

FY18 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 1)

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| <p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <input checked="" type="checkbox"/> Children are born healthy. <input type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. | | <p>And addresses the following early childhood components:</p> <input checked="" type="checkbox"/> Physical Health <input type="checkbox"/> Social-Emotional Health <input checked="" type="checkbox"/> Family Supports and Basic Needs <input type="checkbox"/> Parent Education <input type="checkbox"/> Early Education and Care | | | |
| <p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): Not all children are born healthy</p> <ul style="list-style-type: none"> • 7.1 Per 1000 Infant Mortality Rate <ul style="list-style-type: none"> ◦ 9.8 Per 1000 Infant Mortality Rate for African American ◦ 9.7 Per 1000 Infant Mortality Rate for Hispanic ◦ 8.5 Per 1000 Infant Mortality Rate for families at or below 100% FPL • 6.8% of live births to women with late or not prenatal care • 34.9% of live births to women with less than adequate prenatal care | | | | | |
| <p>Goal related to the targeted problem(s): Prenatal health care services are easy for families to access.</p> | | | | | |
| <p>Objective #1 of 2 related to the Goal: Barriers (transportation, childcare, parents' work schedules and doctors' office hours) to accessing prenatal health care services are identified and reduced.</p> | | | | | |
| <p>Strategy 1: Understand family preferences for how to best reach them with information (i.e. gather input from families who received prenatal care when/if deciding to change Drs.' office hours)</p> | | <p>Prioritized Root Causes related to the Objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Lack of inviting setting in Drs.' offices (perceptions differ between parents and Drs.) (Regulation) • Lack of social supports for some families (Regulation) | | <p>Performance Measures (results from Strategy 1):</p> <ul style="list-style-type: none"> • Barriers to accessing pre-natal health care reduced • Reduction in number of families missing pre-natal health care appointments | |
| <input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | | <p>System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power</p> | | | |
| <p>Activities (small wins promoting the strategy and addresses Root Causes)</p> | | <p>Persons or Groups Responsible</p> | <p>Target Dates</p> | <p>Resources</p> | <p>Progress Measures (outputs of Activities):</p> |
| <p>Survey families about prenatal health care preferences and services, including centering pregnancy, with organizations such as Baby Cafe/Expectant Parents Organization, Shared Pregnancy, Lansing School District, Willow Tree, Post-partum patients at Clinics/Prenatal office, Pregnancy Service - Create survey</p> | | <p>Ingham County Health Department, Ingham GSC Local Leadership Group</p> | <p>Year 1</p> | <p>Survey, families to survey, and people to administer the survey</p> | <p>Survey created Survey data collected</p> |

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| <ul style="list-style-type: none"> - Determine survey distribution method (who distributes and receives survey) - Collect survey data | | | | |
| Utilize existing community organizations' initiatives to increase pre-pregnancy and pre-natal education about the importance of OB appointments and care during pregnancy for all mothers (first-time and non-first time.) | Ingham County Health Department, Local Leadership Group | Year 1/ongoing | Access to multiple pre-pregnancy and pre-natal community organizations. | Information on importance of pre-natal care included in community organizations pre-pregnancy and pre-natal education. |
| Strategy 2: Engage prenatal healthcare providers, funders, and other relevant decision-makers in shifting policies within their scope of work and daily procedures beyond traditional services to align with changed Goals. | Prioritized Root Causes related to the Objective and addressed by this strategy: <ul style="list-style-type: none"> • Lack of inviting setting in Drs.' offices (perceptions differ between parents and Drs.) (Regulation) • Lack of social supports for some families (Regulation) | | Performance Measures (results from Strategy 2): <ul style="list-style-type: none"> • Providers change practices to reduce barriers to accessing pre-natal health care services | |
| <input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input type="checkbox"/> Resources <input type="checkbox"/> Power | | | |
| Activities (small wins promoting the strategy and addresses Root Causes) | Persons or Groups Responsible | Target Dates | Resources Needed | Progress Measures (outputs of Activities): |
| Provide childcare onsite to support parents' participation in prenatal services (i.e. Drs. Offices) | GSC Members, Great Start to Quality Central Resource Center | Year 2/ongoing | Prenatal Offices, Child care providers | On-site Child care provided at one pediatric office One child care provider identified to provide child care |
| Prenatal providers offer after hour appointments | GSC Members, Ingham County Health Department, Infant Mortality Coalition | Year 2/ ongoing | Prenatal Offices, Feedback from family preference surveys | Prenatal providers offer after hour appointments. |
| Objective #2 of 2 related to the Goal: Increase knowledge of and access to health care benefits and other supportive services for prenatal care. | | | | |
| Strategy 1: Adopt new outreach practices of sharing information to reach families in non-traditional way. | Prioritized Root Causes related to the Objective and addressed by this strategy: <ul style="list-style-type: none"> • The 211 dilemma – lack of coordination amongst various resources - “gateway” to resources (Connections) • Many people don't know about resources at the Health Department (Connections) • There are negative perceptions about accessing resources at the Health | | Performance Measures (results from Strategy 1): <ul style="list-style-type: none"> • Increase in family's knowledge and use of health care insurance benefits | |

