

I. Ingham GSC Physical Health

GOAL: Develop a system to provide an accessible, affordable, medical home (primary care provider) for pregnant women and all children birth to five, which provides comprehensive physical exams, oral health and preventive care

| Strategy | Objectives | Resource Needs | Roles / Responsibilities | Target Dates | Progress Measures |
|---|---|---|---|--------------------------|--|
| A. Develop coordinated smoking cessation strategies for pregnant women and families with young children | <ol style="list-style-type: none"> 1. Coordinate efforts for outreach, education and treatment on smoking cessation, asthma and safe sleep to promote smoke free home environments for children to lower risks for SIDS and childhood Asthma 2. Engage home visit programs to see how these programs could collaborate with Objective #1 | <ol style="list-style-type: none"> 1. Continue identifying liaisons in these groups and projects; GSC members to participate in joint planning meetings 2. Brochures, decals, posters, displays about smoking cessation, asthma, safe sleep | 1 & 2. Infant Mortality Initiative, Safe Sleep Coalition, Healthy Homes University, ICHD House Calls Health Promotion , Ingham Substance Abuse Prevention Coalition, GSC members | Year 1-3 Year 1-3 | <ol style="list-style-type: none"> 1. The number of identified liaisons participating in groups, and number of coordinated events or projects. 2. The number of agencies who have made this strategy (smoking cessation) a part of their plans or goals for the year |
| B. Work with DHS and ICHD to expand the enrollment of children and families in MICHild, Healthy Kids, MOMS and Plan First | <ol style="list-style-type: none"> 1. Encourage follow-up presentations with Ingham GSC members about the children’s health insurance and the new enrollment web site - www.healthcare4mi.com 2. Help GSC members and other agencies promote on-line enrollment using the website or enrollment sites in the community | <ol style="list-style-type: none"> 1. Update contacts for staff at State, DHS and Ingham Co. Health Dept. 2. Printed materials summarizing online enrollment and website # (i.e. stickers for computers) | 1. State contact, Medicaid Outreach staff, and Registration & Enrollment at Ingham Co. Health Dept. 2. Covering Kids for Michigan | Year 1-3 Year 1-3 | <ol style="list-style-type: none"> 1. The number of collaborative partners planning health insurance presentations 2. Number of GSC partners in turn presenting info to their groups and networks |

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| C. Help reduce childhood obesity by promoting healthy food and nutrition for young children and their families | 1. Help promote and expand training opportunities using the curricula such as Head Start’s “I’m Moving I’m Learning”, WKAR’s “Little Steps Big Bites” and PAT “Color Me Healthy” | 5. More information on curricula to develop proposal to create a “Train-the-trainer” project for the programs. Utilize WKAR’s “Good Health is for Everybody” and other newsletters for article distribution. Community Partners In Health | 1. WIC, MSU, Lucy McClintic (Head Start), Beany Tomber (WKAR), OYC, LCC QI | Year 2-3 | 1. The number of workshop sessions for “Train-the-Trainer”. The number of articles placed in newsletters |
| | 2. Contact the Food Bank to find out the specifics (cycle and funding) on grants for the community garden project. Work with the Ingham County Food Bank to help promote grants to area child care programs to start community vegetable gardens | 2. Community Garden Project; seek donations from area Green houses and growers, like Van Atta’s and MSU | 2. Operations Committee, GSC Staff, and OYC for email lists of child care centers | Year 1-3 | 2. The number of early childhood programs notified of grants, and # that apply for the garden project grant |
| | 3. Find contacts for area Farmer’s Markets to explore opportunities that are mutually beneficial | 3. Project Fresh, Allen Street Market | 3 Joan Nelson (Allen Neighborhood Center) | Year 3 | 3. Convene a meeting to discuss options |
| | 4. MSU Extension’s EFNEP (Enriched Food and Nutrition Education Program) – Hold activities for families and young children | 4. Need to orient and involve the new rep a new replacement from MSU Extension on GSC (work with Ingham MSUE Director to identify staff) | 4. Michelle (GSC), Randy Bell & Joyce McGarry (MSUE) | Year 1-3 | 4. MSUE on GSC |

