONS

Line Item	Estimated Annual Cost: In-Person Coaching Model	Estimated Annual Cost: Hybrid Coaching Model
Personnel (4 Coaches plus 1 Manager)	\$385,000	\$385,000
Travel	\$50,000	\$10,000
Software	\$10,000	\$20,000
Curriculum and Assessment Tools	\$100,000	\$50,000
Program Support Costs	\$55,000	\$35,000
Administration	\$60,000	\$50,000
Total Annual Costs:	\$660,000	\$550,000
Total Annual Caseload:	100	400

Note. Funding for the pilot program was generously provided by the W.K. Kellogg Foundation.

- Estimated Annual Cost per Participating Program for In-Person Coaching: \$6,600
- Estimated Annual Cost per Participating Program for Hybrid/Virtual Coaching: \$1,375

Throughout the pilot, ECIC explored potential revenue sources to sustain ongoing annual coaching services in the future, including but not limited to:

- additional philanthropic funding
- public funding, leveraging the federal Child Care and Development Block Grant currently allocated by the state to regions
- public funding from county or city sources
- partnerships with higher education
- fee-for-service or earned income

Because the early care and education sector is significantly underfunded, expecting individual child care programs to have resources to pay a modest fee for coaching services proved unrealistic.

One-time historic public investments in early care and education by the federal government in 2020 and 2021 generated several exploratory conversations, though policymakers ultimately decided to utilize one-time dollars for one-time expenditures rather than committing to fund ongoing services and programs.

Should the federal, state, or local governments further expand public investments—in a sustainable manner—in early care and education, the promising early results of the DELCI program demonstrate a strong case for ongoing investment. ECIC refined program costs, finding cost-savings over the course of the pilot program. Most compelling, the pivot during the pandemic to a virtual/hybrid coaching model provides an option to reduce costs and increase impact.

Case Studies

The following case studies describe DELCI's implementation, outputs, and outcomes from the perspective of multiple stakeholders including DELCI coaches, teachers, family providers, and center and program directors.

Case Study 1: Coach Interviews describes the implementation of the coaching program from the viewpoint of DELCI coaches and identifies strategies for and approaches to coaching, as well as the challenges and successes of the program. Sub-sections outline the overarching goals and research questions guiding the study, data collection procedures and analysis, and key themes that emerged across interviewees.

Case Study 2: Participant Surveys examines the characteristics of program recipients including licensed early care and education program owners, directors, teachers, and family providers and their perspectives on the value of DELCI for their work and children, in addition to the services and supports they would like to receive through the coaching program. Sub-sections provide information about the primary study questions, data collection methods and response rates, and select findings from the results of data analysis.



CASE STUDY 1: COACH INTERVIEWS

Study Purpose

The purpose of this study was to describe the implementation of the coaching program from the viewpoint of DELCI coaches. One-on-one interviews were conducted with coaches to explore the contextual details regarding the implementation of these efforts, including the coaches' background and qualifications, various approaches to coaching, program challenges and recommendations for the future, and perceptions around their successes and the strengths of the coaching program. The intended goal of this study was not to directly assess the impact or effects of the coaching program on teachers, providers, and the children and families they serve, but to provide an in-depth perspective on the experiences of coaches and their perceptions of the program's services, processes, and outcomes. This study addresses three overarching research questions:

RQ1: What background characteristics and qualifications do coaches have in early care and education?

RQ2: What did coaches perceive as the successes and strengths of the coaching program and how were these achieved?

RQ3: What challenges did coaches encounter in their implementation efforts and what are their recommendations for the future?

Data Collection and Analysis

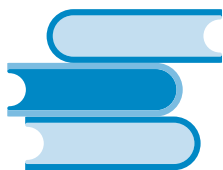
DELICI coaches were invited by email to participate in one-on-one interviews. At the time of the study, three coaches were working in the program. All three coaches consented to be interviewed and have their conversations recorded. Interviews were conducted in February 2022 over Zoom due to the geographic distance between coaches and research staff. A semi-structured interview protocol was used to ensure that key topics were addressed, while open-ended questions were employed to give individuals the opportunity to respond freely and provide as much context and detail as possible. Full audio transcriptions of all interviews were downloaded from Zoom and hand-coded using thematic analysis. Transcripts were examined to identify ideas and themes that emerged repeatedly across individual interviews.

Findings: Key Themes

Theme 1: Coaches' Backgrounds and Qualifications in Early Care and Education

Finding 1: Coaches had extensive experience in early care and education and were CLASS (Classroom Assessment Scoring System) certified through the coaching program.

DELICI coaches have dedicated an average of 29 years in the education sector, with individual coaches having comparable years of experience as educators ranging from 27 to 31 years. Prior to joining DELICI, coaches served in diverse roles including as an elementary education teacher, early childhood educational sales representative, early childhood quality improvement consultant, preschool director, Head Start center manager, Great Start to Quality Resource Center trainer, and in other capacities with children and families around the city of Detroit. Coaches had substantial experience not only working with children and families but also in teaching, training, and developing and evaluating educational resources. When asked how long they had been in their current role, coaches reported having spent an average of 2.5 years in the program, with years of experience ranging from 2 to 3 years since DELICI's founding in 2018. As part of a larger organization, coaches also participated in staff trainings, book studies on instructional coaching in early childhood, and earned their certifications in the CLASS system, which prepared them to reliably assess classroom quality for pre-k through 12th grade using a validated observational tool.



29 years
of service as an
educator (on average)

2.5 years
spent as a DELICI coach
(on average)



100%
of coaches were
CLASS certified

Theme 2: Impact, Successes, and Strengths of the Coaching Program

Finding 2: When asked to identify key successes and strengths of the coaching program, coaches cited gains in their providers' Great Start to Quality ratings, the longevity of coach-provider relationships, their backgrounds and qualifications in early childhood education, and their ability to provide more equitable access to high-quality resources for programs in need.

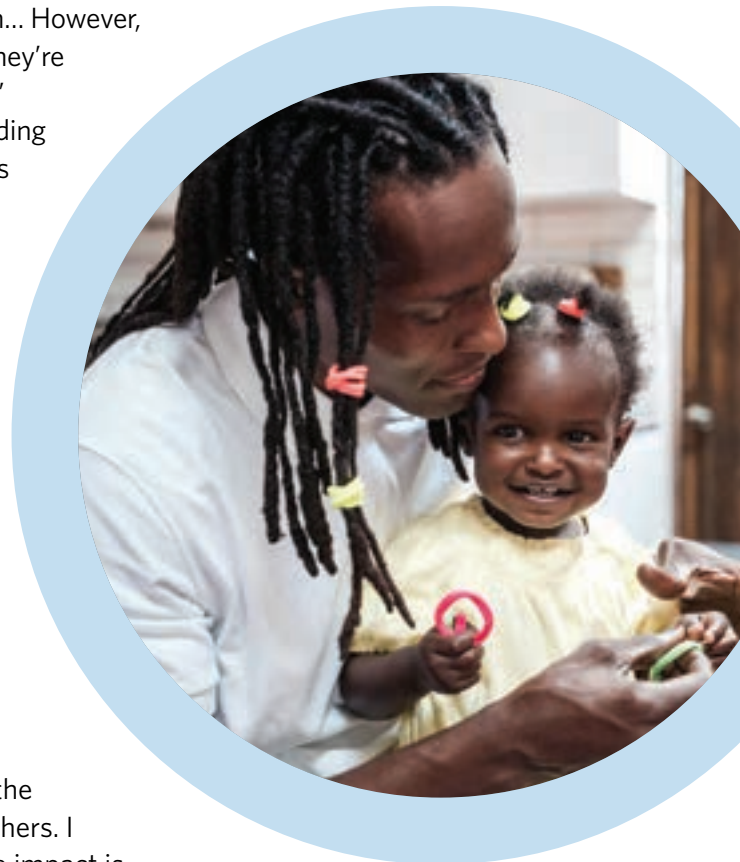
Gains in Great Start to Quality ratings. Coaches were asked to reflect on their personal achievements, as well as the successes of the program in meeting its objectives. When asked about their accomplishments, coaches discussed how multiple teachers and providers they worked with saw improvements in their Great Start to Quality ratings. Since DELCI was launched in Detroit in early 2019, the percentage of high-quality child care providers in Detroit has increased from 62% to 68%. Coaches were able to provide meaningful insights regarding changes in programs' quality ratings prior to and after joining DELCI. One coach shed some light on this, saying, "A lot of my sites were...zero or maybe at two in the Great Start to Quality System. A lot of them went up to threes, fours, and fives. I had three centers that achieved 5-star ratings and...three that are at a 4-star rating." All of the coach's providers that increased their ratings to five stars are currently in the process of transitioning from home-based centers to child care centers. Another coach shared how one of their greatest accomplishments was supporting one of their providers while they moved from Empty stars (i.e., zero stars) to 3-stars. The coach explained, "I have one person I've been working with since last fall who went from Empty stars—she was brand new, opened a center—[and] she is now 3-stars...I am very proud of her because that's a three-step jump in the time frame."

"I have one person I've been working with since last fall who went from Empty stars...she is now 3-stars...I am very proud of her..."

Longevity of the coaching program. Coaches identified several reasons why they think the DELCI model works effectively in promoting quality adult-child interactions and enhancing overall program quality. One component of the coaching model that supports more sustainable change is the longevity of the coach-provider relationship. Unlike the professional development or shorter-term trainings that early childhood educators are accustomed to, the DELCI coaching model, which was designed to be staggered in phases across three different cohorts with each cohort lasting 18 weeks (Lloyd et al., 2021), provides opportunities for more intensive support for teachers and providers. When comparing traditional professional development and the DELCI model, one coach said, "One thing that we know across the board about professional development—not just in an education or a teaching setting—is that people go

to professional development...classes...and they enjoy them... However, a lot of times when they get back to their workplace, then they're like, "How do I get this started? What do I need to do first?" According to the coach, DELCI coaching goes beyond providing teachers and providers with one-time instructional supports and resources. A key component of the DELCI model was introducing instructional strategies to teachers and providers and showing them how these strategies and tools worked through structured ongoing sessions, which consisted of cycles of observation and feedback.

The longevity of the coach-provider relationship also allowed coaches to monitor progress and overall effectiveness of the quality of care and learning that teachers and providers provide to their children. In comparing the DELCI coaching model to their experience conducting trainings for teachers, one coach said, "Once they leave my training session or my class, I don't know if they ever put that into use. I don't know if they ever take my handouts from the back seat of the car and never look at it again. As a coach, I think the benefit and the difference is we can be there on the ground... And it's more ongoing...it's an investment in teachers. I get to see them with the children and [make] sure that the impact is happening...I really love that difference in what the coaching can bring."



Qualifications and backgrounds of coaches. As discussed in Finding 1, DELCI coaches were highly experienced in early childhood education and had served the field in diverse capacities, including as former classroom teachers and preschool directors. One coach suggested that coaching programs across the country make this level of experience a requirement, saying, "We were not just reading a textbook about how to coach and just going in. I would hope that any other coaching program across the country would have that as a job requirement because that's what the people were looking for." Being knowledgeable about the early childhood landscape and having direct experience in the field not only helped coaches identify best practices for working with young children, but seemed to be essential in understanding the instructional, curriculum, assessment, and emotional support needs of their teachers, providers, and program partners.

Equitable access to high-quality resources. One of the benefits that early childhood programs received as participants in DELCI was access to curriculum and assessment tools that were directly tied to the Great Start to Quality Rating System. Educators and state leaders would know if a program had strengthened the quality of its services by looking for improvements in its Great Start to Quality Rating. Many of DELCI's target programs did not have a star rating before joining the program or had received a rating between Empty to 3-stars and lacked the resources needed to implement the type of supports that were aligned to this rating system. As one coach noted, "A lot of folks did not score well on that portion of the Great Start to Quality Rating System because they did not have what was considered approved curriculum, and approved curriculum is...research curriculum." The coach went on to explain how the most widely used curricula in Michigan are HighScope Curriculum and Creative Curriculum, both of which were offered through DELCI.

Although the curricula were meant for all communities, they were not equally accessible to providers in all communities. The coach continued, “They’re super expensive...so there’s a lot of inequity in that.” The price was not the only barrier for the under-resourced programs that operated primarily in underserved communities. Navigating the complex curriculum, especially for providers who likely had not received training on how to implement the curriculum with their children, proved to be another obstacle. The coach explained, “I was going in and talking about curriculum to providers and they had the whole box that they hadn’t even opened, which I understood because, it’s like, ‘I’ve got a bunch of kids. I work with these kids every day. When am I supposed to dig into all of it?’” Providing programs and teachers/providers with access to this rigorous and expensive curriculum at no cost, while simultaneously helping them walk through various components of the curriculum and supporting them in implementing it, were two major strengths of the DELCI program.

Finding 3: Coaches used individualized coaching strategies to support the diverse needs of teachers, providers, and programs, including structured classroom observations, modeling of appropriate strategies, feedback and creative criticism, curriculum and assessment supports and resources, and relationship-building and collaboration.

Structured classroom observations. Using the CLASS system came up most often in conversations with coaches when asked about their primary responsibilities and coaching strategies. The first formal step of the coaching program was to observe and rate the lead teachers and providers during their first visit. Observations followed the CLASS protocol of three 30-minute cycles (20 minutes of observation followed by 10 minutes of coding and documentation of teacher/provider practices). Coaches, teachers, and providers then set goals together based on the observations and collaboratively assessed progress on the goals throughout the initiative (Lloyd et al., 2021). Coaches continued to use on-site observations throughout their partnership with center- and home-based teachers and providers to monitor progress toward these goals, although during the initial stages of the COVID-19 pandemic, coaches and teachers/providers transitioned to using video strategies.

