# Detroit Early Childhood Development Ecosystem Map Executive Summary

Prepared by the Detroit Collaborative Design Center at the University of Detroit Mercy School of Architecture with support from the Kresge Foundation.

## Introduction

The Detroit Early Childhood Development (ECD) Ecosystem Mapping process was conducted to gain a better understanding of what currently impacts the development of young children living in Detroit and the key organizations (referred to as actors) working within specific areas impacting that development. The Kresge Foundation engaged the Detroit Collaborative Design Center (DCDC) at the University of Detroit Mercy School of Architecture to assist with developing the mapping process and the visual representation of the map. The mapping process has drawn upon the expertise and knowledge of individuals working in Detroit community organizations and other stakeholders in combination with online research and selective verification through interviews.

A framework of categories was developed to help organize the visual representation of the ecosystem. The framework categories encompass the major areas that contribute to a child and family's health, wellbeing, and success from age 0 to 8. Each primary category includes a number of subcategories. Primary categories are: Family & Caregiver Support, Early Childhood Development (ECD) Workforce Development, Early Learning & Development, Community Development, Mental & Physical Health and Funding & Policy.

The process has yielded the establishment of a framework and visual representation of findings in a series of ecosystem maps. The maps illustrate the relationships of the actors to the framework. The intention of the mapping process and results is to be a resource for Foundations and the Hope Starts Here Stewardship Board and Strategy Teams.

## Process

A team called the ECD Ecosystem Mapping Working Group (referred to as the Working Group) was assembled to assist with the Ecosystem Mapping process. The Working Group consisted of nine individuals who work for organizations across the city. Each brought a different area of expertise to the table regarding early childhood development and the city of Detroit. They provided guidance, critique and validation throughout the process. The Working Group met as a team and utilized online tools to develop and review content for the Ecosystem Map. Additionally, DCDC staff met individually with the Working Group members to gain input and feedback on topics in that individual's area of expertise. Finally, DCDC contacted other organizations and individuals suggested by the Working Group members to gain additional input for the data used to create the map. Through this process, multiple iterations of the categories and the graphic map were vetted and the list of actors working in some area of the ecosystem was refined.

DCDC staff worked with the Working Group and other key stakeholders to gather the information needed to create the ecosystem map. The results of a December 2015 workshop facilitated by Early Works in addition to reviewing other ecosystem maps and conducting a scan of the services provided by the initial group of actors provided a baseline for developing the major categories, subcategories and actors included on the final map. The Ecosystem categories went through a number of iterations (see Figure 1 and Figure 2 for the Detroit Early Childhood Development Ecosystem Mapping Categories) with the final version consisting of six major categories illustrated on the graphic map. A seventh category, Funding & Policy was also defined, but it was not included on the graphic map because it touches all areas of the ecosystem. A database of actors was

compiled, and criteria developed with the Working Group were established and applied to help refine the initial spreadsheet of over 700 organizations or programs to approximately 225 actors. Finally, the visual layout of the ecosystem map underwent a number of iterations vetted by the Working Group, Kresge and other stakeholders. The final map shows the Child and Family & Caregivers at the center, the five other major categories surrounding and subcategories to each major category branching off. (See the large format poster of the Detroit Early Childhood Development Existing Ecosystem Diagram for the final graphic map).

## Findings

The Detroit ECD Ecosystem Map as previously mentioned illustrates the major areas that impact the development of young children living in Detroit and the key actors working within specific areas impacting that development. Based on input from the Working Group and other stakeholders it was made clear that the Child and the Family & Caregivers should be located at the center of map. Based on research and stakeholder input, four major categories (Family & Caregiver Support, Early Learning & Development, Community Development and Mental & Physical Health) are directly connected to the Child and Family & Caregivers. ECD Workforce Development however, is not directly connected to the Child and Family & Caregivers in the existing system, but rather it is directly connected to Licensed Early Childhood Development Centers and Unlicensed Home Based Centers, which are subcategories of Early Learning & Development. (See the large format poster of the Detroit Early Childhood Development Existing Ecosystem Diagram for an illustration of these major category connections.)