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| | Department (Mindset) <ul style="list-style-type: none"> • Reading and language proficiency makes it difficult for some parents to complete applications (Component) • There is a lack of eligibility requirement information. (Resource) • Cultural competence (Mindset) | | | |
| <input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power | | | |
| Activities (small wins promoting the strategy and addresses Root Causes) | Persons or Groups Responsible | Target Dates | Resources Needed | Progress Measures (outputs of Activities): |
| Craft “Questions to ask” about health insurance benefits in multiple languages that families can understand and resonate with | Ingham County Health Department (ICHHD), Pathways to Better Health | Year 1 | Knowledge about health insurance benefits, Staff time, Health insurance navigators, Knowledge of predominant languages | “Questions to ask” sheet created |
| Communicate and share information about health care benefits “Questions to ask” in natural traffic areas, like grocery stores, mass media outlets (Facebook, advertisements) for families. | Local Leadership Group, Family Coalition, Ingham County Health Department | Year 2 | “Questions to ask” sheets, List of natural traffic areas, Staff time | “Questions to ask” sheets available at 5 natural traffic areas |
| Promote cultural competency/empathy in Ingham County Health Department providers and front line workers, and help- hotlines | Ingham GSC and partners, Melea Bullock | Year 2 | Cultural competency information/training | Providers and front line workers become more culturally competent |
| Work with Medicaid Health insurance providers to share information about families’ lack of knowledge of health insurance benefits and work to increase cultural competency so families can fully utilize the benefits of their plan. | Ingham County Health Department, Ingham Department of Health Human Services | Year 2 | Access to alternate modes of communication (interpreters, TDP) | Primary health insurance provider contacted and languages of helpline staff become known |
| Develop of list of local “health fair” events (Cristo Rey, Juneteenth, Baby Fair, etc.) to distribute “Questions to Ask”. | Ingham GSC Family Coalition | Year 1/ongoing | Cheat Sheet Staff time | List of health fairs Created “Questions to ask” distributed |

FY18 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 2)

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| % and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): Not all children are healthy, thriving and developmentally on track from birth to third grade <ul style="list-style-type: none"> • 11.7 Per 1000 children 0-8 in foster care • 39.5 Per 1000 of children experiencing abuse and neglect <ul style="list-style-type: none"> ◦ 42.7 Per 1000 of African American children vs. 26.7 Per 1000 overall in Ingham in 2013 ◦ 17% (226) EO CAPTA referrals • 188.8 Per 1000 of children 0-8 living in families with investigation for abuse and neglect | | | | | |
| Goal related to the targeted problem(s): Parenting supports and services are reaching families who need them and are easy to access. | | | | | |
| Objective related to the Goal: Increase the supports and access to prevention services for families at risk of abuse and neglect in Ingham County. | | | | | |
| Strategy 1: Craft and share information about parenting services that families can understand and resonate with. | | Prioritized Root Causes related to the Objective and addressed by this strategy: <ul style="list-style-type: none"> • There is not a clear understanding of care designation – relative care vs. foster care, legal vs. kinship. (Resource) • Guardians are not recognized as parents with needs/hidden community/ stigma of parent unable to care for child when child left with relative (Mindset) | | Performance Measures (results from Strategy 1): <ul style="list-style-type: none"> • Programs have an increased understanding of care designations and understanding who is primary caregiver • Families of different care designations have more information on programs and services they may be eligible for | |
| <input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | | System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input type="checkbox"/> Resources <input checked="" type="checkbox"/> Power | | | |
| Activities (small wins promoting the strategy and addresses Root Causes) | | Persons or Groups Responsible | Target Dates | Resources Needed | Progress Measures (outputs of Activities): |
| Identify and use consistent messaging (i.e. phrases/website include on a Bridge Card or social security card or grocery bulletins). | | Outcome 2 group & School Readiness Advisory Committee | Year 1 | Expand on messages from Ingham Early Learning Calendar | 3 priority messages identified |
| Identify and access resources to distribute our messages | | South Lansing Ministries outreach (Sara Randels) to speak with Valu Land & Deb Hill to speak with | Year 1 | Newsprint weekly ad packet to include our message | At least 3 priority messages will go out 3 times in Year 1 |