Teachers and providers uploaded videotaped sessions of themselves implementing specific organizational or instructional approaches that they had previously discussed with coaches. Coaches completed their observations virtually and scheduled follow-up meetings with teachers/providers to share feedback and engage in reflection. Although coaches did not provide information about the frequency of their sessions, a previous report on the program explains how DELCI coaching is staggered over a one-year period that includes multiple cycles of weekly in-person coaching followed by several months of independent practice and check-ins with the coach. This model included more frequent



visits at the beginning of the coaching process and less frequent visits as teachers and providers strengthened their skill sets (Lloyd et al., 2021).

Modeling of appropriate strategies. Coaches mentioned using three different modeling strategies for engaging in appropriate adult-child interactions. Demonstration is where the coaches would model and simultaneously explain various skills and techniques to engage the children while teachers and providers watched. This often involved role playing and practicing scenarios, but also included coaches demonstrating to teachers and providers how to ask their children appropriate questions. When demonstration was used, coaches reported having an expectation that teachers and providers would practice what they had modeled in future sessions. Side-by-side or peer-to-peer is where coaches would work alongside the teacher or provider, asking questions, making suggestions, and modeling behaviors. While some coaches reported using demonstrations more frequently, others cited side-by-side as their preferred strategy for modeling best practices. Coaches also engaged in less formal methods of modeling, including giving verbal cues or hints while watching teachers and providers engage with children from the sidelines. One coach said, “The coaching is a little bit different, and our role is a little bit different than a trainer or...instructor... [The] side-by-side and the one-on-one coaching...takes on the aspect of ‘I’m not just [going to] show you and you’re [going to] sit idly by watching [me] do it.’...The teacher or director is actually doing the work and I am standing aside and watching and throwing in some helpful suggestions. There might be some modeling, but a lot of it is...letting them do it.” Overall, one constant across the different modeling strategies was the element of providing real-time coaching and support.

Feedback and creative criticism. Coaches provided feedback and creative criticism verbally during classroom- and home-based observations and in writing post-observation. One coach described this process: “Day-to-day what that looked like was going to a site for about a half-hour because we didn’t want to get in the middle of what they were doing... they were teaching children and we were coaching alongside of them. Then, we would come back to the office or our home, and the afternoon was more of the paperwork and keeping track of the notes and being able to give them [teachers/providers] written feedback of what feedback we gave in person.”

“There might be some modeling, but a lot of it is ... letting them do it.”

Another coach provided an example of the type of feedback they gave providers, which centered on promoting language modeling, that is, using language stimulation and language facilitation techniques such as open-ended questions and advanced language to encourage children to converse and contribute relevant responses (Pianta et al., 2008). The coach modeled feedback while simultaneously utilizing an instructional support strategy where the adult and child engaged in a natural conversation. This strategy promoted opportunities for language use and encouraged the child to feel valued as a conversational partner. In detailing the child’s response to this type of engagement, the coach shared, “At that point, he felt that he was relevant and he was important; he was contributing something that was really important to him and his teacher liked it too...That’s how impactful that can be when you talk to children about their work.”

After coaches provided feedback, teachers and providers were given opportunities to engage in self-reflection. Reflection served as an accountability measure for teachers and providers. Coaches prompted them to reflect on what went well, what could have gone better, and what questions they might have about instruction (Lloyd et al., 2021). Questions such as “Do you think you need a little more work on that?” or “Are you okay with moving forward?” helped teachers and providers make associations between their instructional approaches and child outcomes and enabled them to continue building their self-efficacy and awareness of their overall progress.

Support strategies. Curriculum and assessment supports and resources were shared with early childhood teachers and providers. Coaches primarily shared resources in the area of instructional support curriculum and assessment of adult-child interactions, noting that often the programs they worked with did not have a curriculum prior to joining DELCI. Coaches worked collaboratively with teachers and providers to select resources, including HighScope Curriculum, Creative Curriculum, and other educational tools they wanted (e.g., Montessori). According to coaches, equipping programs with these resources and helping teachers and providers understand how to use them was essential in helping them increase their Great Start to Quality ratings.

Unanticipated supports from coaches. In addition to providing curriculum and assessment supports and resources, coaches helped teachers and providers set up their classrooms, supplied them with

printouts, and assisted them with lesson planning. Coaches also noted providing supports to participating programs that were not part of their expected contributions as a coach but helped teachers and providers ensure the healthy growth and development of the children they served. In the words of one coach, “I wouldn’t say that this was maybe in the job description, but...sharing of resources is what came about organically. A lot has happened because of the pandemic, but even before the pandemic, we became a trusted person who was in the environment often, [so we shared information about resources] such as a food pantry that’s opening up down the street or free diapers

“We didn’t realize we’d become a clearinghouse and we did become that. That was a lovely thing. It was necessary and never did we say, ‘Oh we’re coaches, we don’t have to do that.’ Why not? You’re just helping.”

and things like that. We didn’t realize we’d become a clearinghouse and we did become that. That was a lovely thing. It was necessary and never did we say, ‘Oh we’re coaches, we don’t have to do that.’ Why not? You’re just helping.”

Relationship-building and collaboration. These elements were at the foundation of the coach-teacher and coach-provider partnership. Coaches perceived of themselves as collaborative partners with the teachers and providers they served, as well as with the center and program directors. Before their first observation, and throughout the coaching program, coaches said they worked to establish a relationship built on trust and confidence with teachers and providers. One coach described the importance of building this type of relationship: “We were going in every week coaching in classrooms, and we first had to build a relationship with the providers so that they would know that we are not just coming in to criticize them or to judge them in any way. We were just there as a partner to support them in the areas that they needed strengthening.” Multiple coaches expressed the necessity of remaining open to suggestions from program and center directors throughout the duration of the coaching program, especially regarding their goals for their teachers.

“We were going in every week coaching in classrooms, and we first had to build a relationship with the providers so that they would know that we are not just coming in to criticize them or to judge them in any way. We were just there as a partner to support them in the areas that they needed strengthening.”



Theme 3: Challenges to Implementation and Recommendations for the Future

Finding 4: Coaches shared implementation challenges, such as inadequate teacher preparation and unanticipated impacts from the COVID-19 pandemic, and they had clear recommendations for the future, which included required teacher trainings prior to joining the program and continued trainings and support for coaches.

Inadequate teacher preparation and the need for pre-enrollment trainings. Interviewees noted the challenges of coaching newer teachers who may not have the knowledge about or experience with certain instructional supports, approaches, and strategies around various topics, such as adult-child interactions. Coaches shared how lack of teacher preparation created obstacles in the early stages of the coaching partnership, and they highly recommended that all teachers and providers, especially those who are newer to the field, participate in structured trainings with coaches prior to engaging in coaching sessions.

To address this issue, DELCI coaches created an eight-week training for teachers and providers, calling it the “training plus coaching combo.” As part of this training, coaches used one-hour Zoom sessions to provide participants with instructional support on various components of high-quality adult-child interactions. Coaches also gave teachers and providers homework from the trainings so they could demonstrate how they would apply what they had learned during the sessions to their unique educational settings. According to one coach, these trainings are important in helping teachers make connections between what they learned in college or as part of their professional development and the work they are currently doing with children in the classroom: “You have teachers who are doing artwork in the classroom and they don’t know why; they just know that they need to do artwork in the classroom... With each activity, you try to give them an explanation of why they’re doing this activity and why you’re intentionally planning this activity for this child.” Coaches found that helping teachers and providers make more meaningful connections between the approaches and strategies they were learning and their practices in the classroom, as well as equipping them with the essential components of high-quality adult-child interactions, helped them transition more smoothly into the coaching program.



Unanticipated impacts from the coronavirus pandemic. Some of the biggest challenges coaches encountered were the unanticipated effects of the COVID-19 pandemic on the early childhood sector and their work with centers and home-based providers. As one coach described, prior to the pandemic coaches had 15 to 25 providers in their caseload; however, as a result of the pandemic, including state policies regarding child care centers and programs, many of the sites they worked with shut down. “The pandemic pretty much wiped everything out ... For a time here in Michigan, those places were completely shut down. Nothing was happening for a long time and that put a lot of people ...out of business ... they couldn’t recover from that.” Coaches discussed how after the stay-at-home/ stay-in-place restrictions were lifted, many programs were unable to recover from the effects of the closures. One coach explained that some families pulled their children out of programs and never returned.

Not only did programs lose participants, but a lot of programs also lost staff. One coach described how program directors and teachers played several roles as a result of changes in their staffing: “We went through a period where the directors...were doing triple duty just to survive. Teachers were just all over the place. They were not in their regular classrooms. They were bouncing all over and it was just a means of survival.” Although coaches said that things were slowly returning to normal, they acknowledged the impact that the pandemic has had on their caseloads, noting how they dropped dramatically even after programs and centers were back in operation. Additionally, as previously shared, the pandemic affected how coaches provided instructional support: coaches transitioned from providing on-site support to a strictly virtual format at the start of the pandemic. Now, coaches engage with providers using a hybrid approach that consists of in-person visits, as well as virtual observations and feedback.

“I think from now until eternity, all programs should be hybrid.”

“The pandemic pretty much wiped everything out... For a time here in Michigan, those places were completely shut down. Nothing was happening for a long time and that put a lot of people out of business ... they couldn’t recover from that.”

Resilience and optimism. Despite the challenges they encountered, coaches remained resilient and optimistic about the future. One coach found a silver lining in the COVID-19 pandemic, stating, “I think from now until eternity, all programs should be hybrid.” As the coach explained, the hybrid coaching format allowed coaches and teachers/providers more

flexibility in when and how coaching takes place and it did not, in their opinion, impact the frequency or quality of the coaching. While coaches continued to provide on-site support to teachers and providers, they noted that using the Torsh Talent platform allowed them to coach more efficiently. Teachers and providers can send in videos of themselves applying predetermined instructional strategies and techniques with their children, while coaches can share materials and resources with ease and provide comments directly on time-stamped portions of the uploaded videos.

One coach described this process, stating, "...having a hybrid is perfect. It helps with the driving; it helps if they have a slow day; it helps if something's going on and there's only the substitute teacher or what have you." The coach also explained how being able to watch the videos online simultaneously with their teachers/providers served as an added accountability mechanism. According to the coach, the Torsh system strengthened the quality of their interactions with teachers and providers by enabling them to better manage and streamline their coaching practices through the online platform and use recorded sessions to clearly review the activities and interactions taking place in their unique educational settings. The recordings were powerful in helping teachers and providers reconstruct events, reflect on their teaching strengths and opportunities for growth, and keep track of their own progress.

Summary of Coach Interviews

The findings of this qualitative study demonstrate that DELCI coaches have had extensive careers in early care and education and have served in a variety of capacities, including as classroom teachers and trainers; these experiences have strengthened their abilities to address the needs of the diverse providers they serve. Coaches noted many successes and strengths of the program. Among these, coaches noted helping providers improve their Great Start to Quality ratings and promoting more equitable access to high-quality resources and curriculum to under-resourced programs in underserved communities. Coaches leveraged their previous experiences as educators and trainers and employed tailored strategies to individualize their coaching for teachers and providers. These approaches included using structured classroom observations, modeling of appropriate strategies, feedback and creative criticism, evidence-based curriculum and assessment supports and resources, and relationship-building and collaboration. As part of a newly piloted coaching program, and as a result of the COVID-19 pandemic, coaches encountered several challenges to their implementation efforts, but they remained steadfast and resilient. Furthermore, they shared important recommendations for DELCI and future coaching programs. Among these are required trainings for teachers and providers prior to engaging in coaching sessions and continued trainings and on-the-ground support for coaches.



CASE STUDY 2: PARTICIPANT SURVEYS

Study Purpose

The following study examines the characteristics of DELCI participants, including licensed early care and education program owners, directors, teachers, and family providers, as well as the services and supports they would like to receive through the coaching program. Participants were asked to share their perspectives on early care and education and coaching, as well as their perceptions on the value of DELCI for their work and children's outcomes and the areas in which they would like to receive coaching support. Participants were also asked to provide information on their demographics and background as early care and early childhood educators and the characteristics of the programs and the children they serve. The evaluation intends to describe the primary recipients of DELCI supports and services and their perceptions of the coaching program and determine whether DELCI is meeting its goal of promoting equitable access to its resources for children disproportionately impacted by racial, ethnic, social, and economic inequities. Three research questions undergird this exploratory analysis:

RQ1: How do participants experience the DELCI program?

RQ2: In what areas are providers and their programs seeking coaching support?

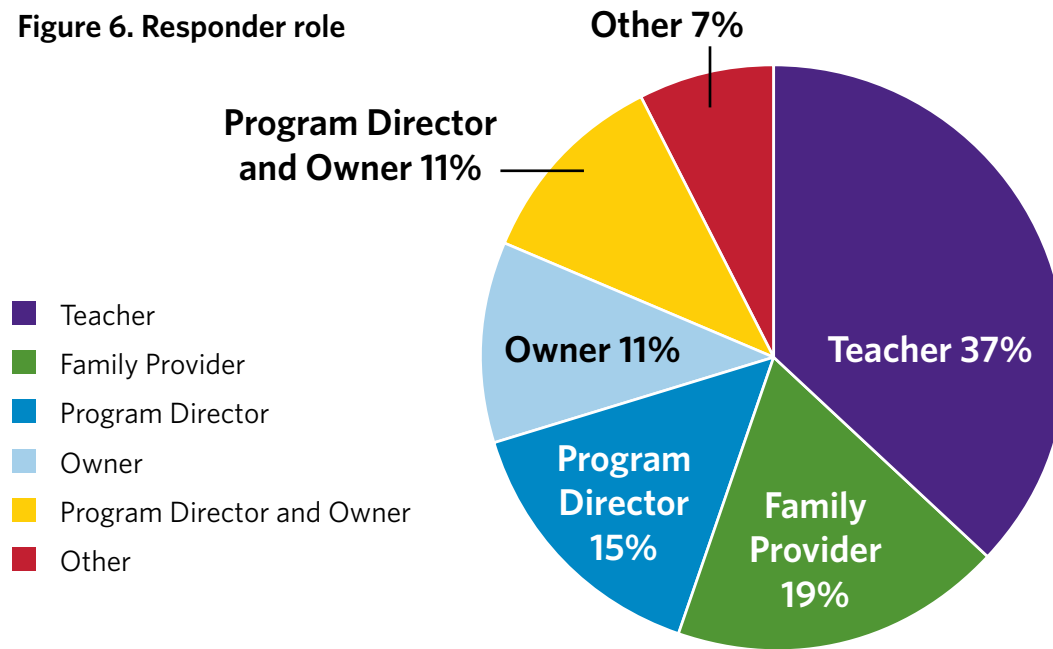
RQ3: How is DELCI promoting equitable access to its services?