The Mental & Physical Health category has the most subcategories and the largest number of actors, and the Early Learning & Development and the Family & Caregiver Support categories have the second largest numbers of actors. Based on research of other early childhood development systems these three areas along with the family are more commonly associated with impacting a child's early development.

The Community Development category (see Figure 5) has the fewest actors of the four major categories directly linked to the Child and Family & Caregivers. Based on research of other ECD systems and input from the Working Group and other stakeholders many (outside of Neighborhood, which is part of Physical Environment and House/Home, which is part of Housing Resources) of the subcategory elements included under Community Development are not always taken into consideration. These areas however, have a direct impact on a child and their family's wellbeing whether it relates to having access to reliable transportation to get to school or living in an active and engaged community.

Based on this mapping process there appears to be a large number of actors currently providing resources and education to expecting parents, guardians and caregivers in Detroit around parenting and health and wellness as it relates to early childhood development. There are many actors working in the area of Family & Caregiver Support: Parent, Expecting Parent & Caregiver Organizations & Resources (see Figure 3) and in the area of Mental & Physical Health: Health & Wellness Education & Resources (see Figure 6). There should be a very strong connection between expecting parents, guardians and caregivers and the actors in these two areas. During the mapping process there was feedback from the Working Group members and other stakeholders that a large number of expecting parents, guardians and caregivers in Detroit are not aware of many of these resources and that it can be difficult to find out about them. The Working Group members also provided feedback that staff members working in human service organizations throughout the city are also not always aware of the different resources. As a next step the Working Group recommended determining the level of awareness expecting parents, guardians, caregivers and

human service organization staff have for the services and programs available in these areas. The Working group also recommended increased efforts to promote and build off of existing tools to raise awareness and access. Examples of these existing tools include Great Start Collaborative Wayne's Family Resource Calendar and Family Activities Calendar and the United Way for Southeastern Michigan's 2-1-1 Helpline.

There also appears to be a large number of actors in Detroit providing support and resources for early learning and development (see the Early Learning & Development category in Figure 4). Similar to resources for expecting parents, guardians and caregivers it is also important that ECD staff and administrators are aware of these resources and know how to access them. The Working Group recommended gaining a better understanding of how connected ECD staff and administrators are to these resources.

The Early Childhood Development (ECD) Workforce Development category (see Figure 7) has the least number of actors. This is consistent with input from the Working Group members and other stakeholders stating that there is a need for more ECD workforce development resources in the City of Detroit for teachers, assistants and directors working in licensed early childhood development centers and for caregivers in unlicensed, home based centers.

The mapping process also illustrated a number of organizations that are working in multiple areas of the ECD Ecosystem, and appear to be addressing multiple needs of young children and families in Detroit. Those organizations include Arab Community Center for Economic and Social Services (ACCESS), Black Family Development, Development Centers, Focus HOPE, Matrix Human Services, Southwest Solutions and United Way for Southeastern Michigan.

## Next Steps

The immediate next step related to the Detroit Early Childhood Development Ecosystem Map is to disseminate the mapping process and results to the Hope Starts Here Stewardship Board and Strategy Teams and the Kresge Early Years for Success (KEYS) Center Advisory Partners.

There are also a number of short-range next steps that were identified during the initial mapping process. First, DCDC will work with Hope Starts Here stakeholders to make the current ecosystem map available online with the ability to view blow up maps of each major category. During this time DCDC will also work with Hope Starts Here stakeholders to define a working plan and timeline for refining the map and to make it more accessible both digitally and physically.

There are also some long-range steps that have been identified in addition to those, which will be framed by Hope Starts Here stakeholders. One current long-range step is to work with partner organizations to produce a more detailed online version of the map. Hope Starts Here stakeholders, the ECD Ecosystem Mapping Working Group and other stakeholders will help define the format and goals of the online ecosystem map. This process will also include methods for periodically updating the map and for reassessing the use and outcomes of the map.