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| D. Promote improved oral and dental health | 1. Working with GSC members, Parent Ed Workgroup, funders, and others to help promote oral health and preventative dental care education among early childhood programs and services | 1. Funding and Plans for oral education for early childhood programs; donated toothbrushes for distribution; info on community education programs through LCC, ICHD, Delta Dental and Head Start . CAUW/CRCF approval of \$3.5k in grant funds for materials and training | 1. Lucy and Brenda at Head Start, Parent Ed, Operations Comm. | Year 2-3 | 1. Funding or in-kind commitments identified and committed, and the # of presentations to childcare groups |
| | 2. Promote improved access to oral health care by pursuing Medicaid Dental services being provided with Delta Dental cards in Ingham County (like in several other Counties) 2. Promote distribution of Oral Dental Health Wheels | 2. Make contact with other existing programs in other counties. 2. Additional sponsors and distribution plan | 2. Michelle contact other GSC groups in Michigan, also the "The Covering Kids for MI Coalition" Brenda contacting Delta Dental, Parent Ed Wkgroup planning | Year 3 | 2. The number of wheels distributed |
| | 3. Help CACS Head Start in the their annual Miles for Smiles to raise funds for dental treatment for children in low income families | 3. CAUW/CRCF approval of \$1k in grant funds for sponsorship; Promotional materials and pledge forms to distribute | 3. Coordinate with Lucy at Head Start | Year 1-3 | 3. Funding for sponsorship secured, # of agencies to assist in publicizing walk, and the increase in money raised |

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| <p>E. Increase the number of women receiving adequate prenatal care and preconception care.</p> | <ol style="list-style-type: none"> 1. Work with the Infant Mortality Initiative to help improve outreach and care for high risk groups such as teen parents, low-income families, and minority families 2. Work with Immigrant and Refugee Resource Coalition and other groups who could help spread information about MOMS prenatal care coverage for non-citizens to develop outreach plan 3. Work with Head Start, EPO and CMH Father's Groups and others to increase outreach and support for father involvement in supporting prenatal care | <ol style="list-style-type: none"> 1. An outreach plan in coordination with the Infant Mortality Initiative, Carefree Medical 2. MOMS program information and application 3. Ideas on boosting father involvement and co-parenting issues | <ol style="list-style-type: none"> 1. Infant Mortality Initiative, Lisa Chambers 2. Ken and Michelle, IRRC 3. Barry Kaufman, Lisa Chambers, Jeff Keener, Carol Buzzitta, and Ingham County Health Dept Maternal Infant Outreach Program | <p>Year 1-3</p> <p>Year 1-3</p> <p>Year 2-3</p> | <ol style="list-style-type: none"> 1. A written outreach plan 2. An outreach plan 3. Convening groups to dialogue |

II. Ingham GSC Social-Emotional Health

GOAL: Develop a system to screen all families with children birth to five and provide appropriate referrals for assessment, treatment and services.

| Strategy | Objectives | Resource Needs | Roles Responsibilities | Target Dates | Progress Measures |
|--|---|---|---|---|--|
| <p>A. Provide better public awareness about the importance of social-emotional health, milestones, and age-appropriate behaviors</p> | <ol style="list-style-type: none"> 1. Continue to work with CCEP KEEP (Keeping Early Education Positive) Task Force to serve as GSC Social Emotional Health Subcommittee; KEEP Task Force meeting minutes & training announcements will be included in the Ingham GSC website 2. Develop articles on Social- Emotional Health and distribute widely through a variety of media including Monthly Focus Articles and with Business and Faith Liaisons 3. Distribute Social-Emotional Health Development Wheels purchased from MI Assoc for Infant Mental Health and other S-E materials | <ol style="list-style-type: none"> 1. Designate KEEP GSC liaisons; someone at KEEP Task Force Meetings to transmit minutes and materials to GSC web site 2. Include in Ingham GSC Communication Plan: explore use of MSU Service Learning Students coordinate with Public Awareness; explore Ad Council donating work; community media center Yearly calendar of articles to be distributed and responsible authors 3. Distribution plans for S-E materials | <ol style="list-style-type: none"> 1. KEEP Task Force (GSC Social-Emotional Health Subcommittee), Public Awareness 2. KEEP Task Force (GSC Social-Emotional Health Subcommittee), w/Public Awareness 3. KEEP Task Force (GSC Social-Emotional Health Subcommittee), w/Public Awareness | <p>Year 2-3</p> <p>Year 1-3</p> <p>Year 2-3</p> | <ol style="list-style-type: none"> 1. KEEP Task Force Minutes, and updates posted w/in week of receipt 2. Number of media types utilized Number distributed 3. # of wheels and other materials distributed |