Methods: Data Collection and Response Rates

Online surveys were developed to gather information on DELCI participants using Qualtrics, a secure Web-based software platform. Survey invitations were sent by email, and each participant was provided with a unique link to the survey. After the initial invitation was sent, five reminder emails were sent over the next month, and responders were offered a \$25 Amazon gift card for their participation. Program owners, directors, and family providers received a separate survey from teachers. The program owner/director/family provider survey consisted of 27 questions and required approximately 20 minutes to complete. The survey was designed to collect descriptive data about responders to better understand their background, experiences, and perspectives on early care and early childhood education, in addition to the children and staff in their educational setting. The 23-question teacher survey was nearly identical but included fewer programming questions.

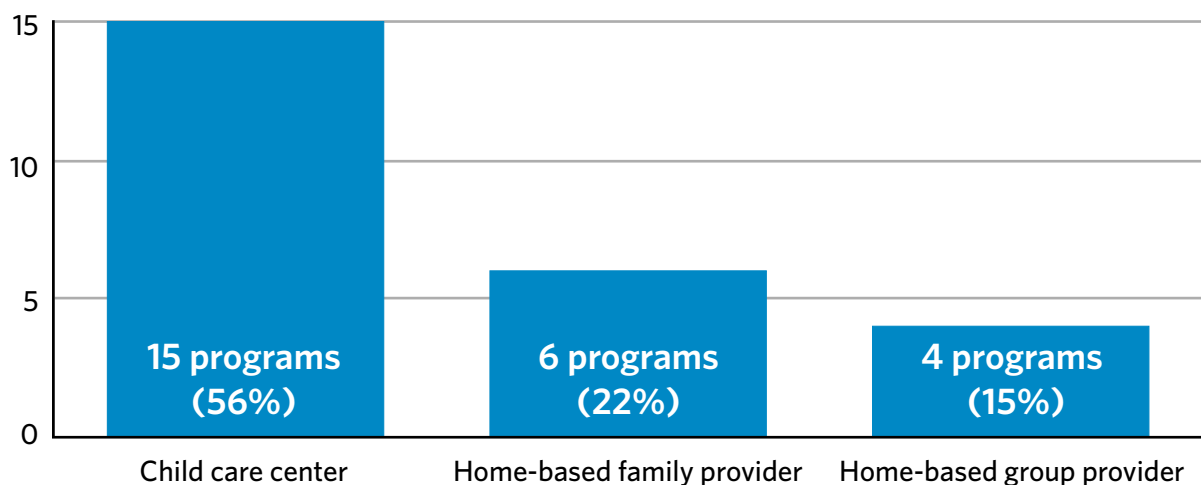
A total of 126 DELCI participants were invited to complete the online survey in December 2021. Of the emails sent, 19 bounced back, leaving 60 unique program directors/owners/family providers and 47 unique teachers who were invited to participate in the survey. Of the 107 invitees, 27 consented to participate in the survey and completed at least one question item, resulting in a 25% response rate. As such, the sample of providers and programs included in this study is not representative of all DELCI participants or participating programs. In general, item-level response rates for individual survey questions were high, with 85% of responders completing every survey item and an additional 7% of responders completing 80 to 97% of the survey. The average item response rate across all questions on the survey was about 96%.

Figure 6. Responder role



As illustrated in Figure 6, the survey response group was composed of 10 teachers, 5 family providers, 4 program directors, 3 program or facility owners, 3 individuals who served as both program directors and owners, and 2 individuals who served in more than two roles (e.g., owner, curriculum director, and family provider). Responders represented 21 programs, which is 25% of the total number of DELCI’s participating programs (n = 83) as of fall 2022 based on a master contact list compiled and supplied by DELCI staff. Figure 7 provides a breakdown of the type of licensed care program or facility where responders worked. Of the 27 responders, 15 worked at child care centers, 6 provided home-based child care in a family provider setting, and 4 provided home-based child care in a group provider setting; 2 responders did not provide name or licensee information about their program. Child care centers provide care in state-licensed group settings outside of the home; licensed family providers care for a maximum of 6 children in their own home and licensed group providers care for up to 12 children in a home setting (The Regents of the University of Michigan, 2022).

Figure 7. Number of DELCI programs by license type



Note. 2 responders (7% of the total) did not provide information about their program type.

The individuals who responded to the survey had demographic similarities but differed in their educational levels and years of experience in early care and education, as shown in Figures 8 and 9. All of the responders were women; 93% were non-Hispanic and the majority identified as Black or African American (82%), followed by Other and/or Multiracial (11%), and then White (7%). Eighty-nine percent of responders spoke mostly or only English. The average responder had worked at their current program for about 11 years, ranging from 1 month to 30 years. Almost half of all responders also held a Child Development Associate credential (48%) or were working toward one (11%), although fewer individuals had a current state teaching certificate or credential (30%).

As shown in Figure 8, the majority of responders had some postsecondary education. About 41% had received an associate's degree and 26% had received at least a bachelor's degree. Of the 23 individuals who responded to an item on the survey asking them about the number of years they have worked with children from birth to age 8, more than half (57%) indicated having substantial experience, that is, more than 15 years of experience teaching, owning, and/or directing programs in early childhood. The average responder had between 16 and 17 years of experience in this sector. Figure 9 illustrates the diversity in years of early care and education experience. There were no statistically meaningful differences in years of early care and education experience between teachers working at child care centers and home-based providers.



Figure 8. Educational attainment levels of responders

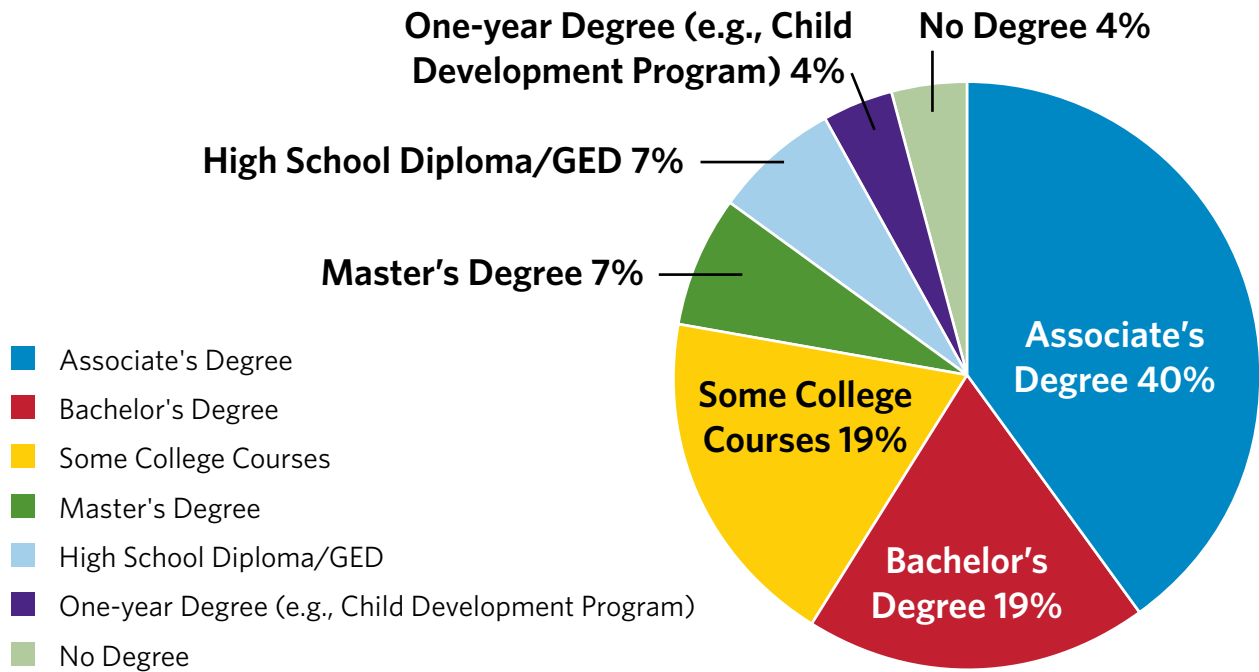
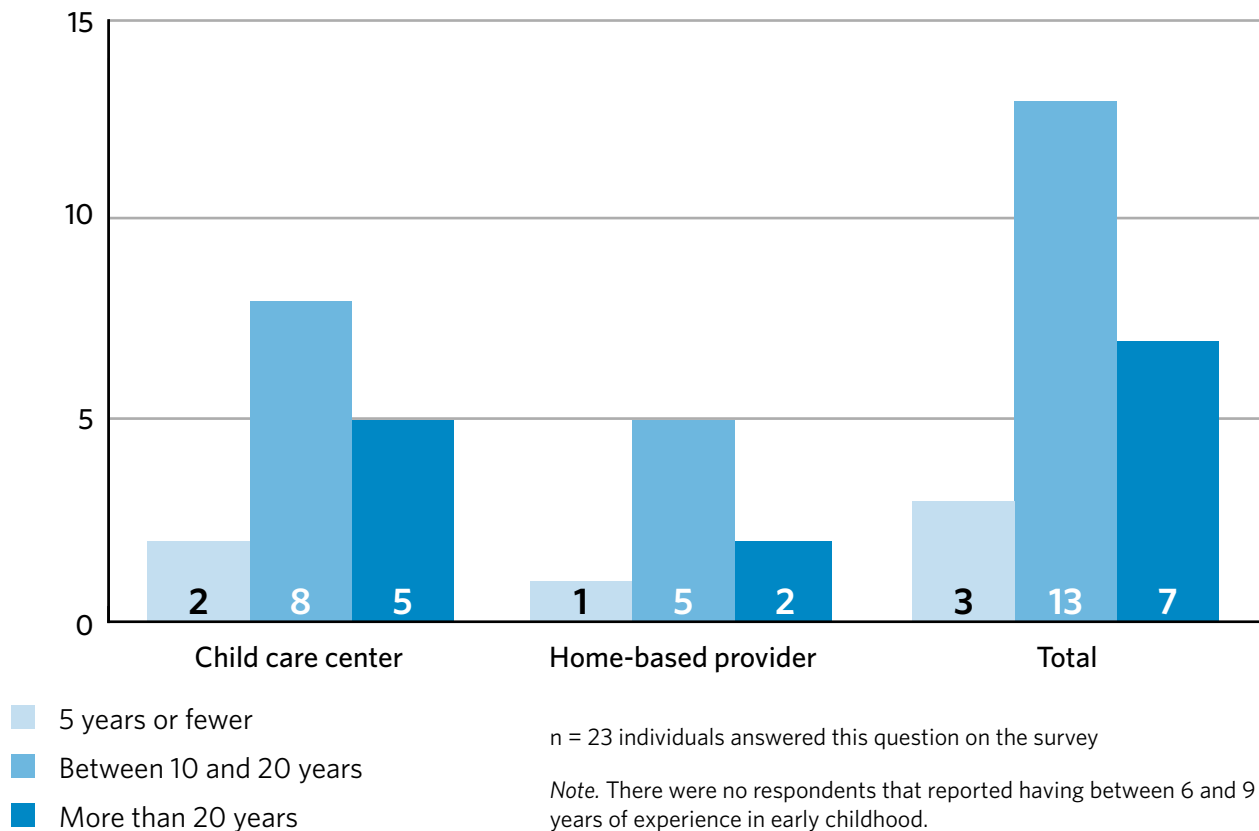


Figure 9. Number of years of experience in early childhood (birth to age 8)



Select Findings

The primary goal of this analysis is to describe DELCI participants and their perceptions of the coaching program. The analysis consisted entirely of quantitative data, where responders were asked a series of Yes or No questions, asked to rate the importance of a series of statements, and asked to identify the frequency of certain activities (e.g., number of coaching sessions received) or the number of individuals in their program with certain attributes. Summary statistics for each survey item of interest are included using frequency tables and graphical illustrations.

Understanding How Participants Experience the DELCI Program

Finding 1: Responders valued the DELCI coaching program and perceived coaching as particularly meaningful in helping teachers and providers apply training and professional development in their educational settings and enhance child development and learning.

Participants were asked if they had received any coaching or technical assistance, either in person or virtually, from a DELCI coach in the past 12 months. Of the 15 individuals who responded to this item, 67% reported receiving support from DELCI coaches in the past year. Seven of these individuals were teachers, two were family providers, and one served in multiple roles in their program. Half of the 10 responders who received assistance from a DELCI coach participated in one coaching session (50%), two participated in 2 to 4 coaching sessions (20%), two participated in 5 to 7 coaching sessions (20%), and one participated in more than 7 sessions (10%). Given the small number of individuals who responded to this survey item and the variation in their responses, analyses assessing for differences in participation in DELCI coaching sessions by provider role or any other characteristics could not be conducted.