## Conclusion

The Detroit ECD Ecosystem Mapping process validated that Detroit's existing system is very complex with a large number of organizations providing programs and services in many areas that impact the development and well-being of young children and their families. In such a complex system it is vital that expecting parents, guardians and caregivers be meaningfully connected to the resources that are available in the city. It is also vital that organization staff including early childhood

development staff and administrators working in the various areas of the ecosystem are aware of other programs, services and resources to better connect the families with whom they work. It is this increased awareness and connections that will make the existing ecosystem stronger.

# Figure 1: Detroit Early Childhood Development Ecosystem Mapping Categories Iterations

## Child

### Family & Caregivers

Parents & Guardians

Caregivers

Extended Family
*Also Includes:*
- *Grandparents*
- *Aunts & Uncles*

Neighbors

Friends

### Family & Caregivers Support

Human Services
*Also Includes:*
- *Bilingual Services*
- *Financial Assistance & Empowerment*

Internet & Technology Access

Parent, Expecting Parent & Caregiver Organizations & Resources
*Also Includes:*
- *Parent & Child Care/Development Classes/ Workshops*
- *Incarcerated Parents & Families of Inmates Programs*
- *Military Family Support*
- *Family Literacy*

General Workforce Development
*Also Includes:*
- *Job Training & Education*
- *Entrepreneurial & Small Business Development*

Adult Education Programs
*Also Includes:*
- *General Education Development (GED)*
- *English as a Second Language (ESL)*
- *Adult Literacy Support*

Home Visits (Ages 0-3)

### Community Development

~~Arts & Culture Institutions & Organizations~~
*~~Also Includes:~~*
- *~~Institutions~~*
- *~~Organizations~~*
- *~~Programs~~*
- *~~Cultural Identity~~*

~~Public Institutions~~

~~Faith Based Institutions & Organizations~~

Community ~~Based Organizations~~ & Resources
*Also Includes:*
- *Block Clubs*
- *Neighborhood Associations*
- *Community Development Corporations*
- *Youth Organizations & Programs*
- *Social Justice Initiatives & Organizations*
  *Also Includes:*
  - *Environmental Justice*
  - *Racial Equity*
  - *Economic Justice*

Public Safety ~~Institutions & Initiatives~~

Transportation Systems
*Also Includes:*
- *Public*
- *Private*
- *Non-Motorized*

Physical Environment
*Also Includes:*
- *Neighborhood*
- *Region (City, County, State)*
- *Parks & Recreation Facilities*
- *Environmental Quality*

Housing Resources
*Also Includes:*
- *Affordable Housing Providers*
- *Housing Assistance Programs*
- *Shelters*

### ~~Physical Environment~~

~~Neighborhood~~

~~Region~~
*~~Includes:~~*
- *~~City~~*
- *~~County~~*
- *~~State~~*

~~Public Infrastructure~~

~~Parks & Recreation Facilities~~

~~Housing Resources~~
*~~Also Includes:~~*
- *~~Affordable Housing Providers~~*
- *~~Housing Assistance Programs~~*
- *~~Shelters~~*

~~Environmental Quality~~

### Early Learning & Development

Licensed Childcare/Development Centers
*Also Includes:*
- *Directors*
- *Teachers*
- *Classroom Assistants*
- *Latchkey*
- *Childcare/Development Center & School Facilities*

Unlicensed, Home Based Centers

Early Elementary Schools & Programs
*Includes:*
- *Traditional Public Schools*
- *Charter Schools*
- *Private Schools*
- *Home Schooling*

After School & Summer Programs
*Also includes:*
- *Literacy Programs*

~~Technology~~

Center & School Support & Resources

In-home Visits (Ages 4-5)

Early Learning & Development Awareness, Advocacy & Research

Early Learning & Development Data Collection, Analysis & Visualization

### Mental & Physical Health

Prenatal, Postnatal & Interconception Care
*Includes:*
- *Interconception Care/Family Planning*
- *Breastfeeding Support*