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| <p>B. Increase understanding of child abuse, neglect and prevention</p> | <ol style="list-style-type: none"> Promote information on alternatives to physical discipline and age-appropriate behaviors; and other current social emotional health issues Review mandated reporting requirements, update the training and increase availability as necessary (for mandated reporters) | <ol style="list-style-type: none"> Content prominent in trainings and parent support groups, CAUW/CRCF funders approval of \$4k for 4 cross discipline S-E topical workshops Training (module, web-based, video) focusing on roles, procedures, when to refer, consultation about case, emotional aspects, administrative support responsibilities in program | <ol style="list-style-type: none"> KEEP Task Force (GSC Social-Emotional Health Subcommittee), Parent Coalition, GSC members GSC, QI, CAPS | <p>Year 2-3</p> <p>Year 2-3</p> | <ol style="list-style-type: none"> Contacts made with other committee & groups, 4 cross discipline topical workshops offered Number of training sessions held |
| <p>C. Provide training on screening and assessment tools for social emotional development</p> | <ol style="list-style-type: none"> Identify one or two tools for social-emotional screening/assessment Identify potential trainers on early childhood screening and assessment tools such as the ASQ-SE and the Devereaux Early Childhood Assessment | <ol style="list-style-type: none"> Survey GSC members on current tools used; include sensory profiles – grid. Compile results; explore costs List of trainers | <ol style="list-style-type: none"> KEEP Task Force (GSC Social-Emotional Health Subcommittee) interface w/ABCD KEEP Task Force (GSC Social-Emotional Health Subcommittee) | <p>Year 2-3</p> <p>Year 2-3</p> | <ol style="list-style-type: none"> Consensus on Tool List of trainers available, # of DECA trainings and participants |

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| C. Provide training on screening and assessment tools for social emotional development (continued) | <p>3. Work with other agencies and organizations that are doing training in child care centers to make this available as a component of their training. Provide training in DECA I/T</p> <p>4. Promote use of these tools in wide range of settings including Kindergarten roundups, well-child appointments, high risk settings (eg. foster care) and other early childhood programs</p> | <p>3. Meet with trainers from systems in area; share resources; trainers, etc.; OYC, KEEP and MSU Extension. CAUW/CRCF approval of \$4k for 4 cross discipline trainings</p> <p>4. Meet with representatives from foster care and adoption agencies, public, private, parochial and home school associations</p> | <p>3. KEEP Task Force, MSU-E, OYC, QI</p> <p>4. KEEP Task Force (GSC Social-Emotional Health Subcommittee) QI, Kindergarten Transition</p> | <p>Yr 2-3</p> <p>Year 3</p> | <p>3. Revised training programs with the SE content included. # Workshops, participants and # assessment kits provided</p> <p>4. List of representatives who have committed to use the tools</p> |
| D. Improve the referral system for S-E Health problems | <p>1. Identify providers and services available for families with young children</p> <p>2. Collect information and keep current on what the various insurances for children will and will not reimburse and how to access providers</p> <p>3. Decide on priority tasks, such as: referrals for children in foster care for S-E assessment, treatment options or services</p> <p>4. Develop plans for a pilot project to bridge gaps in social emotional health assessment, treatment and services</p> | <p>1. Survey public, private and non-profit providers. Identify services and gaps List of providers (grid chart)</p> <p>2. Collect via survey, Establish way to keep current</p> <p>3. Review gaps from survey. In service available in populations served</p> <p>4. Gap Fund Plan, CAUW/CRCF funders approval for \$30k pilot project</p> | <p>1. KEEP Task Force</p> <p>2 KEEP Task Force</p> <p>3. KEEP Task Force</p> <p>4. KEEP Task Force (Gap Fund Steering Comm), Op Comm, GSC partner agencies</p> | <p>Year 2</p> <p>Year 3</p> <p>Year 3</p> <p>Yr 2-3</p> | <p>1. List of providers and SE services</p> <p>2. Pamphlet or other document on the insurances</p> <p>3. List of priority tasks</p> <p>4. Gap Fund Plan, reports on successes and identified barriers</p> |

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| E. Increase the availability of social-emotional treatment for families with children birth through 5 years | <ol style="list-style-type: none"> 1. Full range of services from prevention through treatment for all levels of severity 2. Quality of service is improved and meets standards 3. Match needs and services; qualifying as many as possible 4. Increase expertise on social-emotional treatment for birth to five | <ol style="list-style-type: none"> 1. Additional SE service providers. 2. More coverage for provider fees 3. More affordable and accessible service providers 4. More information | CEI-CMH, MIAIMH, Power of We Consortium, KEEP Task Force (GSC Social-Emotional Health Subcommittee), GSC | Year 3 | Increase of providers and resources for coverage |