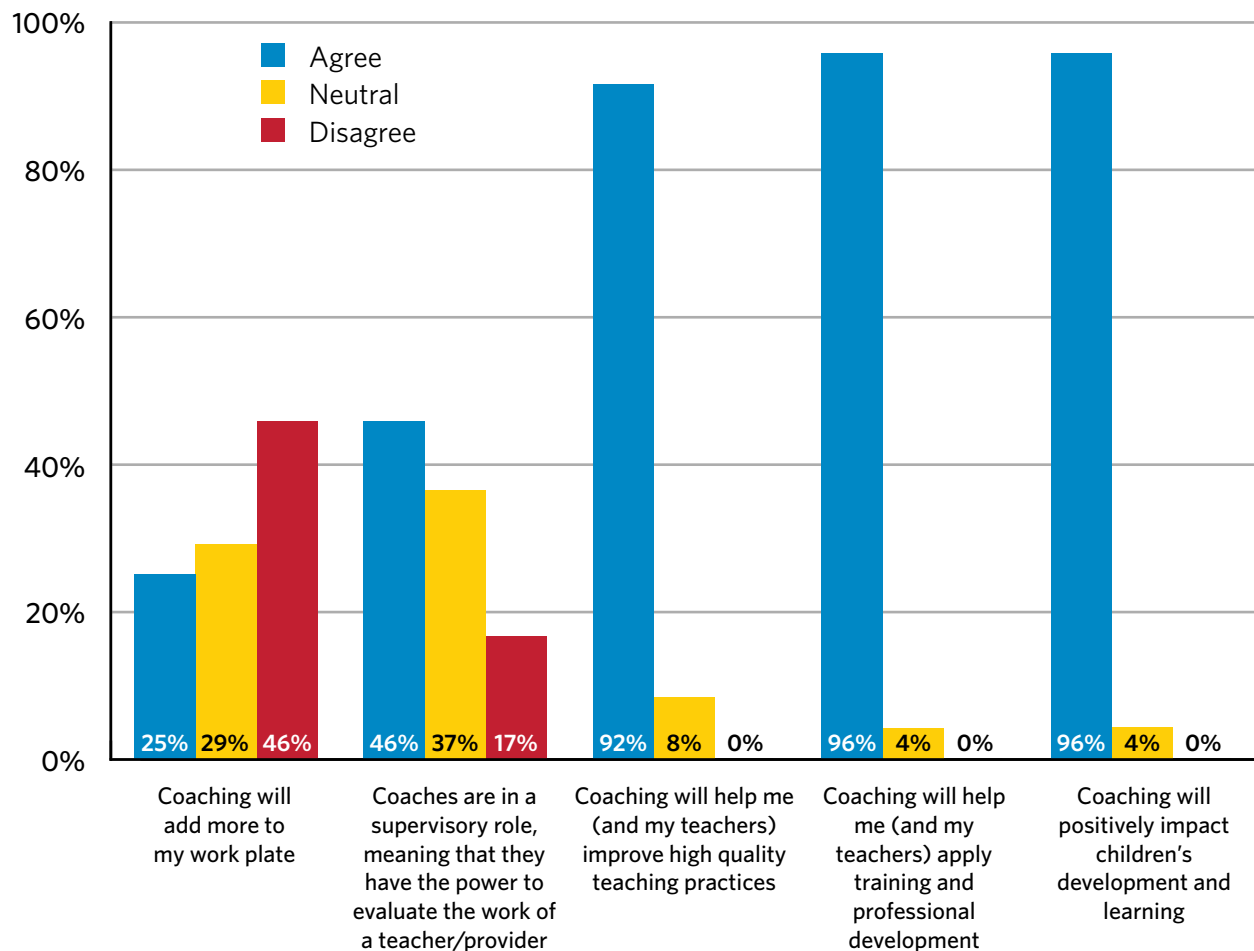
Table 1. Participation in DELCI coaching sessions in the past 12 months

	Number of participants	Percent of total responses
More than 7	1	10
5 to 7	2	20
2 to 4	2	20
One	5	50
Total responses	10	100

Note. The table reflects the number of responders who marked "Yes" when asked if they received any coaching or technical assistance from DELCI coaches in the past 12 months (n = 10).

Survey takers also responded to a set of questions about their beliefs about coaching. Responders were asked to rate their level of agreement with five statements about their perceptions on the value of DELCI coaching for their teaching or teachers' practices and children's outcomes. Level of agreement was measured on a three-point scale where 1 = Disagree, 2 = Neutral, and 3 = Agree. Overall, responders affirmed the value of the DELCI coaching program in helping them improve their teaching, professional development, and children's learning and development. Of the 24 individuals who responded to these items on the survey, 96% agreed that the coaching program will help them apply training and professional development and will positively impact their children's development and learning. Responders also assigned a high valuation to the program in helping them improve high-quality teaching practices in their educational setting (92%). Many responders disagreed with the statement that receiving coaching would add more to their work plate (46%), although there was more variability in responses to this component. Twenty-five percent of responders agreed that coaching will add more to their work plate, which may help explain the low survey response rates, in addition to the low participation rates in coaching sessions among the responders over the past year. Individuals also differed with regard to their perceptions of the role that coaches play in evaluating their work. Forty-six percent of responders agreed that coaches are in a supervisory role, meaning that they have the power to evaluate the work of a teacher and/or provider.

Figure 10. Responders' perspectives on the value of the DELCI coaching program



Note. The table above shows the percentages of responders (n = 24) and their level of agreement with statements regarding their beliefs about the value of DELCI.

Identifying the Areas in Which Providers are Seeking Coaching Support

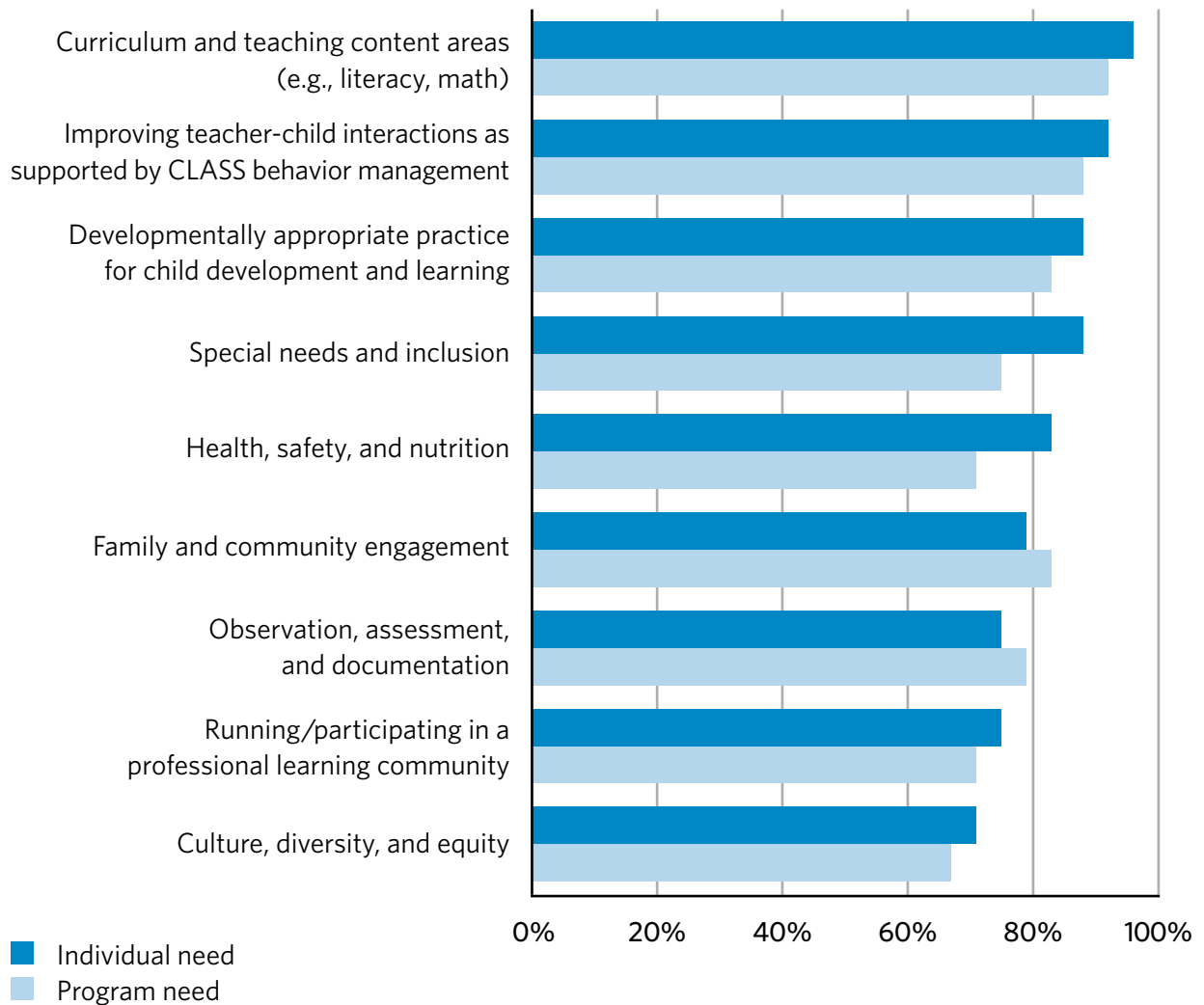
Finding 2: Participants rated curriculum and teaching content areas (e.g., literacy, math), improving teacher-child interactions as supported by CLASS behavior management, and developmentally appropriate practice for child development and learning as the top three areas in which they were seeking coaching support from DELCI.

Considering the areas in which providers and their programs need support can strengthen the relationships between coaches and the teachers and providers they serve, enhance teacher and provider satisfaction with the coaching program, and promote the learning and school readiness outcomes of children in participating programs. Responders were asked to rate the importance of areas in which they would like to receive coaching support, as well as the areas where they think their program needs to receive coaching support. Responders were given nine primary component areas to rate. Level of agreement was measured on a three-point scale where 1 = Not at all important, 2 = Somewhat important, and 3 = Very important. In most cases, the areas in which responders wanted to receive individual coaching were aligned with the areas in which they perceived their program needed coaching support. Figure 11 shows the percentage of responders who rated each area as “Very important” since responders consistently rated most component areas as “Very important” or “Somewhat important” and since the majority of responders attributed a high level of importance to each component area.

The top three areas for which responders were seeking coaching support included curriculum and teaching content areas (e.g., literacy, math), improving teacher-child interactions as supported by CLASS behavior management, and developmentally appropriate practice for child development and learning. Of the 24 individuals who responded to this question on the survey, 96% said that it was “Very important” for them to receive coaching from DELCI on curriculum and teaching content areas (e.g., literacy, math), with 92% agreeing that their program needs coaching support in this area. In addition, 92% said that it was “Very important” for them to receive coaching from DELCI on improving teacher-child interactions as supported by CLASS behavior management and 88% agreed that this was a high-need area for their program as well. Eighty-eight percent said that it was “Very important” for them to receive coaching support on developmentally appropriate practice for child development and learning from DELCI, and 83% also wanted their program to receive coaching support in this area. Eighty-three percent of individuals thought that it was “Very important” that their program receive coaching on family and community engagement, although a smaller percentage of individuals thought that they needed individual coaching support in this area (79% rated this area as “Very important” for their personal coaching needs).

Responders were least likely to indicate wanting coaching support in culture, diversity, and equity: 71% said this area was “Very important” and 29% said this area was “Somewhat important” for their own coaching needs, while 67% said this area was “Very important” and 33% said this area was “Somewhat important” for their program’s coaching needs. Responders also reported that it was less important for them to receive coaching support on observation, assessment, and documentation and on running/participating in a professional learning community. Seventy-five percent of responders said that receiving coaching in observation, assessment, and documentation was “Very important,” while 25% said it was “Somewhat important.” Similarly, 75% of individuals said that receiving coaching support on running/participating in a professional learning community was “Very important” for their own professional goals and growth, while 21% said it was “Somewhat important” and 4% said it was “Not at all important.” Responders also thought that engaging in a professional learning community was less important for their program: 71% reported that it was “Very important,” 25% indicated that it was “Somewhat important,” and 4% indicated that it was “Not at all important.”

Figure 11. High-need areas for receiving DELCI coaching support



Note. The figure shows the percentages of responders out of 24 individuals who said that each area was “Very important” for receiving coaching support for themselves and their program.