Primary Health Care Providers
*Also Includes:*
- *Community Health Clinics*
- *Small, Private Practices*

Pediatrics & Other Specialist Providers
*Also Includes:*
- *Childcare/Development Centers*

*Health Resources such as:*
- *School Nurses*
- *Counselors & Social Workers*

Dental Health

Emergency & After Hours
*Also Includes:*
- *Emergency Room*
- *Urgent Care*

Hospitals

Health & Wellness Education & Resources
*Also Includes:*
- *Health Care Coverage Access & Resources*
- *Physical Activity*

Food System
*Also includes:*
- *Food Access, Education & Information*

Mental Health
*Also includes:*
- *Infant Mental Health*
- *Domestic Violence Prevention & Intervention*
- *Substance Abuse Prevention & Treatment*
- *Trauma Support*

In-home Visits (Health Related)

Health & Wellness Awareness, Advocacy & Research

Health & Wellness Data Collection, Analysis & Visualization

### ECD Workforce Development

Workforce Recruitment Programs

Workforce Development Programs & Institutions

Community Colleges, Colleges & Universities

Professional Development, Training & Certification
*Also Includes:*
- *Professional Development Coaching*

### Funding & Policy

Private Funding
*Includes:*
- *Foundations*
- *Corporations*
- *CDFI/Banks*
- *Individuals*

Government Funding

Policy
*Includes:*
- *City Policy*
- *State Policy*
- *National Policy*

*Notes:*
*- City of Detroit, State of Michigan and Federal Government agencies/departments that set & administer policy would be considered actors, Policy is the overarching sub-category.*
*- Brake into long-term & short-term to account for changes in administration.*

~~Awareness, Advocacy & Research~~
*~~Also Includes:~~*
- *~~Health Research~~*
- *~~Early Childhood Development Research~~*
- *~~Policy Advocacy & Research~~*

~~Data Collection, Analysis & Visualization~~

Licensing & Standards Setting Bodies

ECD Curriculum/Program Development & Assessment
*Also Includes:*
- *Curriculum Framework*
- *Learning & Development Assessment Tools*
- *Program Assessment & Evaluation*
- *Center & School Oversight & Administration*

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# Figure 2: Detroit Early Childhood Development Ecosystem Mapping Final Categories

## Child

### Family & Caregivers
Parents & Guardians

Caregivers

Extended Family

Neighbors

Friends

### Family & Caregivers Support
Human Services

Internet & Other Technology Access

Parent, Expecting Parent & Caregiver Organizations & Resources

General Workforce Development

Adult Basic Education Programs

Home Visits (Ages 0-3)

### Community Development
Community Resources

Public Safety

Transportation Systems

Physical Environment

Housing Resources

### Early Learning & Development
Licensed Childcare/ Development Centers

Unlicensed, Home Based Centers

Early Elementary Schools & Programs

After School & Summer Programs

Center & School Support & Resources

In-home Visits (Ages 4-5)

Early Learning & Development Awareness, Advocacy & Research

Early Learning & Development Data Collection, Analysis & Visualization

### Mental & Physical Health
Prenatal, Postnatal & Interconception Care

Primary Health Care Providers

Pediatrics & Other Specialist Providers

Dental Health

Emergency & After Hours Hospitals

Health & Wellness Education & Resources

Food System

Mental Health

In-home Visits (Health Related)

