

## Voice Shared Agenda – 4/13/16 GSC Meeting

### III. Increase opportunity for those who access services to have their voice heard and authentically used.

Michigan's Early Childhood Outcomes	Component Area(s)	Overall Strategy (Goal)	Objective(s):		
<input checked="" type="checkbox"/> Born Healthy <input checked="" type="checkbox"/> Healthy, Thriving & Developmentally on Track <input checked="" type="checkbox"/> Ready to Succeed at School Entry <input checked="" type="checkbox"/> Reading Proficiently by end of 3 <sup>rd</sup> grade	<input type="checkbox"/> Pediatric and Family Health <input type="checkbox"/> Social and Emotional Health <input type="checkbox"/> Early Care and Education <input checked="" type="checkbox"/> Parenting Leadership <input checked="" type="checkbox"/> Family Support	<b>III. Increase opportunity for those who access services to have their voice heard and authentically used.</b>	A. Within individual programs or agencies, increase opportunities to hear and use family voice to guide decision –making.	<b>Target Group Members:</b> Corrie Mervyn, Scott Koenigsknecht, Casey Sterle, Dorothy Cooks, MC Rothhorn, Barb Monroe, Jamie Yeomans, Arti Watkins	
Activities	Responsible Entities	Target Dates	Resources Needed	Progress Measures	Progress and/or Activities:
1. Assess and define family engagement within programs to clearly identify authentic ways to engage families and the benefits for families and programs.	GSC Member Organizations	Year 1	7 Norms of Collaboration training  Training transfer through Adaptive Schools &/or ECIC	GSRP staff will be trained on family engagement strategies.  GSC members will identify one family engagement strategy that their organization will implement.	<ul style="list-style-type: none"> <li>School readiness packet has a bulleted page. Want the copy without the picture in the background. That has been changed and Jamie Y. will share with Dorothy C.</li> <li>Discussed using the school readiness packet as an engagement strategy- figuring out how to make it meaningful to parents so they want to share the packet.</li> </ul>
2. Provide customer service training to staff that do intakes or receive families within service organizations.	Community of Practice, GSC members	Year 1-2	7 Norms of Collaboration training  Training transfer through Adaptive Schools &/or ECIC	GSC members will identify staff within their organizations that will receive training and leaders within their organization to authorize participation in the training.	<ul style="list-style-type: none"> <li>Corrie shared that preschool applications are happening now. Have the data from the preschool enrollment survey which was shared with programs to improve enrollment processes, but not a lot of trainings available.</li> <li>Success: first time to have 3 different language interpreters at enrollment: Jamie Y. reported.</li> <li>Connections between families and those who need language interpreters for preschool enrollment- specifically Lansing School District (LSD) outreach within LSD boundaries. Outreach is NOT enrollment-initial application may be filled out but some families not getting enrolled. Need a day to get all the paperwork and phone message follow-up finalized.</li> <li>Who from LSD can be active part of GSC? Is there a way that GSRP and HS could work together to provide interpretation services for enrollments? Could LSD support?</li> </ul>
3. Provide ongoing support and education to families to become advocates for their own children.	LLG, GSC Family Coalition	Ongoing	Parent Partnering for Change training  Strengthening Families Framework trainings	Parent Ambassadors are hired through the LLG  Families connected to training and leadership roles	<ul style="list-style-type: none"> <li>Jamie has shared the Child Care Aware booklets that- great opportunity (the checklist) to discuss quality</li> <li>LLG – Jamie K. and Effie helping create a summer training regarding Perinatal Mood Disorder.</li> </ul>

<p>4. Identify, prepare, and support families who can tell their stories illuminating their experiences with social inequities- race, socioeconomic, English language learners.</p>	<p>LLG Coordinator, GSFC Family Liaison</p>	<p>Year 1-3</p>	<p>Photo Voice, Digital Stories, Facebook, GSC &amp; member websites</p>	<p>GSRP programs will have family representatives on their advisory councils.</p> <p>At least one family story will be featured in a GSQ press release in conjunction with the Central Resource Center</p>	<ul style="list-style-type: none"> <li>• Understanding the family’s needs is crucial before we identify and support the same family with the School Readiness Packet – consider amount of information and how family would use</li> <li>• Possible action in September 2016 - survey the parents about the usefulness of the School Readiness Packet in helping a family prep child for K. Not establishing a baseline for Quality, but it could be useful to playgroups and preschool as guidelines.</li> <li>• School readiness committee might follow up with this. Barb also wants to use this to help Quality. Corrie and Barb will share Committee docs. Also discussed how to help provide guidelines for CCproviders on how to share the Packet-meaningful engagement of parents with it.</li> <li>• Ask/Survey CCproviders how/if they’re using the school readiness packet. Barb Monroe suggested that this year they haven’t done much, but the parent engagement ‘required’ maybe less than desired. CCproviders probably provided</li> <li>• Noted that the ICHD IMC photovoice bank is not yet accessible for the collaborative partners, but discussions have been opened.</li> </ul>
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