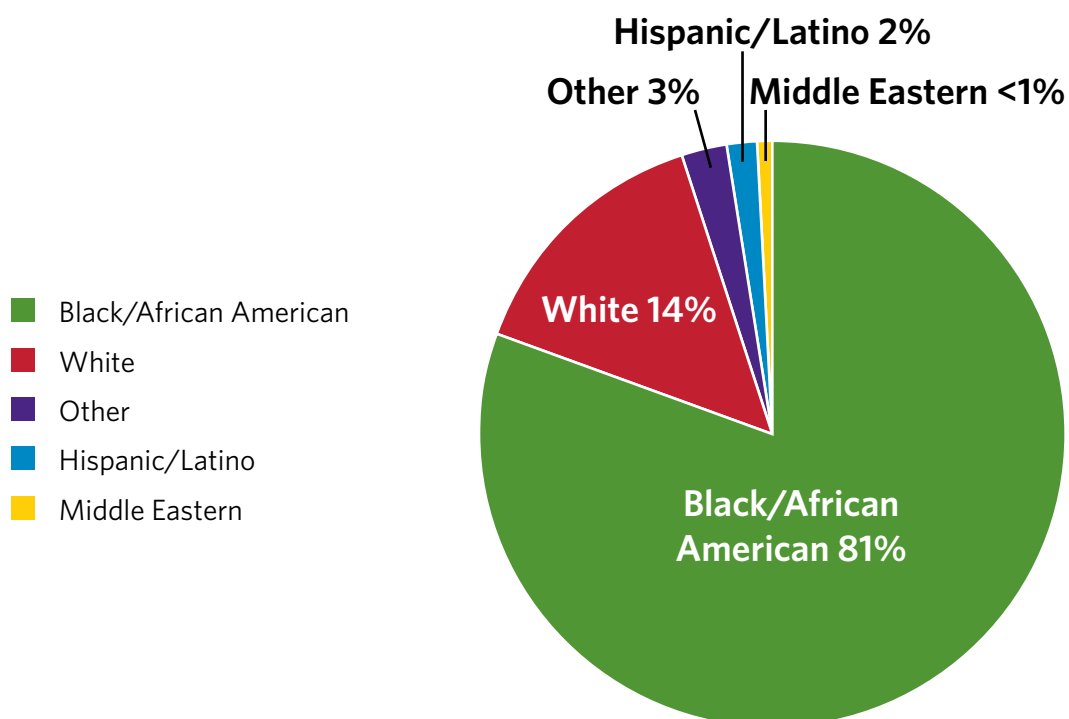
Examining How DELCI Is Promoting Equitable Access

Finding 3: DELCI’s coaching services supported programs that primarily served young children of color with the greatest overall early care and education service needs.

DELICI provides instructional, curriculum, and assessment supports and resources to under-resourced programs in underserved communities to measurably improve the early learning and school readiness outcomes of children, with a focus on those being served by low-rated early care and education providers or enrolled in programs with previously unknown Great Start to Quality ratings (ECIC, 2018). To determine how DELICI is promoting equitable access to its services to the city’s youngest children and their families, an examination of the characteristics of the children served in participating programs was undertaken. Questions about the children served were asked only of program directors and owners. As such, the response rates on these components were lower than in previous survey components (n = 17, 63% of the study sample).

A total of 343 children were served across the 21 programs represented in the study sample. An average of 21 children were served per program, ranging from 6 to 65 children served between the smallest and largest programs. Figure 12 illustrates the racial and ethnic composition of children who were enrolled in DELICI participating programs. Of the 343 children served, 277 (81%) were Black/African American, 49 (14%) were White, 9 (3%) were identified as Other with no further information provided, 6 (2%) were of Hispanic or Latino descent, and 2 (less than 1%) were Middle Eastern.

Figure 12. Racial and ethnic composition of children in DELCI’s participating programs



Program directors and owners were also asked to provide the total number of children in their educational setting with the following characteristics: speak a language other than English at home; are on full or partial child care subsidy; participate in the Child and Adult Care Food Program (CACFP) or a similar federally funded food program; have a parent who is a teen; have been diagnosed with a disability, developmental delay, or other health impairment; are gifted/talented; or are related to the provider. Given the low response rates on some of these individual items, a subset of these characteristics is summarized and presented below. Table 2 shows the total number of programs that said they serve at least one child with this characteristic, the percentage of programs that said they serve children with this characteristic out of the total number of programs represented in this survey (n = 21), the total number of children served with this characteristic across programs, and the percentage of children with this characteristic out of the total number of children served across all programs in this survey (n = 343).



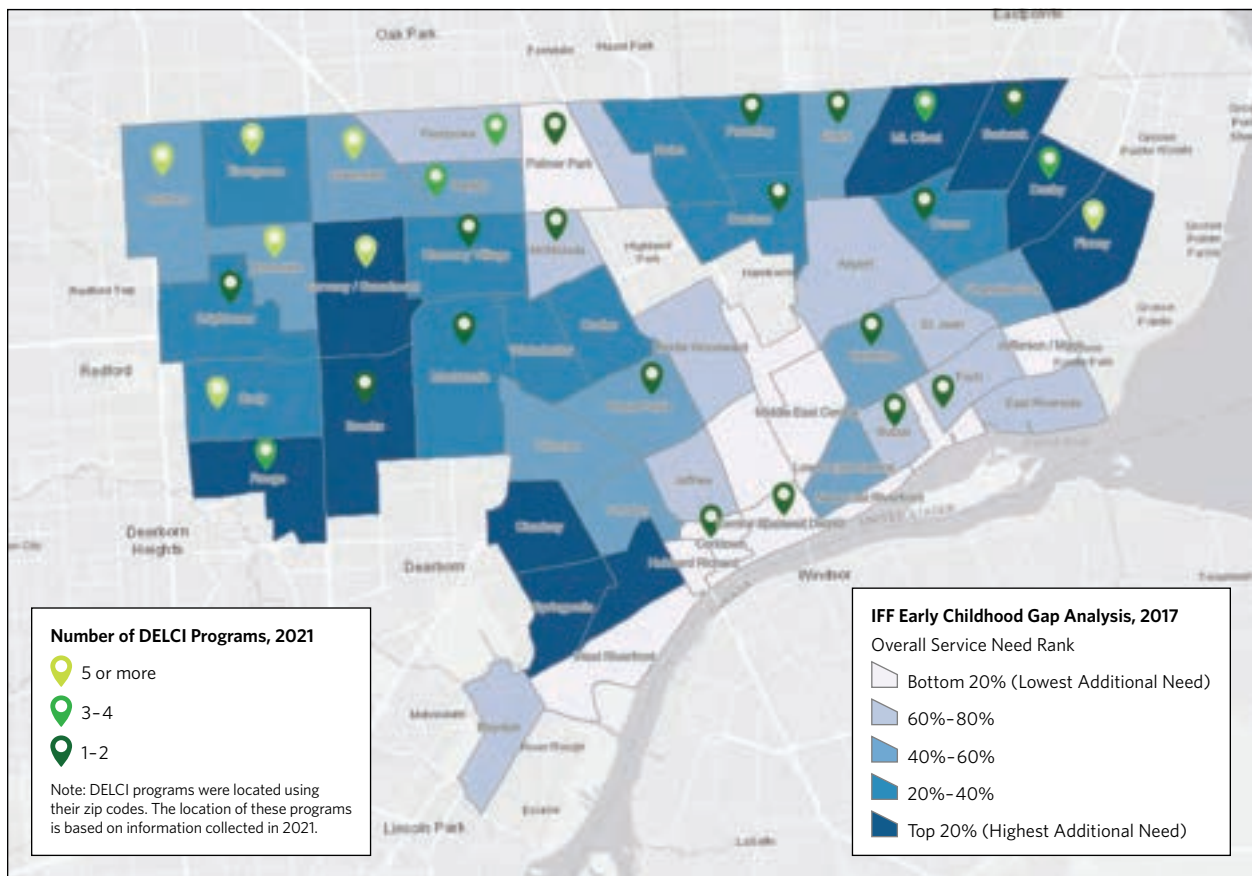
Table 2. Background characteristics of children in DELCI’s participating programs

	Number of Programs	% All Programs	Number of Children	% All Children Served
Food program/CACFP	13	62%	208	61%
Full/partial child care subsidy	14	67%	150	44%
Speak other language at home	10	48%	36	10%
Diagnosed with a disability	13	62%	13	4%

To more closely examine the population that DELCI is reaching and to determine how DELCI is meeting its goal of serving under-resourced programs and underserved children and families, pinpoints identifying the number of providers and programs receiving coaching from DELCI were imposed on an existing map of Detroit neighborhoods with the greatest need for overall early care and education services. Although the study focuses on the 21 unique programs that received DELCI coaching, to better assess the extent of DELCI’s impact, the complete list of 83 unique programs that were receiving DELCI coaching as of fall 2022 were considered; 79 of these programs were located and included in the assessment.

Figure 13 provides a citywide overview of the areas “where the greatest numbers of young children need better access to providers of early childhood care and education” by comparing the availability of licensed child care providers with the number of young children living in a neighborhood (IFF, 2015, p. 5). Out of 79 providers that participated in DECLI, nearly one-third (n=25; 32%) were located in the top 20% of neighborhoods with the highest need for early care and education services, where the availability of licensed child care providers is smallest relative to the demand for services (i.e., the number of young children living in a neighborhood; IFF, 2017). About one-quarter of the providers (n=20; 25%) were located in areas that ranked in the 20-40th percentile of neighborhoods with the highest overall need for child care. Twenty-four providers were located in neighborhoods that ranked in the 40-60th percentile. DELCI’s presence was smallest in neighborhoods where children had greater access to early care and education services (n = 10; 13%). Patterns suggest that DELCI’s services were targeted at communities where disparities in access to early childhood providers and programs have existed.

Figure 13. DELCI programs located in neighborhoods with the greatest need for early care and education providers in Detroit, 2017



Note. This map shows the neighborhood rankings for children in Detroit, ages 3 to 5 years old, in need of general child care. The original map was created by Data Driven Detroit as part of the Early Childhood Data Project and sponsored by the Kresge Foundation and the W.K. Kellogg Foundation. The Detroit Early Childhood Data Tool can be found here: <https://d3.maps.arcgis.com/apps/Cascade/index.html?appid=3c639a4a086548139b956ad3d570b3ec>



Summary of Participant Surveys

Survey participants were teachers, family providers, program directors, program or facility owners, and individuals who served in multiple roles within their program. Responders represented 21 programs and primarily worked in licensed child care centers, followed by smaller home-based family provider settings, and finally, larger home-based group provider settings. The average responder had worked in early care and education for more than 15 years, had worked at their current program for about 11 years, and had received some form of postsecondary education; nearly half of all responders held a Child Development Associate credential.

DELICI primarily partnered with programs that served children of color and children from low-income families.

Findings indicate that responders valued the DELICI coaching program and perceived it to be most helpful in helping them apply training and professional development in their educational setting, as well as enhance their children's development and learning.

While participants expressed satisfaction with coaching, they identified three areas in which they hoped to receive continued support from DELICI: curriculum and teaching content areas, improving teacher-child interactions as supported by CLASS behavior management, and developmentally appropriate practice for child development and learning.

Considerations and Key Findings

This report aims to illustrate and evaluate the activities and outcomes associated with the newly piloted DELCI program from the perspectives of multiple stakeholders. The goal of this evaluation is to provide guidance for early childhood programs seeking to replicate a similar coaching model in their educational settings. Overall, interviews with DELCI coaches revealed that the coaching program helped teachers and providers earn and increase their Great Start to Quality star ratings and gain access to research- and evidence-based curriculum and assessment tools aligned to this rating system. Participant surveys showed that teachers, family providers, and center directors and owners broadly perceived DELCI to be valuable to their own professional development and to their children's learning and development.

Coaches reported that many of the teachers and providers they worked with, some of which had Empty stars at the beginning of the coaching partnership, saw improvements in their Great Start to Quality Ratings, with some teachers and providers increasing their program quality star ratings by two stars along Michigan's QRIS. Coaches also helped providers that were able to attain a 5-star quality rating begin the transition from home-based to center-based child care settings.

Among the inputs and activities that helped promote this outcome were the coaches' diverse experiences and extensive qualifications in early childhood education, the length and structure of the DELCI coaching model (i.e., phases of structured classroom observation, on-site support, and written feedback followed by independent practice staggered over an 18-week cycle), and the use of individualized coaching strategies.

At the time of this study, DELCI coaches reported having dedicated an average of nearly 30 years as educators in multiple roles that included teaching, directing, and training in early childhood. They were able to earn their CLASS certifications and engage in ongoing trainings and supports around instructional coaching in early care and education throughout the program.



Through their professional experiences and the professional development offered through ECIC, coaches acquired the competencies and skills needed to tailor their coaching strategies to individual teachers and providers, as well as meet the diverse goals of center directors and owners. These efforts included providing on-site and virtual classroom observations, modeling appropriate strategies for engaging in adult-child interactions, providing consistent verbal and written feedback, and offering other unanticipated supports. Underlying these activities was a common philosophy among coaches; that is, teachers, providers, and directors and owners are partners in the coaching process. Establishing relationships built on trust and respect early in the process helped coaches create sustainable partnerships with teachers and providers and obtain buy-in from center directors and owners.

Another key outcome of DELCI was increased access to evidence-based curriculum and assessment tools for those who agreed to participate in the program and Great Start to Quality initiative. DELCI coaches assisted teachers and providers in gaining access to valuable instructional and pedagogical content and strategies for working with young children and promoting high-quality adult-child interactions at no cost. Coaches supplied teachers and providers with resources of their own choosing, but they specifically emphasized evidence-based curricula and assessments, such as HighScope Curriculum and Creative Curriculum, which are directly tied to the Great Start to Quality QRIS. In addition to distributing these resources, coaches provided instruction on how to adapt these strategies for use in various educational settings.



DELICI was highly valued by its participants, with coaching perceived as particularly meaningful for professional growth and development and child outcomes. Acquiring curricular resources and instructional tools to promote child development and learning was among the top three areas in which teachers and providers were seeking support from DELICI. Program participants rated curriculum and teaching content in subjects such as literacy and math as the area in which they most desired individual coaching support. Participants also identified improving teacher-child interactions as supported by CLASS behavior management and developmentally appropriate practice for child development and learning as high-need areas in which they sought individual coaching and perceived their program needed coaching support. Responders demonstrated high levels of agreement with statements indicating that the coaching program does the following: (1) helps teachers and providers apply training and professional development in their educational settings, (2) enhances child development and learning, and (3) improves the quality of their teaching practices in their educational settings.