Health & Wellness Awareness, Advocacy & Research

Health & Wellness Data Collection, Analysis & Visualization

### ECD Workforce Development
Workforce Recruitment Programs

Workforce Development Programs & Institutions

Community Colleges, Colleges & Universities

Professional Development, Training & Certification

### Funding & Policy
Private Funding

Government Funding

Policy

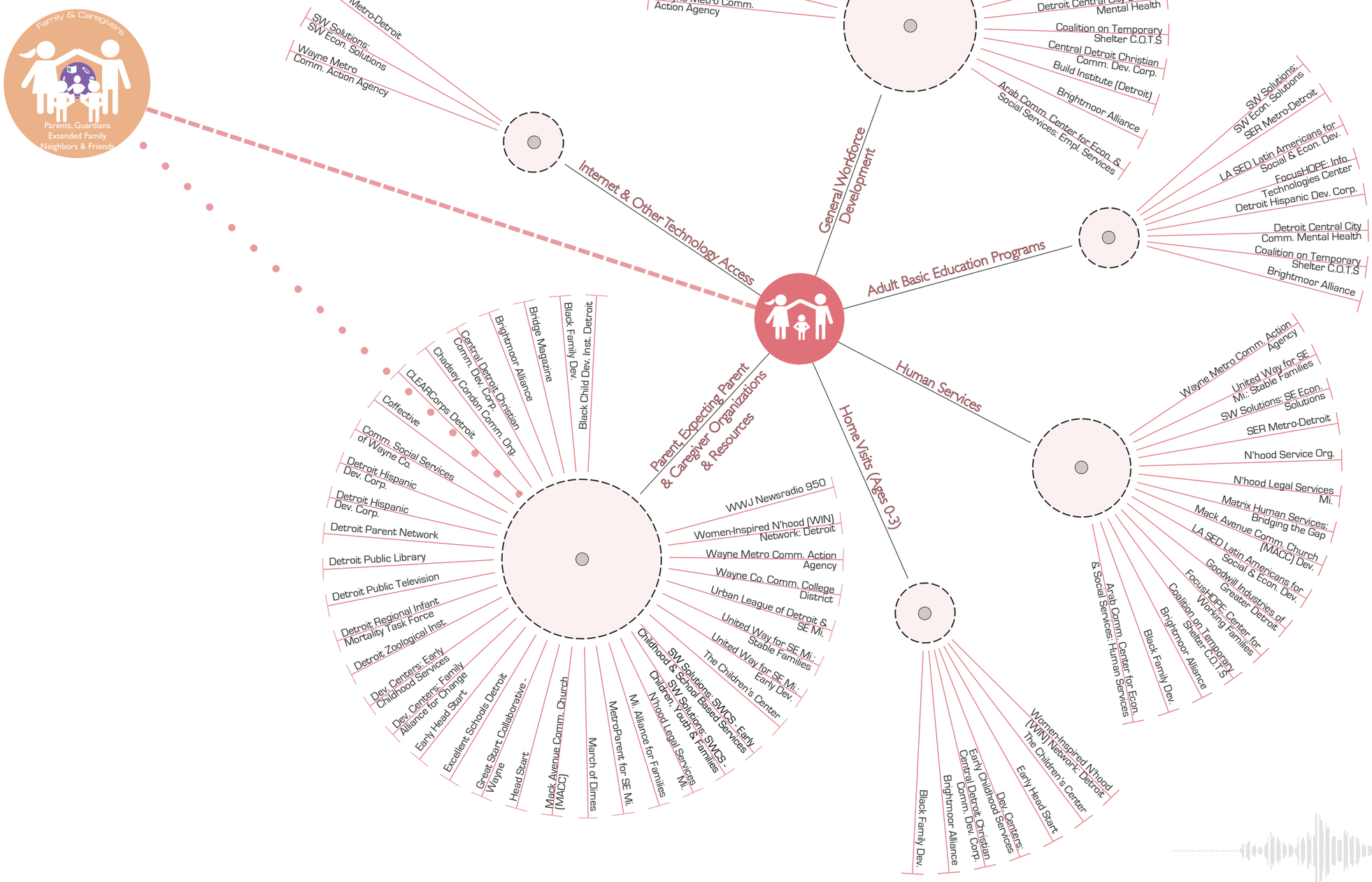
Licensing & Standards Setting Bodies

ECD Curriculum/Program Development & Assessment

# Figure 3: Detroit Early Childhood Development Ecosystem Diagram

## Family & Caregiver Support

67 Organizations





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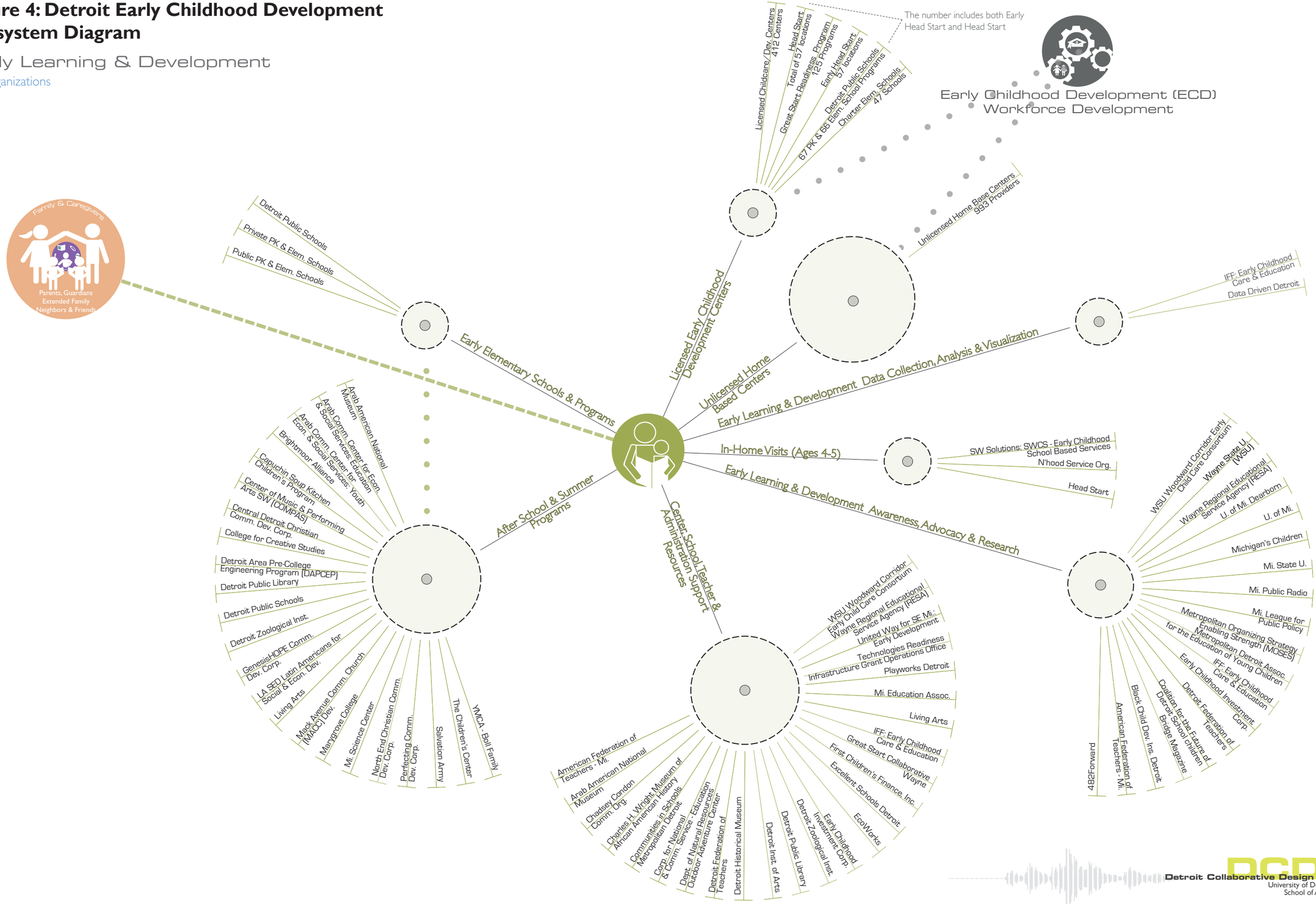
# Figure 4: Detroit Early Childhood Development Ecosystem Diagram