III. Ingham GSC Early Care and Education

GOAL: Promote a broad range of opportunities, which offer accessible, affordable, quality early education, care and experiences for all children birth through transition into kindergarten

| Strategy | Objectives | Resource Needs | Roles/ Responsibilities | Target Dates | Progress Measures |
|---|--|--|--|--------------|---|
| A. Provide advocacy and public support for early care and education | 1. Work with the Parent Coalition, MI Child Care Task Force and MiAEYC, to advocate for high quality early education and child care (such as a quality rating system, increased reimbursements, etc.). Promote messages around “what is quality” and how families know quality early learning expectations | 1. Media Campaign Quality Early Learning articles Seek funding for incentives and mentor training in order for Ingham GSC to be a pilot area for star rating system (QRIS), i.e., finding centers to participate; develop a mentoring program to help them reach stars | 1. Public Awareness Parent Coalition Quality Initiatives (QI) Public Awareness Workgroup Operations Committee | Year 1-3 | 1. Number of articles developed, # & types of media used |
| | 2. Join organizations in supporting early care and education recognition for NAEYC Accreditation, CDAs and ECE degreed caregivers; and the annual Caregivers Reception | 2. Schedule of events and promotional materials, recognition incentives, staff and/or volunteers | 2. OYC, CMAEYC, LCC, QI | Year 1-3 | 2. Number of co-sponsored events |
| | 3. Promote family-friendly workplace policies among area employers using the Employer Tool Kits, and provide recognition of family-friendly employers | 3. Employer Toolkits | 3. Operations Committee Business Liaison, Public Awareness Workgroup | Year 1-3 | 3. #, sites where the Employer Tool Kits distributed, and participate in Employer Family Friendly Awards |
| | 4. Promote distribution of materials about importance and benefits of child care industry, including the MI Fund Mapping Project, Return on Economic Investment, and PSC Work Force Study | 4. ECIC Fund Mapping Project Template, Return on Investment information, joint efforts with Birth to Work partners | 4. Operations Committee, MSU, Staff, GSC partner agencies, Birth to Work Operations Team | Year 2-3 | 4. Local Fund Mapping Project Report, Printed materials linking Early Childhood to Economic Development |

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|---|--|---|---|--------------|--|
| B. Promote Professional Development and the enhancement of early caregivers' skills | 1. Promote and expand the TEACH program among early childhood community of providers | 1. TEACH promotional materials, leverage funds to meet required TEACH matching funds & joint recruitment events | 1. OYC, LCC and other GSC members | Year 1-3 | 1. # TEACH promo materials distributed and providers contacted |
| | 2. Build on Kindergarten Transition Committee annual Professional Development Training by including more early childhood care providers, educators, and kindergarten teachers. Focus on more broad based idea of transitions, not just logistics of Kindergarten roundups. | 2. Members from other school districts, GSRP & early childhood education & care programs, parents | 2. QI, Kindergarten Transition Committee | Year 1-3 | 2. Expanded membership list Expand participation |
| | 3. Develop a coaching system as a follow-up to professional development trainings | 3. Coaching Plan; CAUW/CRCF funders approval of \$30k for pilot project | 3. QI, Operations Committee, GSC workgroups, and GSC partner agencies | Year 2-3 | 3. Coaching system in place; # of coaches and participants, evaluation reports |
| | 4. Work with MSU Kinship Care program, OYC, KEEP, Central Region Resource Center and MSU Extension to improve support and quality of care in a wide range of alternate care settings | 4. Alternate models, i.e. resource fair, play groups | 4. QI, OYC, Parent Coalition, MSU-E, KEEP, Central Region Resource Center | Year 2-3 | 4. Names of the targeted alternative care settings |
| | 5. Develop system to collect incentives and rewards to be used in Professional Development trainings from local businesses | 5. Donation of Incentives | 5. Operations Committee Business Liaisons, Central Region Resource Center | Year 2-3 | 5. A list of the contributed incentives and rewards |