DELICI targeted its services and supports to programs with Empty to 3-star ratings to promote more equitable resource access to early care and education teachers and providers and to ensure high-quality programs and professionals were more accessible and affordable to Detroit families. Nearly one-third of DELICI's participating programs were located in the top 20% of neighborhoods with the highest demonstrated need for early care and education services. Of the children accounted for by center directors and owners in the online survey (n = 343), 81% were Black/African American, 61% were participants in the Child and Adult Care Food Program (CACFP) or a similar federally funded food program, and 44% were on full or partial child care subsidy. The specific targeting of teachers and providers working in under-resourced programs and underserved communities helped ensure that DELICI's services and supports reached young children disproportionately impacted by racial, ethnic, social, and economic inequities.

Despite the equitable impact and perceived successes and value of DELICI on professional development, teaching practices, and child development and learning, coaches cited challenges to their implementation efforts. Coaches reported that inadequate teacher preparation and training prior to joining the coaching program, as well as unforeseen circumstances due to the COVID-19 pandemic, were among their greatest implementation challenges. In particular, coaches found that newer teachers and providers lacked knowledge and experience with some of the instructional support and training strategies that were part of the curriculum on promoting quality adult-child interactions and developmentally appropriate practices. Coaches also noted how the pandemic adversely affected the number of teachers and providers they partnered with and the frequency of their interactions, as some centers were forced to close due to state policies or changes in their enrollment after restrictions were lifted.

Recommendations

Select recommendations for the program’s development are listed below; these are based on feedback from coaches and conclusions drawn from the results of both case studies described in this report. These recommendations are meant to also provide insights for leaders seeking to develop or replicate a similar coaching support program for teachers and providers in their early care and education settings.

1 Continue offering DELCI to providers across the various settings where children are cared for and in neighborhoods in need of better access to quality, licensed child care providers. The evaluations above illustrate the value of the coaching program for its participants. While research has extensively documented the benefits of high-quality early learning opportunities and experiences on young children’s social, emotional, cognitive, and educational development, gaps exist in participation in Michigan’s Great Start to Quality across various program settings and neighborhoods. Assisting providers in acquiring quality star ratings, especially across diverse early childhood programs (e.g., child care and preschool centers, family child care homes, group child care homes, tribal centers, tribal homes) and especially in communities where families of infants and toddlers lack access to a variety of quality child care programs, will help ensure that each young child in Detroit has the opportunity to receive high-quality learning experiences.

2 Contextualize and individualize supports and services based on the unique priorities, goals, and educational contexts of teachers and providers. Coaches demonstrated flexibility in their partnerships with program participants. This involved building trust with teachers, providers, and center directors and owners; encouraging and valuing their input in goal setting and as collaborators throughout the coaching process; employing and individualizing various coaching strategies to improve specific aspects of the teacher or provider’s instruction; and responding to diverse needs, which encompassed setting up classrooms and assisting with lesson plans as well as providing resource support and information about local food pantries and diaper drives.

3

Require trainings for teachers and providers as a prerequisite to joining the coaching program. Challenges to implementation partially stemmed from teacher and provider inexperience in using the evidence-based instruction, curriculum, and assessment tools and resources that are aligned with the Great Start to Quality system. Coaches responded by providing one-hour Zoom trainings on instructional strategies and curriculum implementation to promote developmentally appropriate adult-child interactions and support optimal child development and learning. DELCI could design and implement a multi-week training program for interested teachers and providers as a prerequisite for participating in the full 18-week coaching cycle.

4

Adopt a hybrid coaching format on an ongoing basis. The original programming model called for regular on-site visits with teachers and providers at child care centers and home-based settings; however, coaches expressed general satisfaction with a hybrid approach that combined on-site observations with opportunities for online interactions with teachers and providers via the Torsh Talent platform. Additionally, more than two-thirds of the individuals who reported receiving support from DELCI coaches in the past year said they participated in fewer than a handful of coaching sessions. This may have been a consequence of the competing demands on teachers and providers as they dealt with pandemic-related changes in their program's enrollment and staffing. Adopting a hybrid coaching format may help bolster teacher and provider engagement in coaching sessions.

5

Provide on-site support and continued professional development for coaches. Despite having decades of experience in early care and education, coaches emphasized the importance of having direct guidance from lead coaches in the field and opportunities to improve their qualifications and competencies around effectively measuring and improving adult-child interactions across broad domains and within diverse educational contexts.

Future Research and Evaluation

The study findings highlight a number of potentially fruitful avenues for future research and evaluation efforts. First, future studies should examine the effects of participating in DELCI on desired teacher and provider outcomes. For example, program leaders may be interested in exploring how participation in DELCI improves teachers and providers' sense of self-efficacy across multiple dimensions of Pre-K CLASS, such as instructional support strategies (e.g., language modeling, concept development). Intended outcomes such as self-efficacy could be measured using participant surveys and compared across three time points: pre-program, prior to engaging in any trainings or coaching sessions; mid-program, halfway through the coaching program; and post-program, at the conclusion of the 18-week coaching cycle.

DELCI leadership, as well as its participant programs, may also benefit from evaluating whether the coaching program contributes to secondary and longer-term outcomes such as child learning and development (e.g., language development) and teacher and provider retention in early care and education. Second, to better ascertain program effects, future evaluation efforts could identify and compare intended outcomes to a non-participant control group, that is, a group of teachers and providers, and their children, at comparable infant and toddler care programs that are not currently participating in DELCI.

Third, additional studies should employ analyses that allow for researchers to control for relevant participant demographics and background characteristics. This is important in identifying and isolating the factors that help explain the variability in the effects of, or intended outcomes associated with, participating in DELCI. For example, empirically relevant control variables may include the number of years of experience working with infants and toddlers, as well as various aspects of the child's home life and environment. Fourth, researchers should assess for differences in intended outcomes between various program settings, that is, center-based, family home-based, and group home-based. Lastly, the studies discussed in this report reflect the experiences and perspectives of a subset of DELCI's partners. Future studies should employ strategies to promote higher levels of engagement with evaluation efforts and more accurately reflect the diversity of participants.



References

Child Trends. (2020, December 31). *DELCI evaluation progress report* [Unpublished internal document].

Lyons, L (2023, January 4). IFF early childhood gap analysis 2017 [Map]. Data Driven Detroit (D3). <https://portal.datadrivendetroit.org/datasets/D3::iff-early-childhood-gap-analysis-2017/explore?location=42.352582%2C-83.099264%2C11.73>

Early Childhood Investment Corporation (ECIC) & Michigan Department of Education (MDE). (2022 November). *Child care stabilization grants expanded the early care workforce, reducing the number of staff vacancies*. <https://www.ecic4kids.org/wp-content/uploads/2022/11/ECIC-Fact-Sheet-Child-Care-Workforce-Nov-2022.pdf>

Early Childhood Investment Corporation. (2018, November 30). *Hope Starts Here: Citywide quality improvement effort evaluation plan* [Unpublished internal document].

Great Start to Quality. (2022, April 1). *Approved screening, assessment, and curriculum tools*. https://greatstarttoquality.org/wp-content/uploads/2022/03/Approved-Screening-Assessment-and-Curriculum-Tools_List_3.2022-1-1.pdf

Hope Starts Here. (n.d.-a). *Our overview*. <https://hopestartsheredetroit.org/about/>

Hope Starts Here. (n.d.-b). *Imperatives*. <https://hopestartsheredetroit.org/imperatives/>

Hope Starts Here. (n.d.-c). *A collaborative approach to early childhood success*. <https://hopestartsheredetroit.org/our-approach/>

IFF. (2015). *The system we need: A neighborhood snapshot of early childhood education in Detroit*. https://iff.org/wp-content/uploads/2017/05/IFF_Detroit_report_final.pdf

Lloyd, C. M., Warner-Richter, M., Ulman, K., Baziyants, G., Haas, M., & Carlson, J. (2021, May 28). *Detroit Early Learning Coaching Initiative: Final evaluation report* [Unpublished internal document]. Child Trends.

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System (CLASS) 103: Understanding the instructional support domain*. NYC Department of Education. <https://infohub.nyced.org/docs/default-source/default-document-library/class-103.pdf>

Teachstone. (n.d.). *The CLASS System: Birth through secondary*. [https://info.teachstone.com/hubfs/CLASS-System-Paper-FINAL.pdf?t=1495735615702#:~:text=Pre%2D%E2%80%90K%20Research%20revealed%20that,\(Pianta%2C%20LaParo%2C%20Hamre](https://info.teachstone.com/hubfs/CLASS-System-Paper-FINAL.pdf?t=1495735615702#:~:text=Pre%2D%E2%80%90K%20Research%20revealed%20that,(Pianta%2C%20LaParo%2C%20Hamre)

The Regents of the University of Michigan. (2022). *Choosing a center or home*. <https://hr.umich.edu/benefits-wellness/work-life/child-care-resources/choosing-center-or-home#:~:text=In%20Michigan%2C%20a%20licensed%20family,research%20data%20for%20more%20information. U-M Human Resources, University of Michigan.>

Appendix A.

2018 Measurement Framework

The measurement framework highlights how ECIC set out to measure DELCI's impact through the following components: outputs, outcomes, indicators, measures of change, data collection methods, data sources, and frequency of data collection. The framework identifies how outcomes were to be quantified, analyzed, and evaluated (ECIC, 2018).

Outputs	Outcomes	Indicators	Measures of Change	Data Collection Methods	Data Sources	Data Collection Frequency
175-200 Detroit providers received coaching support	# of providers that increased their program quality by at least one star level along the Quality Rating Improvement System	Great Start to Quality (GSQ) ratings	<1 star level improvement along the Quality Rating Improvement System	GSQ program quality assessments (self assessment survey, assessment and re-assessment data)	GSQ ratings	One to two times, depending on availability of previous QRIS rating
125 providers received access and support to implement evidence-based curriculum and assessment tools		increased access to EBCCA tools for providers who participate in Great Start to Quality:	purchased evidence-based curriculum and assessment (EBCCA) packages	125 providers receive purchased EBCCA packages	official documents (purchase receipts, user agreements, MOUs)	proofs of purchase and access to EBCCA tools
participating providers accessed child development data using EBCCA tools	80% of Detroit early care and education providers participate in Great Start to Quality.	published GSQ ratings	80% of providers of licensed providers	GSQ program quality assessments (self assessment survey, assessment and re-assessment data)	GSQ ratings	ongoing
recommendations for scalability	Year 1: 50% of providers receiving access and support to EBCCA tools share childhood development data Year 2: 100% of providers receiving access and support to EBCCA tools share childhood development data	completion of COR Advantage and/or GOLD assessments	score increases along Language, Literacy, & Communication and/or English Language Learning key development indicators of COR Advantage or Language and Literacy objectives of GOLD	coaching sessions and partner meetings	COR Advantage and GOLD assessment results	Two assessments cycles per provider receiving support - pre-test at beginning of training & technical assistance - post-test at end of training & technical assistance
development of a Michigan specific, share services platform	# of providers that accessed the web-based shared services platform	completion of log in registration	# of providers that access the platform	platform database	log in registrations	ongoing
	# of providers realizing cost savings	services or products members utilize	# of providers reporting that shared services allowed them to save costs	platform database, provider survey	data on services/products accessed by providers, providers	ongoing

Appendix B. Study Limitations

CASE STUDY 1: LIMITATIONS OF THE STUDY

While this study's findings provide valuable information about the experiences and perspectives of DELCI coaches, there are certain limitations of this evaluation. First, because of the geographic distance between coaches and providers and the research staff for this study, in addition to the limitations of in-person engagement as a result of the COVID-19 pandemic, coaching practices and processes were not directly observed. As such, this study does not attempt to draw conclusions about the impacts or the effects of the coaching program on teachers or providers and the children they serve. Second, as a result of the coronavirus pandemic, many child care centers and home-based providers experienced closures or changes to their operations, which impacted the manner and frequency of coaching visits. Prior to the pandemic, coaches frequented the centers and homes at which providers worked and provided direct, in-person observations, instructional support, and feedback; however, after the pandemic, coaches were restricted to engaging with providers primarily through a virtual format that involved utilization of the Torsh Talent platform. Given the structural changes to the format of the coaching program, interview questions were constructed for coaches to share their overall experiences with the program. Third, the study focused exclusively on DELCI coaches. Future study design should compare the experiences and perceived and observed outcomes of the DELCI coaching program on teachers/providers and the children they serve to a comparable group of teachers/providers and children who are not receiving coaching support and services. Fourth, the study reflects the experiences and viewpoints of a limited number of coaches and does not reflect the full breadth of experiences of those who have been involved with the coaching program since its inception.

CASE STUDY 2: LIMITATIONS OF THE STUDY

The study provides descriptive information on 27 DELCI participants, including program owners and directors, family providers, and teachers. Although 107 survey invitations were sent by email, the full population of all participating programs were not reachable because of missing information in the master contact list provided by DELCI staff. At least 19 individuals listed did not have valid email addresses and there were a handful of cases where more than one individual had been assigned the same email address (i.e., their organization's email address). DELCI participants were also not required to fill out the survey. As a result of missing information, in addition to the voluntary nature of the survey, the sample of responses received is not fully representative of all participating programs and providers and thus, findings from this study are not generalizable to the larger population of DELCI's participating programs.

Another factor that may have impacted the response rate is the ongoing COVID-19 pandemic. The pandemic has burdened programs and providers in many ways, including changes in staffing and/or loss of employment. In some cases, programs have become inactive due to budgetary changes and the availability of children who can participate in these programs. Additionally, data collection occurred during the holiday season and concluded around the new year. It is possible that the timing of the study, in addition to the circumstances surrounding the pandemic, may have contributed to the low survey response rates as well as the low response rates on various individual items on the survey.