## Early Learning & Development

85 Organizations





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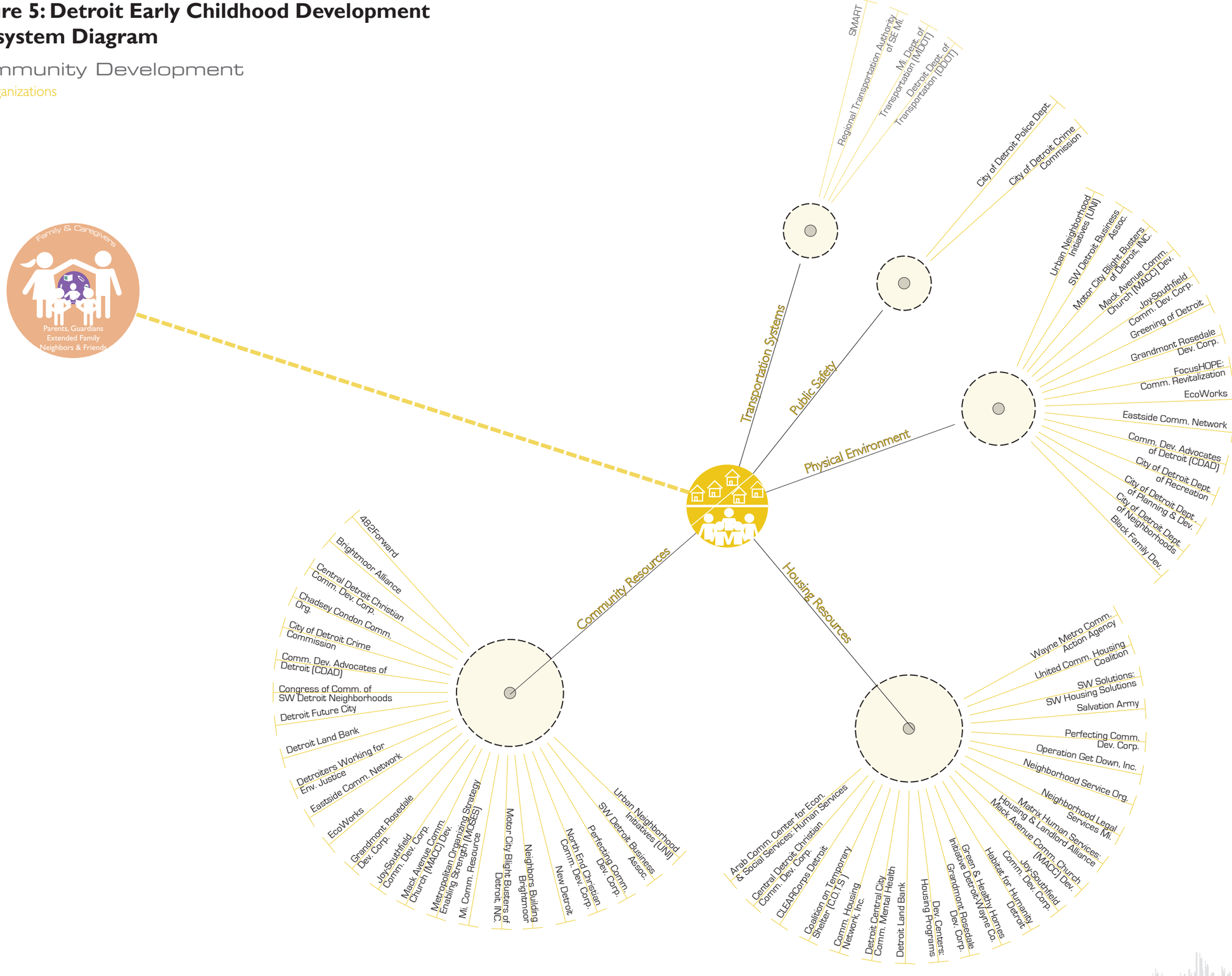
# Figure 5: Detroit Early Childhood Development Ecosystem Diagram