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| C. Optimize access to free pre-school programs and community based early education and care programs | <ol style="list-style-type: none"> 1. Develop joint recruitment strategies and materials with HS and GSRP programs (& coordinate with OYC in order to include other community based options) 2. Expand child care scholarships county-wide to enable working/student families to better afford access to quality early education and care 3. Work with Immigrant and Refugee Resource Coalition, OYC, Licensing and JET Program to explore developing a pilot initiative for recruiting, training and licensing non-English speaking Family Day Care Home Providers | <ol style="list-style-type: none"> 1. Convene meeting with reps from HS, GSRP, OYC to discuss; promotional materials 2. CAUW/CRCF funders approval of \$15k for child care scholarships and \$15k grant from Consumers Energy Foundation; plans to coordinate the new scholarship funds with existing scholarships (OYC/Lansing, LCC Women’s Resource Ctr, East Lansing, and DHS); identify coord agency 3. Convene group of stakeholders to discuss models | <ol style="list-style-type: none"> 1. Head Start, GSRP, OYC, Mid-Michigan Readiness Council 2. QI Operations Committee GSC partner agencies 3. IRRC, GSC, OYC | <p>Year 1-3</p> <p>Year 2-3</p> <p>Year 3</p> | <ol style="list-style-type: none"> 1. Recruitment strategies and materials developed 2. Number of families and children served, # of units of early ed & care provided 3. Plan for pilot for non-English speaking family day care providers |
| D. Promote a system that ensures that children with developmental delays or disabilities receive the interventions they need to develop to their highest potential | <ol style="list-style-type: none"> 1. Promote routine developmental screening for all children birth to five using tools such as ASQ and ASQ-SE (with pediatricians, child care providers, early childhood programs) 2. Promote identifying early concerns and delays, and referring to Early On and Project Find for evaluation and services. Information provided to EC care providers and programs; MOPS and other parenting groups in a systematized way | <ol style="list-style-type: none"> 1. ASQ, or other such tools; and training on use 2. Presenters identified and info on recognizing “red flags” (concerns and delays) and what to do/where to refer. Information on what to expect when referral made; what the system looks like | <ol style="list-style-type: none"> 1. Stephanie Peters (EO) with ABCD project, GSC, KEEP 2. Parent Coordinator and Coalition, OYC, EO/Project Find, QI | <p>Year 2-3</p> <p>Year 2-3</p> | <ol style="list-style-type: none"> 1. Training available and delivered 2. Fact sheet developed for distribution with training. |

IV. Ingham Basic Needs

GOAL: Improve the safety, economic security and quality of life for young children and their families by advocating for more safe and affordable housing, and more effective transportation systems, etc.

| Strategy | Objective | Resource Need | Roles/ Responsibilities | Target Dates | Progress Measures |
|---|---|--|--|-----------------|--|
| A. Promote car seat safety and proper use of child passenger restraints | 1. Work with the Safe Kids Coalition to facilitate coordination of efforts promoting car seat safety for children birth to five | 1. Safe Kids Coalition, National Transportation Safety Council, Safe Sleep Coalition, Head Start, OYC, Lansing Area Safety Council Hospitals | 1. GSC staff and GSC members | Year 2-3 | 1. Car Seat Safety events promoted with Safe Kids and other groups |
| | 2. Review materials for completeness: requirements by age and type of vehicle, how to get car seats if low-income, where to get inspections, etc. Distribute basic care safety information | 2. Gather Materials and develop or rewrite for completeness. Buckle Bear, Safe Kids Coalition (Sparrow), National Hotline Information, Neighborhood Network Centers, OYC, Hospital Policies Distribution Plan | 2. Barb Zielinski (IRMC), Capital Area Safe Kids Coalition, Maureen Dillon (Sparrow), Jill Lawler (OYC), Lucy McClintic (Head Start) | Year 3 | 2. # of community events that include car seat installation and inspection |
| | 3. Promote proper use and installation of seats through community events and inspection sites | 3. Calendar of Community Events and inspection sites 211 information | 3. Parent coalition, Safe Kids Coalition, Business and Faith-Based Liaisons | Year 2-3 | 3. Pamphlet and/or check-list available # of pamphlets printed and distributed to which sites |

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|--|--|---|--|--------------|--|
| B. Improve the understanding of children in shelters, and their needs. | 1. In partnership with the Greater Lansing Homeless Resolution Network and staff from domestic violence and homeless shelters discuss needs and opportunities. Develop strategies for joint activities. (such as on-site Play & Learn groups, and resource information fairs for shelter frontline workers). | 1. Onsite programming, 211 information, and partnerships with Haven House and/or Eve's Place | 1. Parent Ed Workgroup, and directors of shelters serving children and families, Greater Lansing Homeless Resolution Network | Year 2-3 | 1. Number of programming activities provided |
| | 2. Identify requirements of the McKinney Vento Act | 2. Potterville/Lansing School District | 2. Lucy McClintic (Head Start) | Year 2-3 | 2. Utilization of McKinney Vento funds |
| C. Promote safe housing information | 1. Work with COPAL (Community Partners to Promote Abatement of Lead) coalition to promote Lead Abatement Programs and plan informational community events | 1. ICHD and City of Lansing Lead Abatement Programs eligibility and promo materials, COPAL Calendar of Events | 1. COPAL Lead Coalition ICHD Lead Abatement Lansing Lead programs | Year 1-3 | 1. # of articles and events promoted about programs available for families and landlords |
| | 2. Promote and distribute information on home and toy safety. | 2. Website links and Monthly Focus articles | 2. Public Awareness | Year 1-3 | 2. toy and home safety information distributed |
| | 3. Investigate best practices in other communities for safe housing registry and lead free lists, and develop local strategies. | 3. Web Sites and model communities, 211 information | 3. GSC Coordinator with other counties, Health Department, Greater Ingham Housing Coalition | Year 2-3 | 3. Local plan developed |