It is also important to note that the survey was not designed to evaluate the impact of the coaching program. The survey was designed to better understand whom DELCI is reaching with its services and supports and the characteristics of those individual teachers, providers, and their respective programs. All responses are self-reported, meaning that they rely on the individual to accurately respond to the survey items. One of the major limitations of self-reported data is that individuals may feel inclined to respond to questions in a manner that is socially desirable. To reduce the likelihood of social desirability bias, which could affect the validity of our exploratory findings, we maintained the anonymity of respondents in the data collection process. Survey takers were not required to provide any directly identifying information such as their name, program name, or email address. Responders' information was embedded in the form of metadata in the Qualtrics survey platform. This allowed for the tracking of responders while maintaining the anonymity of the questionnaire; the survey was completely anonymous from the responder's end.



Appendix C.

Coach Interview Protocol

Introduction/Purpose of the Study

Thank you for agreeing to participate in this interview today.

{Introductions of personnel conducting interview}.

I am currently working with [personnel 01] and [personnel 02] to develop a comprehensive report on DELCI for the Kellogg Foundation that can serve as a guide to organizations seeking to replicate or implement a similar coaching program in their setting. The report will describe how DELCI came into existence, the services and resources it provides, and highlight some of the successes and challenges of the program. It will also include recommendations for strengthening the capacity and outcomes of the program.

It is so important that we center the perspectives of the people that have created the program, run the program, and are part of the program. This is why I am thankful you have taken time out of your busy schedule to speak with me today. Your experiences and perspectives as a coach will help inform our understanding of the program's services, processes, partnerships, and outcomes.

So, in a nutshell: I hope to learn more about who you are, your role and experience with DELCI, and in your opinion, if there was an organization that wanted to implement a program similar to DELCI, what would that look like?

Informed Consent Statement

I would like to thank you again for agreeing to speak with me today. As a friendly reminder, your participation is completely voluntary. You may refuse to respond to any question that you do not wish to answer. My hope is that this will be an informative but informal chat and will take no more than [45 minutes / 1 hour].

Before we begin, I want to verify with you that it is ok to record our chat. This is mainly because I am alone, so it is a little difficult to be really engaged and listen actively to you while taking notes, and I want to make sure that we do not miss anything important. The recording will be stored in a secure folder in our University drive and will only be accessible to [personnel 01] and [personnel 03]. And when we draft the manual or any other reports, your responses will not be shared along with your name.

Do I have your permission to record our conversation?

Do you have any questions before we begin?

Q1_Tell me a little bit about yourself.

Prompt: Where are you from?

Prompt: How long have you been in the education sector?

Prompt: What motivated you to pursue a career in this sector?

Q2_With such an extensive career, I am curious to know how you ended up at ECIC and more about your role in the organization.

Prompt: What drew you to ECIC?

Prompt: How long have you been with ECIC?

Prompt: What positions have you had in the organization?

Q3_I'd like to pivot now to DELCI.

Could you tell me a little bit about the goals and objectives of DELCI? In your words, what is DELCI trying to accomplish?

How did DELCI come to be? What was the vision for the DELCI coaching model?

Q4_Tell me a little bit about how DELCI is organized.

Prompt: How would you describe DELCI's structure?

Prompt: How often do coaches interact with each other?

Prompt: Do coaches collaborate? What is the nature of your collaborations? (e.g., regularly check-ins, strategizing/brainstorming sessions)

Q5_Now, I would like to go a little deeper to understand your specific role in the program.

Prompt: How would you describe your role?

Prompt: What are your primary responsibilities?

Prompt: What is your daily work life like?

Prompt: Who do you serve in your role?

Q6_You mentioned education providers.

Prompt: Could you provide examples of who these providers are?

Prompt: How did you form partnerships with these providers? How did these partnerships evolve?

How often do you communicate with providers?

Q7_If you could summarize the main supports and services that providers need, what would they be?

Prompt: Are there specific supports and services that providers have expressed they really need or have found to be really helpful? Or maybe not so helpful?

Q8_I know we have spent a while talking about providers and the coaching model, but I would like to circle back to your personal experience as coach. More specifically, some of your greatest achievements and potential obstacles you may have faced, keeping in mind that we hope this information will help guide and strengthen future programs.

Prompt: What have been your major accomplishments as a coach?

Prompt: How were you able to achieve these things?

Prompt: What obstacles or challenges have you experienced, if any?

Prompt: Were you able to overcome these obstacles – why or why not?

Q9_Hearing your perspectives and personal experiences with DELCI has been very insightful.

Now that you've kind of given an assessment of your experiences, I'd like to hear your assessment of the overall program.

Do you think the program has been successful in accomplishing its objectives?

What do you think are the major strengths of the DELCI program?

Prompt: What specific things do you think have helped the program be strong in these areas?

Q10_In what areas do you think the DELCI program could be strengthened or improved?

Prompt: What specific components of the program have been difficult to navigate?

Prompt: What resources or supports could the program provide that would help DELCI coaches be more effective in delivering these services?

Prompt: What services do you think early care and education providers need that DELCI should provide?

Thank you so much for your insights into DELCI and the role you have played in shaping the program and the larger organization.

Q11_Before we wrap up our time together...

Is there anything else you would like to share?

Appendix D. Program Owner, Director, and Family Provider Survey

Q0

Thank you for accessing the Detroit Early Learning Coaching Initiative (DELICI) survey! The purpose of this survey is to understand your expectations and experiences with coaching and other qualitative initiatives.

What am I being asked to do?

We are asking that you take about 20 minutes to answer questions about your expectations and experiences with coaching. These questions will help us understand the services and supports that you are receiving or will receive through DELICI.

Are there any benefits to taking this survey?

These questions are widely used and helpful for improving and enhancing supports through the program. If you choose to participate in the survey, you will receive a \$25 Amazon gift card.

What about voluntary participation and withdrawal?

Your participation is completely voluntary. If you choose not to complete this survey or not to answer particular questions, it will not affect your participation in DELICI. Your information is very important, so please be as accurate as possible.

Q1 Will you continue with the survey?

- Yes (1)
- No (2)

Skip To: End of Survey If Will you continue with the survey? = No

Page Break

Page Break

Q2 About You and Your Educational Setting We would like to know more about you.

What is your role? (Check all that apply)

- Program/School Director (1)
- Owner (2)
- Curriculum Director (3)
- Family Provider (5)
- Other (please specify) (4) _____

Q3 How do you identify your gender?

- Man (4)
- Non-binary (3)
- Woman (2)
- Choose not to report (1)
- Prefer to describe (5) _____

Q4 Which of the following best describes your racial or ethnic group?

- White (Caucasian) (7)
- Black or African American (6)
- Asian (5)
- American Indian or Alaska Native (4)
- Native Hawaiian or Other Pacific Islander (3)
- Middle Eastern (2)
- Biracial / Multi-racial (1)
- Other (please specify): (8) _____

Q5 Are you of Hispanic or Latino origin, including Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race?

- Yes (1)
- No (2)

Q6 What language do you speak with family members?

- Mostly or all English (1)
- Mostly or all Spanish (2)
- Mostly or all Arabic (3)
- A mix of English and Spanish/Arabic (4)
- Mostly a language other than English or Spanish/Arabic (please specify other language): (5)

- A mix of English and a language other than Spanish/Arabic (please specify other language): (6)

Page Break
Page Break

Q7 The next questions ask about your education, training, and employment.

What is your highest education level?

- No degree (8)
- High school diploma or GED (7)
- Some college courses (6)
- One-year degree (e.g., technical college or child development program) (5)
- Two-year college degree (i.e., Associate Degree) (4)
- BA / BS degree (3)
- MA / MS degree (2)
- Ph.D. / Ed.D. (1)

Q8 Do you have a current Child Development Associate (CDA)?

- Yes (1)
- No (2)
- Working on one (3)

Display This Question:

If Do you have a current Child Development Associate (CDA)? = Yes

Q9 If yes, for what age group:

- Infant/Toddler (1)
- Preschool (2)

Q10 Do you have a current State teaching certificate/credential?

- Yes (1)
- No (2)
- Working on one (3)

Q11 Including years teaching, owning, and/or directing in other programs, how many years have you worked in the early childhood field (birth to age 8):

- Years (1) _____
- If less than one year, enter the number of months: (2) _____

Q12 How long have you worked at your current program?

- Years (1) _____
- If less than one year, enter the number of months: (2) _____

Page Break

Page Break

Display This Question:

If About You and Your Educational Setting We would like to know more about you.

What is your role... = Family Provider

Q991 In the past 12 months, have you received any coaching, either in person or virtually? Coaching is an individual or team provided to support your teaching practices and learning environment.

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If In the past 12 months, have you received any coaching, either in person or virtually? Coaching is... = Yes

Q992 If yes, approximately how many sessions have you received from a coach?

- 1 (1)
- 2 - 4 (2)
- 5 - 7 (3)
- More than 7 (4)

Display This Question:

If About You and Your Educational Setting We would like to know more about you. What is your role... = Family Provider

Q993 In the past 12 months, have you received any coaching or technical assistance, either in person or virtually, from a DELCI coach?

- Yes (1)
- No (2)

Display This Question:

If In the past 12 months, have you received any coaching or technical assistance, either in person o... = Yes

Q994 If yes, approximately how many sessions have you received from a DELCI coach?

- 1 (1)
- 2 - 4 (2)
- 5 - 7 (3)
- More than 7 (4)

Page Break

Page Break

Q13 The next questions ask about the children and staff in your educational setting. We would like to have some more information about the children in your program.

How many children are there total in your program?

Total number of children (6) _____

Q14 How many children in your program belong to each racial or ethnic group? Please make sure that "Total" equals the total number of children in your program that you indicated above.

Hispanic or Latino origin : _____ (1)

White : _____ (2)

Black/African American : _____ (3)

Middle Eastern : _____ (4)

Asian : _____ (5)

Other : _____ (6)

Total : _____

Page Break

Page Break

Q15 For each item, please give the total number of children with the following characteristics in your educational setting.

If you do not know, please type "DK" in the appropriate cell.

Speak a language other than English at home (8) _____

On full or partial childcare subsidy (9) _____

Food program/CACFP (20) _____

Parent is a teen (21) _____

Children with a diagnosed disability, developmental delay, or other health impairment (22) _____

Gifted/talented (23) _____

Children related to you (24) _____

Page Break

Page Break

Display This Question:

If About You and Your Educational Setting We would like to know more about you.

What is your role... = Family Provider

Q995 The next question asks about the children in your class.

How many children are there total in your class?

Total number of children (1) _____

Page Break

Page Break

Q16 Do you have regular paid assistant(s) who help in your educational setting?

Yes (1)

No (2)

Display This Question:

If Do you have regular paid assistant(s) who help in your educational setting? = Yes

Q17 If yes, on average, how many hours per week of paid assistant time do you have?

Hours per week (4) _____

Page Break

Page Break

Q18 Your Beliefs about Early Care and Education Please share your perspectives about your role as an early care and education educator and standards of quality.

Please rate the statements describing why you got into and stayed in the field.

I see my current position as...	Not really the way I feel (1)	No opinion (3)	Mostly the way I feel (4)
My career or profession, or a steppingstone to a related career or profession (1)			
A job with a paycheck (3)			
A way of helping someone out (4)			
A job I feel stuck in due to few other employment opportunities (7)			
Work I put a lot of effort into and feel committed to (8)			
A job in which I have the opportunity to learn and grow (13)			

Page Break

Page Break

Q19 How important do you think the following items are to the overall quality of early care and education programs?

	Not important (1)	Somewhat important (3)	Very important (5)
Curriculum (1)			
Teacher-child interactions (2)			
Staff qualifications (including professional development and training) (3)			
Ratio, group sizes (4)			
Family engagement and partnerships (5)			
Assessment of children (6)			
Program administration (7)			
Physical environment and materials (8)			

Page Break

Page Break

Q20 Beliefs About Coaching

Please respond to these questions about your perceptions about the value of DELCI coaching for your teachers' practices and children's outcomes.

DELCI coaching is an individual or team provided to support your teaching practices and learning environment.

	Disagree (2)	Neutral (3)	Agree (4)
Coaching will help me and my teacher(s) improve high quality teaching practices. (1)			
Coaching will help me and my teachers apply training and professional development. (2)			
Coaching will add more work to my plate. (3)			
Coaching will positively impact children's development and learning. (4)			
Coaches are in a supervisory role, meaning that they have the power to evaluate the work of a teacher/provider. (5)			

Page Break

Page Break

Q21 Areas of Need

Please rate the importance of areas that you would like to receive coaching support.

	Not important (1)	Somewhat important (3)	Very important (5)
Developmentally appropriate practice for child development and learning (1)			
Culture, diversity, and equity (3)			
Improving teacher-child Interactions as supported by CLASS behavior management (5)			
Family and community engagement (6)			
Observation, assessment, and documentation (8)			
Special needs and inclusion (9)			
Curriculum and teaching content areas (e.g., literacy, math) (11)			
Health, safety, and nutrition (13)			
Running/participating in a professional learning community (14)			
Other? (Please specify) (19)			

Page Break

Page Break

Q22 Please rate the importance of areas that you think your program needs to receive coaching support?

	Not important (1)	Somewhat important (3)	Very important (5)
Developmentally appropriate practice for child development and learning (1)			
Culture, diversity, and equity (3)			
Improving teacher-child Interactions as supported by CLASS behavior management (5)			
Family and community engagement (6)			
Observation, assessment, and documentation (8)			
Special needs and inclusion (9)			
Curriculum and teaching content areas (e.g., literacy, math) (11)			
Health, safety, and nutrition (13)			
Running/participating in a professional learning community (14)			
Other? (Please specify) (19)			

Page Break

Page Break

End of Block: Default Question Block

Start of Block: Block 1

Q23 Thank you for participating in the DELCI survey!

