Building Enduring Consulting Relationships That Deliver Results
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Objectives
At the end of this webinar, you will be able to:
• Define ways that consulting relationships differ from staff, administrative, and director positions
• Use strategies to get to know the program you work with
• Challenge assumptions about the program
• Individualize using new information about the program

My Journey
From Teacher to Consultant and Researcher
A Broad Look at the Early Care and Education Environment

What roles fit you? (currently or previously)
- Child/Family?
- Staff?
- Management?
- Accountability and Licensing Authority?
- Consultant and TA Provider?

Building Relationships:
What to do before, during, and after an engagement

Before: Defining a Scope of Work or Agreement
- Clearly define the client's request
- Gather information about the program's context
- Check the client's perspective on the context of the request
- Co-create a SOW that defines your actions in terms of the request and the context framing it
- Describe how ongoing data collection and analysis will inform SOW activities
- Define clear boundaries in the SOW

Before

Creating a Scope of Work (SOW) or agreement

During

Staying focused on a SOW or agreement

After

Defining results, next steps, and follow-up

Before

4/19/2017
2
During: Staying Focused

- Develop and use a timeline to review the SOW
- Check in with the client about the work
- Revisit program data to determine impact of the work
- Work with the client to make any necessary changes to your SOW
- Revisit the boundaries in your SOW when necessary

After: Defining Results, Next Steps and Follow Up

- Review the completed actions in your SOW
- Work with the client to define the results of your work
- Plan next steps for the client
- Describe follow up support you can offer
- Provide contact information

Ron Havelock’s Change Agent Theory

- The role of investment and trust
- Scaffolding on previous knowledge, skills, and emotions
- Analysis and reflection create change
- Scaling up something that works
Michael Fullan's 6 Secrets of Change

- Trusting relationships are at the core
- Focus on growth and change for everyone
- Process-centric
- Systems approach

Getting to Know the Program

- What is every day like in the program?
- What are some program successes?
- What are some of the things that are challenging?
- What impacts the program in both positive and negative ways?
- What does support look like (either existing or desired)?
- In an ideal world, what would the program be?
Data Sources to Consider

- Program data:
  - Health and safety data
  - Child outcomes data
  - Facilities data
- Staff data:
  - Health and child background data
  - Resume
  - Professional development records

Program Funding Matters:
Programs may collect specific kinds of data to meet requirements from their funders.

Just Ask!

With the Director's permission,
- Conduct a survey
- Meet with parents and staff
- Hold small group conversations

***If questions or issues come up, you are there to record them. You facilitate the program in finding answers later.

Challenge Assumptions

Beliefs
Perceptions
Attitudes
Questions to ask yourself:

- Are there different groups within the program that see things differently?
- What do those people have in common?
- In looking at what you have observed and heard, how does it make sense to you?
- If you have a chance to look at data from the program, what does that tell you?
- After a deep look at the data and everyone's perspectives, what do you know?

How the Ladder of Inference Leads to Consensus

Consensus: We all agree
Majority: Most of us agree
Minority: A few of us agree
Individual: We only think of one opinion

- Does consensus matter in this instance?
- What tools do you have to find consensus?
- What commonalities exist?
- How can you bridge differences?
Individualizing to Find Solutions

- Open a dialogue
- Focus on solutions
- Keep similar and different perspectives in mind
- Guide with caution
- Use a protocol

Components of a Solid Strategic Plan

- Vision: The ideal
  - WHY -
    “Children that learn in a safe, nurturing environment, develop knowledge and skills that last a lifetime.”

- Mission: The means to the ideal
  - HOW –
    “Our program offers children support and enrichment to grow and flourish”
Components of a Solid Strategic Plan

- **Vision**: The ideal
- **Mission**: The means to the ideal
- **Goals**: Broad description of what you want to accomplish
- **Objectives**: SMART description of Expectations
- **WHAT**:
  - Children play and learn together
  - **S**: Specific
  - **M**: Measurable
  - **A**: Achievable
  - **R**: Realistic
  - **T**: Timely
  - "Children participate in cooperative play for 2 hours every day."

- **WHAT DID WE DO**:
  - Daily schedule
  - Time sampling
  - Checklist of engagement in play
  - Standardized child or environmental assessment
  - Anecdotal notations
Components of a Solid Strategic Plan

- **Vision**: The ideal
- **Mission**: The means to the ideal
- **Goals**: Broad description of what you want to accomplish
- **Objectives**: SMART description of expectations
- **Measurement/Evaluation tools**: Action Plan: Detailed plan for implementation
- **Action Plan**: How to:

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Person</th>
<th>Resources Needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate daily schedule</td>
<td>Teacher</td>
<td>State standards, Licensing requirements</td>
<td>Quarterly and Beginning of the year</td>
</tr>
<tr>
<td>Professional development on facilitating play</td>
<td>Consultant</td>
<td>High-quality training materials</td>
<td>Orientation and Beginning of the year</td>
</tr>
<tr>
<td>Consultative services</td>
<td>Director</td>
<td>High-quality training materials</td>
<td>Orientation and Beginning of the year</td>
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</tbody>
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Systems Approach to Problem-Solving

- What infrastructure is in place?
- How does each system support quality?
- What investments have been made?
- Are systems transparent to everyone?
- How are changes made?

Public Health Model to Problem-Solving

- **4 Es**
  - Education (knowledge and skills)
  - Environment (social and physical)
  - Enforcement (policy and/or procedures)
  - Evaluation (ongoing monitoring and self-assessment)
Evidence-Based Practice Decision-Making Framework

Buysse and Wesley (2006) Evidence-Based Practice in the Early Childhood Field, p. 46

Sources of Knowledge
- Best Available Research
- Professional & Family Wisdom
- Professional & Family Values

Recommendation
- Child & Family Response

Questions?

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