IV. Ingham Basic Needs

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|---|--|---|--|--------------|--|
| D. Improve opportunities for lead screening of young children | 1. Work with COPAL coalition to promote lead screenings | 1. Schedule of screenings and events | 1. COPAL and GSC members | Year 2-3 | 1. calendar of events publicized via GSC Communication Plan |
| E. Work with Community coalitions to improve and develop more effective transportations systems for families with young children. | 1. Join with the Power of We, Transportation Ad Hoc Comm, to assist with the development and distribution of agency and client surveys to identify transportation needs; and explore alternative methods of transportation | 1. Ad Hoc Transportation Committee recommendations and plans, 211 information | 1. Ad Hoc Transportation Committee, Michelle (GSC), Abed Janoudi (IRRC); GLHRN | Year 2-3 | 1. Survey results tabulated and analyzed, Transportation plan is developed |
| | 2. Inform GSC on progress and offer feedback to Ad Hoc Comm on strategies | 2. Alternate transportation plans, feasibility studies | 2. Ad Hoc Committee Michelle (GSC) Abed Janoudi (IRRC) | Year 2-3 | 2. Survey results and Transportation plan is presented to Power of We |

V. Ingham GSC Family Support and Parent Education

Goal: Develop a variety of education, support and services that help strengthen the vital role that families play in their children’s development

| Strategy | Objectives | Resource Needs | Roles/ Responsibilities | Target Dates | Progress Measures |
|---|--|---|---|---|---|
| <p>A. Use a variety of media to share parenting information</p> | <ol style="list-style-type: none"> 1. Use GSC monthly Focus Articles to provide early childhood education and care topical information to parents, businesses and faith-based community; post Articles on GSC website 2. Use a variety of media to promote positive parenting practices. <ul style="list-style-type: none"> - show Parenting Counts video clips on screens at area theaters to support messages about the importance of early education and vital role that parents and other supportive adults play in child development - develop on-line links and use social networking sites (like Facebook) to promote positive parenting messages - print and post 4 kinds of customized Born Learning printed posters and transit ads (in English and Spanish) focusing on daily routines, literacy , play, and regular health checkups 3. Work with IRRIC and Lansing School District on methods to get information to non-English speaking families and have discussions about culturally sensitive parenting practices | <ol style="list-style-type: none"> 1. Write articles/ pull articles from existing sources Develop distribution policy 2. Libraries, programs, Parenting Counts TV messages; Engage commercial media partners (web, TV, podcast, cell phones) and bring them to the table. CAUW/CRCF funders approval for use of funds, with ECIC match of Ingham GSC Infrastructure Development Funds for showing Parenting Counts video clips customized with Great Start co-branded logos and local info number on area theater screens, and - post print ads in strategic places in the community 3. Representatives from IRRIC, LSD, MSU (with specific expertise in this topic) | <ol style="list-style-type: none"> 1. Public Awareness, Coordinate with Early Childhood Literacy Coalition 2. Parent Coalition, Parent Liaisons, Business & Faith-Based Liaisons, ECLC, Public Awareness Public Awareness Workgroup, GSC staff Talaris Institute, Unique Screen Media, NCG and Celebration Cinemas 3. IRRIC, Public Awareness Workgroup, Head Start, Parent Ed Workgroup, Parent Coalition | <p>Year 1-3</p> <p>Year 2-3</p> <p>Year 3</p> | <ol style="list-style-type: none"> 1. # of articles distributed # of agencies participating in the distribution policy (i.e. increasing the number of people at the table) 2. Increase in types and # of media used Media partners at the table Bringing a media partner to the table # of showings at theaters, number of patrons in attendance, # of print ads distributed 3. An increase in the number of non-English speaking groups represented in GSC work |