## Community Development

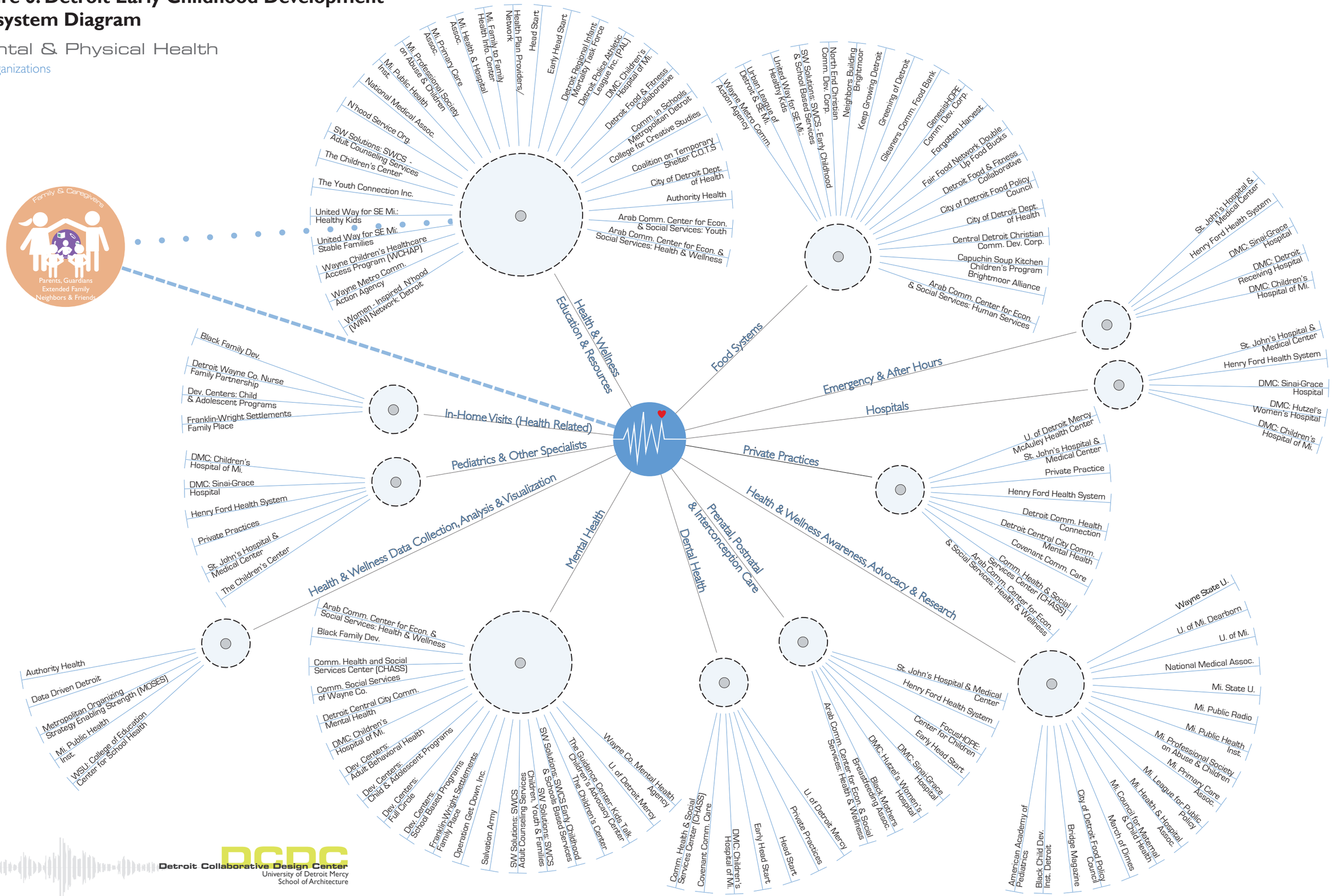
54 Organizations



# Figure 6: Detroit Early Childhood Development Ecosystem Diagram

## Mental & Physical Health

85 Organizations

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## Figure 7: Detroit Early Childhood Development Ecosystem Diagram

Early Childhood Development (ECD) Workforce Development

19 Organizations