Please provide your name and a valid email address in the space below if you would like to receive a \$25 Amazon gift card.

Your name (4) _____

Your email address (5) _____

End of Block: Block 1

Appendix E. Teacher Survey

Q0

Thank you for accessing the Detroit Early Learning Coaching Initiative (DELICI) survey! The purpose of this survey is to understand your expectations and experiences with coaching and other qualitative initiatives.

What am I being asked to do?

We are asking that you take about 20 minutes to answer questions about your expectations and experiences with coaching. These questions will help us understand the services and supports that you are receiving or will receive through DELICI.

Are there any benefits to taking this survey?

These questions are widely used and helpful for improving and enhancing supports through the program. If you choose to participate in the survey, you will receive a \$25 Amazon gift card.

What about voluntary participation and withdrawal?

Your participation is completely voluntary. If you choose not to complete this survey or not to answer particular questions, it will not affect your participation in DELICI. Your information is very important, so please be as accurate as possible.

Q1 Will you continue with the survey?

- Yes (1)
- No (2)

Skip To: End of Survey If Will you continue with the survey? = No

Page Break

Page Break

Q3 About You and Your Educational Setting

We would like to know more about you.

How do you identify your gender?

- Man (4)
- Non-binary (3)
- Woman (2)
- Choose not to report (1)
- Prefer to describe (5) _____

Q4 Which of the following best describes your racial or ethnic group?

- White (Caucasian) (7)
- Black or African American (6)
- Asian (5)
- American Indian or Alaska Native (4)
- Native Hawaiian or Other Pacific Islander (3)
- Middle Eastern (2)
- Biracial / Multi-racial (1)
- Other (please specify): (8) _____

Q5 Are you of Hispanic or Latino origin, including Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race?

- Yes (1)
- No (2)

Q6 What language do you speak with family members?

- Mostly or all English (1)
 - Mostly or all Spanish (2)
 - Mostly or all Arabic (3)
 - A mix of English and Spanish/Arabic (4)
 - Mostly a language other than English or Spanish/Arabic (please specify other language): (5)
-

Page Break
Page Break

**Q7 The next questions ask about your education, training, and employment.
What is your highest education level?**

- No degree (8)
- High school diploma or GED (7)
- Some college courses (6)
- One-year degree (e.g., technical college or child development program) (5)
- Two-year college degree (i.e., Associate Degree) (4)
- BA / BS degree (3)
- MA / MS degree (2)
- Ph.D. / Ed.D. (1)

Q8 Do you have a current Child Development Associate (CDA)?

- Yes (1)
- No (2)
- Working on one (3)

Display This Question:

If Do you have a current Child Development Associate (CDA)? = Yes

Q9 If yes, for what age group:

- Infant/Toddler (1)
- Preschool (2)

Q10 Do you have a current State teaching certificate/credential?

- Yes (1)
- No (2)
- Working on one (3)

Q11 Including years teaching, owning, and/or directing in other programs, how many years have you worked in the early childhood field (birth to age 8):

- Years (1) _____
- If less than one year, enter the number of months: (2) _____

Q12 How long have you worked at your current program?

- Years (1) _____
- If less than one year, enter the number of months: (2) _____

Page Break

Page Break

Q991 In the past 12 months, have you received any coaching, either in person or virtually? Coaching is an individual or team provided to support your teaching practices and learning environment.

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If In the past 12 months, have you received any coaching, either in person or virtually? Coaching is... = Yes

Q992 If yes, approximately how many sessions have you received from a coach?

- 1 (1)
- 2 - 4 (2)
- 5 - 7 (3)
- More than 7 (4)

Q993 In the past 12 months, have you received any coaching or technical assistance, either in person or virtually, from a DELCI coach?

- Yes (1)
- No (2)

Display This Question:

If In the past 12 months, have you received any coaching or technical assistance, either in person o... = Yes

Q994 If yes, approximately how many sessions have you received from a DELCI coach?

- 1 (1)
- 2 - 4 (2)
- 5 - 7 (3)
- More than 7 (4)

Page Break

Page Break

Q995 The next questions ask about the children and staff in your educational setting.

How many children are there total in your class?

Total number of children (6) _____

Page Break

Page Break

Page Break

Page Break

Q16 Do you have regular paid assistant(s) who help in your educational setting?

- Yes (1)
- No (2)

Display This Question:

If Do you have regular paid assistant(s) who help in your educational setting? = Yes

Q17 If yes, on average, how many hours per week of paid assistant time do you have?

Hours per week (4) _____

Page Break

Page Break

Q18

Your Beliefs about Early Care and Education Please share your perspectives about your role as an early care and education educator and standards of quality.

Please rate the statements describing why you got into and stayed in the field.

I see my current position as...	Not really the way I feel (1)	No opinion (3)	Mostly the way I feel (4)
My career or profession, or a steppingstone to a related career or profession (1)			
A job with a paycheck (3)			
A way of helping someone out (4)			
A job I feel stuck in due to few other employment opportunities (7)			
Work I put a lot of effort into and feel committed to (8)			
A job in which I have the opportunity to learn and grow (13)			

Page Break

Page Break

Q19 How important do you think the following items are to the overall quality of early care and education programs?

	Not important (1)	Somewhat important (3)	Very important (5)
Curriculum (1)			
Teacher-child interactions (2)			
Staff qualifications (including professional development and training) (3)			
Ratio, group sizes (4)			
Family engagement and partnerships (5)			
Assessment of children (6)			
Program administration (7)			
Physical environment and materials (8)			

Page Break

Page Break

Q20 Beliefs About Coaching

Please respond to these questions about your perceptions about the value of DELCI coaching for your teachers' practices and children's outcomes.

DELCI coaching is an individual or team provided to support your teaching practices and learning environment.

	Disagree (2)	Neutral (3)	Agree (4)
Coaching will help me and my teacher(s) improve high quality teaching practices. (1)			
Coaching will help me and my teachers apply training and professional development. (2)			
Coaching will add more work to my plate. (3)			
Coaching will positively impact children's development and learning. (4)			
Coaches are in a supervisory role, meaning that they have the power to evaluate the work of a teacher/provider. (5)			

Page Break

Page Break

Q21 Areas of Need

Please rate the importance of areas that you would like to receive coaching support.

	Not important (1)	Somewhat important (3)	Very important (5)
Developmentally appropriate practice for child development and learning (1)			
Culture, diversity, and equity (3)			
Improving teacher-child Interactions as supported by CLASS behavior management (5)			
Family and community engagement (6)			
Observation, assessment, and documentation (8)			
Special needs and inclusion (9)			
Curriculum and teaching content areas (e.g., literacy, math) (11)			
Health, safety, and nutrition (13)			
Running/participating in a professional learning community (14)			
Other? (Please specify) (19)			

Page Break

Page Break

Q22 Please rate the importance of areas that you think your program needs to receive coaching support?

	Not important (1)	Somewhat important (3)	Very important (5)
Developmentally appropriate practice for child development and learning (1)			
Culture, diversity, and equity (3)			
Improving teacher-child Interactions as supported by CLASS behavior management (5)			
Family and community engagement (6)			
Observation, assessment, and documentation (8)			
Special needs and inclusion (9)			
Curriculum and teaching content areas (e.g., literacy, math) (11)			
Health, safety, and nutrition (13)			
Running/participating in a professional learning community (14)			
Other? (Please specify) (19)			

Page Break

Page Break

End of Block: Default Question Block

Start of Block: Block 1

Q23 Thank you for participating in the DELCI survey!

Please provide your name and a valid email address in the space below if you would like to receive a \$25 Amazon gift card.

Your name (4) _____

Your email address (5) _____

End of Block: Block 1

Appendix F. Marketing Materials

The DELCI team collaborated with child care providers in Detroit to create marketing materials that would engage eligible providers and referral partners and raise awareness about the program. Images of two examples are included below: a tri-fold brochure and a flyer. The brochure was utilized at in-person recruiting events, in mailers, and most successfully, via in-person door-to-door outreach to eligible providers. The flyer promotes the hybrid/virtual coaching option and was developed during the height of the pandemic to help providers understand what resources were available from DELCI.

Marketing materials were utilized not only to reach eligible providers but to educate partner organizations and referral partners, in many cases clarifying the role of DELCI and how coaching services were distinct and complementary to the strong work led by other partner organizations in Detroit.

DELCl tri-fold brochure

WHO WE ARE

DELCl is designed with the Detroit provider in mind: whether home, center-based, newly-opened or long-established, we are here to support you in reaching your goals for children.



DEZ'ARAE ADAMS
DELCl COACH
NEW CENTER AREA

CARMEN MARTIN
PROVIDER, LICENSED
HOME BASED PROGRAM
BACLEY NEIGHBORHOOD

DETROIT EARLY LEARNING COACHING INITIATIVE

VANESSA OTERO
TEACHER, LICENSED
CENTER BASED
PROGRAM
OLD REBFORD
NEIGHBORHOOD

"To achieve our goal of educating bold and ambitious children, we must invest in enriching quality early childcare. Programs like DELCl help to develop new skills and develop a support network to achieve those goals."



WE'RE FOR DETROIT'S CHILDREN

Detroit Early Learning Coaching Initiative (DELCl) is committed to the success of early learning programs and children across the city of Detroit.



TO PARTICIPATE OR LEARN MORE:

- www.ecic4kids.org
- DELCl@ecic4kids.org
- 313-379-1080
- Detroit Office: 726 Lothrop Street, Detroit, MI 48202 (co-located with Detroit Parent Network)

THANK YOU TO OUR FUNDER

The Early Childhood Investment Corporation, with funding support from the W.K. Kellogg Foundation as part of the Hope Starts Here initiative in Detroit, launched the Detroit Early Learning Coaching Initiative to support providers in their efforts to improve program quality, gain more access to instructional resources and participate in Great Start to Quality.

POWERED BY

OUR COMMITMENT TO DETROIT BEGINS WITH PARTNERSHIP

We work in partnership with providers and local organizations to:

- Enhance instructional coaching support
- Increase knowledge of and access to resources in the area
- Foster opportunities for providers to connect and network



WE WORK WITH YOU

During coaching visits, DELCl Coaches offer:

- In-the-moment feedback
- Opportunities to model and practice
- Individualized support

DENISE MITCHELL
PROVIDER, LICENSED
HOME BASED
PROGRAM
GREEN ACRES
NEIGHBORHOOD

"DELCl gave me more confidence and [now] I better know how to deal with different age children."



DID WE MENTION DELCl...

- Offers free on-site support
- Supports developmentally appropriate practice
- Offers regular, on-site coaching
- Can purchase curriculum and assessment tools for your program

ERIC WALTON
TEACHER, LICENSED
CENTER, ELEMENTARY
SCHOOL SETTING
CORKTOWN
NEIGHBORHOOD

"DELCl coaches give me real time feedback, right in the midst of doing things. I can integrate what I learn from DELCl seamlessly into my work with pre-K schooling programs."



We offer services to all program types, with special attention to Detroit's early care and education programs who:

- Are not yet participating in Great Start to Quality
- Are not yet rated 4 or 5 Stars
- Have access needs related to curriculum, assessment and instructional support



DELCl is a Detroit-based team of highly qualified, experienced early childhood educators who are passionate about Detroit's children. Our goal is to improve early learning and school readiness outcomes for children across the city.

POWERED BY

DELCI flyer



Safely Continuing to Support Child Care Programs

When it is Needed Most.

IT'S ABOUT DETROIT'S CHILDREN

What is DELCI?

Detroit Early Learning Coaching Initiative (DELCI) is a Detroit-based team of highly qualified, experienced early childhood educators who are passionate about Detroit's children. Our goal is to improve early learning and school readiness outcomes for children across the city. DELCI is committed to the success of early learning programs and children across the city of Detroit. DELCI:

- Offers free support
- Offers regular, virtual coaching
- Supports developmentally appropriate practice

Safety is Our Priority

In light of the COVID-19 pandemic, DELCI has shifted 100% virtual in order to continue **safely** supporting child care programs when it is needed most. Virtual coaching is the **ONLY** thing that has changed about DELCI. We are maintaining all quality standards, brought to you in a **safe**, virtual setting.

DELCI is not just another Zoom meeting to add to your calendar. Our team utilizes TORSH – the most comprehensive platform for all of your professional learning needs. DELCI is designed with the Detroit provider in mind: whether home, center-based, newly-opened or long-established, we are here to **safely** support you in reaching your goals for children.



No Extra Time Commitment



DELCI's goal is to meet providers where they are at – that is why DELCI coaching takes place **during** work hours. Joining DELCI includes a minimum of six sessions, taking place every other week.

Personalized 1:1 Support



During coaching sessions, DELCI coaches offer:

- In-the-moment feedback
- Opportunities to model and practice
- Individualized support

Who Can Participate?



- Must be an early care/education program located in the City of Detroit
- Programs not yet participating in Great Start to Quality or who are not yet rated 4 or 5 stars

DELCI Coaches are Here to Help Child Care Providers Navigate these Uncertain Times

Interested in learning more? To receive more information or to refer a program for DELCI, contact us at:

- Email: delci@ecic4kids.org
- Call/Text: 313-732-9343

“DELCI gave me more confidence and [now] I better know how to deal with different age children.”

-DENISE MITCHELL, PROVIDER,
LICENSED HOME-BASED PROGRAM



The Early Childhood Investment Corporation, with funding support from the W.K. Kellogg Foundation as part of the Hope Starts Here initiative in Detroit, launched the Detroit Early Learning Coaching Initiative to support providers in their efforts to improve program quality, gain more access to instructional resources and participate in Great Start to Quality.