V. Ingham GSC Family Support and Parent Education

Goal: Develop a variety of education, support and services that help strengthen the vital role that families play in their children’s development

| Strategy | Objectives | Resource Needs | Roles/ Responsibilities | Target Dates | Progress Measures |
|---|--|---|--|--------------|---|
| B. Expand the array of parent-child activities available in the community | 1. Learn about gaps in programming and how those might be dealt with, and consider alternate service delivery strategies (for example family play groups vs age-based playgroups from parent educators) | 1. Focus group Facilitator Parent Educators | 1. Parent Coalition GPGS Parent Ed Workgroup | Year 1-3 | 1. Gaps identified, recommendations developed |
| | 2. Identify opportunities for expanded and joint programming at sites where families with young children are present (examples: play & learn groups at a shelter; outreach at Food Movers sites; library/playgroups with service agencies, etc.) | 2. Parent Ed workgroup to focus on existing services, gaps, and alternate opportunities. CAUW/ CRCF funders approval for \$30k to provide play & learn groups and programming at non-traditional sites; look at what already exists, the gaps and alternate opportunities | 2. Parent Ed Workgroup, GPGS, ICHD (Public Health Advocates, OYC, TPN), CAPS, and GSC partner agencies | Year 2-3 | 2. Number and names of new sites where programming occurred, # families participating |
| | 3. Promote child-friendly, age-appropriate activities and events with organizations such as zoos, museums, gardens, community centers | 3. A group to look at what already exists and what the gaps are | 3. Parent Ed Workgroup | Year 3 | 3. Plan for filling identified gaps |
| | 4. Promote and assist with community events such as Family Fun Fair, ECLC events like Family Literacy at the Mall, & Emergent Literacy Event, etc | 4. Funding for more staff time or volunteers Promotional materials | 4. Parent Coalition & Early Childhood Literacy Coalition to engage other groups | Year 1-3 | 4. Number, names and dates of events attended as baseline data |
| | 5. Promote family literacy programs and events using models such as “Reach Out and Read”, “Ready to Learn”, etc.. | 5. Model programs, grant funding, books, volunteers or staff | 5. ECLC, WKAR, Michelle Strasz - Michigan Reach Out and Read, MSU Peds, ICHD, CADL | Year 1-2 | 5. Number of family literacy programs initiated or expanded, # families served |
| | 6. Expand GPGS playgroups | 6. Funding, Staff, sites | 6. GPGS Parent Coalition Operations Committee | Year 2-3 | 6. Increase in number of new playgroups |

V. Ingham GSC Family Support and Parent Education

Goal: Develop a variety of education, support and services that help strengthen the vital role that families play in their children’s development

| Strategy | Objectives | Resource Needs | Roles/ Responsibilities | Target Dates | Progress Measures |
|--|--|--|---|--------------|---|
| C. Provide targeted support for family members who are caring for young children | 1. Increase number of at-risk families receiving support through home visitor programs and play & learn groups | 1. CAUW/CRCF funders approval for \$30k to increase home-visitor programming, consensus on a delivery model and implementation plan; and \$30k for play & learn groups | 1. Parent Education workgroup. Operations Committee, GSC staff and GSC partner agencies | Year 2-3 | 1. Home visitor expansion plan, number families visited, number of home visits |
| | 2. Collect information on what supports are needed and gaps (for example, child development information, discipline practices, respite care, a group or network with others like themselves, health insurance, transportation, employment) | 2. Info from specific groups of parents (teens, grandparents, adoptive, incarcerated, refugees, homeless, low-income housing projects) | 2. Parent Coalition Parent Ed Workgroup | Year 2-3 | 2. Report prepared Plans developed, evaluation through focus groups, surveys, and interviews |
| | 3. Develop a network among the agencies and organizations serving these populations and begin to respond to the identified needs and gaps and/or refer to the proper team working on the issues | 3. Groups to expand outreach in working with specific groups (i.e. IRRC) | 3. Parent Ed Workgroup Parent Coalition | Year 1-3 | 3. # of outreach events organized, # agencies participating in outreach sessions, # of sites |
| | 4. Connect these groups to Ingham GSC Parent Coalition and promote collaborative efforts | 4. Info and Training for parents in other existing programs (ICHHD Public Health Advocates, TPN, others) | 4. Parent Coalition Parent Ed Workgroup, and GSC partners | Year 2-3 | 4. Plan developed outlining collaboration targets |

VI. Ingham GSC Infrastructure

GOAL: To develop a network Infrastructure that enables the Ingham Great Start Collaborative to support an early care and education system working towards the GSC vision (*Every child ready to succeed in school and life.*)

| Strategy | Objective | Resource Needs | Roles/Responsibilities | Target Dates | Progress Measures |
|--|---|--|---|--------------|--|
| A. Increase the number and broaden the range of participants at GSC meetings; and develop a network of supporters for the Ingham GSC efforts | 1. Develop orientation packet for new Ingham GSC members, offer Orientation Sessions quarterly for new and potential members, and a mentoring system to help orient new members | 1. GSC brochures, ECIC & GSC orientation materials | 1. Operations Committee, Mentors | Year 1-3 | 1. Dates &/or # of times of Orientation Sessions and mentoring system used to orient new members |
| | 2. Increase GSC membership from Business and Faith-Based organizations, parents, and recruit early care & education providers to the GSC | 2. List of target organizations | 2. Parent Coordinators and Liaisons Yvonne Phillips (Faith Based Liaison) Business Liaison OYC recruit childcare provider representatives | Year 1-3 | 2. # of new business, faith-based & ECE members |
| | 3. Develop database, and utilize for outreach contacts for business, faith-based, and parent networks | 3. MS Access database program | 3. Ken (GSC) and Corey (OYC) develop database and then Liaisons collect information to be entered | Year 1-3 | 3. Database available |
| B. Support the implementation of the Ingham GSC Strategic Plan and Early Childhood Action Agenda | 1. Align GSC Workgroups so that each component Goal area has at least one workgroup implementing objectives | 1. Work group goals aligned with Strategic Plan | 1. Michelle, Ken and Workgroups Parent Coalition | Year 1 | 1. Chart of aligned workgroups |
| | 2. Complete Fund Mapping project template and identify areas for coordination, and blending as well as gaps | 2. ECIC Template | 2. Operations Committee, GSC staff, MSU Outreach & Engagement, GSC members | Year 2 | 2. Ingham Fund Mapping Project Report completed |
| | 3. As gaps are identified work to publicize early childhood needs with funders, facilitate collaborative grant applications | 3. List of potential funders and identified gaps | 3. Operation Committee | Year 1-3 | 3. Regular reports on status of gaps at GSC meetings |

VI. Ingham GSC Infrastructure

GOAL: To develop a network Infrastructure that enables the Ingham Great Start Collaborative to support an early care and education system working towards the GSC vision (*Every child ready to succeed in school and life.*)

| Strategy | Objective | Resource Needs | Roles/Responsibilities | Target Dates | Progress Measures |
|--|--|---|--|--------------|--|
| C. Inform GSC members and the wider community about Early Care and Education issues and GSC activities | 1. Develop Communications Plan, and revise as necessary | 1. ECIC Template | 1. Public Awareness Committee, GSC Staff | Year 1-3 | 1. Communication Plan completed and utilized |
| | 2. Increase GSC website utilization with GSC members, workgroups, and the public, utilize on-line social networking websites (eg Facebook) to promote Early Care and Education issues and GSC activities | 2. GSC partner agencies include links to GSC website on their agency websites; Workgroups include footer with website link on Agendas and Minutes; other promo strategies | 2. Public Awareness, Parent Coalition, GSC Workgroups | Year 2-3 | 2. Number of partner agencies with links, # of workgroups using GSC footer and links to GSC Website |
| | 3. Develop a Logic Model and measurement points related to CAUW/CRCF and Birth to Work Initiatives, and indicators for community reports (such as PWC Indicators of Well-Being). Align GSC Logic Model with the larger Birth to Work Logic Model | 3. CAUW/CRCF funders support to engage MSU assistance in developing Logic Model, and evaluation measures | 3. GSC Staff, Operations Committee, MSU Outreach & Engagement, Birth to Work Operations Team | Year 2-3 | 3. Over-arching Logic Model chart developed (with appropriate measurement and evaluation points to meet individual funders expectations) |
| | 4. Develop a system for tracking, reporting and evaluating GSC activities (including annual Work Plans revisions and quarterly ECIC trimester progress reports, and Action Agenda annual revisions and progress reports) | 4. Expertise to develop, clerical and professional support to implement; ECIC templates | 4. Operations Committee | Year 1-3 | 4. Administrative Plans Work Plans, Action Agenda, and progress reports |
| | 5. Coordinate GSC efforts with Birth to Work initiative | 5. Partnerships with Birth to Work Operations Team and MSU Outreach & Engagement | 5. GSC Staff, Operations Committee, MSU Outreach & Engagement, Birth to Work Operations Team | Year 3 | 5. Birth to Work materials promoting importance of birth to five; Birth to Work logic model includes GSC |