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| | PNC Bank about sponsoring ads | | Electronic message boards | |
| Post information messages (signs) in public places (i.e. bathroom, laundry mat, grocery store, DHHS, Health Department, etc.). | GSC members and their staff | Year 2 | Information to post, Duplication of Posters | Message posted in twenty locations |
| Identify geographic locations in need of this information. | Ingham Department of Health and Human Services (DHHS), Ingham County Health Department, Ingham ISD, CACS Head Start, and Outcome 2 Group | Year 1 | Data on families, Retired Seniors Volunteer Program, TCOA, | Target zip codes identified Collect data annually and assess trends |
| Refer families to programs that connect them to community resources (to support them once identified). Develop/use document that identifies service and caregiver eligibility. | Ingham DHHS, ICHD, Ingham ISD, CACS Head Start and other GSC members | Year 2 ongoing | Access to Programs and Contacts for Programs for free legal advice; know their rights and responsibilities (emergency); | Data from program regarding referrals made to their program |
| Create a group of GSC partners focused on expanding outreach. Development of plan for expanding outreach. | GSC Members | Year 1 Year 2 | Staff Time | Group created Outreach plan developed |
| Expand Ingham Early Learning Calendar distribution (i.e. medical provider offices, faith based communities, etc.). | Outreach Group, School Readiness Advisory Committee | Ongoing | Funding for reproduction of calendar | 5 new distribution sites Distribution lists shared across outcome groups using calendar |
| Strategy 2: Gain a mutual understanding of Root Causes related to abuse and neglect. | Prioritized Root Causes related to the Objective and addressed by this strategy: <ul style="list-style-type: none"> • There is not an understanding of caregiver needs in role of parent, aunt, grandparent, etc. (Resource) • State dollars are allocated for foster care, not kinship care • Guardians are not recognized as parents with needs/hidden community/ stigma of parent unable to care for child when child left with relative (Mindset) | Performance Measures (results from Strategy 2): <ul style="list-style-type: none"> • Specific Root Causes for abuse and neglect are identified to inform next steps | | |
| <input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power | | | |

| Activities (small wins promoting the strategy and addresses Root Causes) | Persons or Groups Responsible | Target Dates | Resources Needed | Progress Measures (outputs of Activities): |
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| Become a more trauma-informed community/agencies. Provide supports/information to schools. <ul style="list-style-type: none"> - Identify organizations who provide trauma training and provide trainings - Identify community resources to address and/or provide support with trauma (individual trauma; family trauma, generational trauma) - Link families to community resources | Law enforcement/schools, Mid-MI Trauma Collaborative | Year 1 Year 2 Year 2 | Training on Trauma Informed Practices and Trauma Sensitive Strategies, Handle with Care Model in Jackson, ACES | <ul style="list-style-type: none"> - List of organizations - Number of trauma trainings - List of resources |
| Connect with faith-based community with those who can support kinship and guardianship. | Outreach Group designate resources/clergy forums & Sara Randels | Year 1 | Information in churches, Head Start community resources | Faith based organizations identified in 48911 zip code link made |
| Access partners that might have potential and/or contact with kinship care providers (faith based: FGC, Willow Tree, Family First) Work with agencies such as MAFAK to identify and support these families (TCOA too). | Deb Hill CACS Head Start will check next Kinship newsletter, Willow Tree Family Center, Families Forward | Year 1 | Contact with Kinship care advisory committee, Retired Seniors Volunteer Program (RSVP), Tri County Office on Aging (TCOA), Survey or focus group questions (refer to prioritized Root Causes) | Target 48911 zip code, contacted/provided info to partners |
| Identify a group where parent is still "there," has rights but grandparents or others raising the child. Parent is not "engaged" with the child and target them to provide GSC with information. | Outcome group | Year 1 | Kinship Care Advisory Committee, RSVP, Capital Area Response Effort (CARE) | Groups identified |
| Identify why the grandparent, aunt, etc., has the responsibility for the role of parent to identify root cause. | Ingham DHHS, CACS Head Start, Tri County Office on Aging, Capital Area Response Effort | Year 1 | Access to staff to collect reasons | List of reasons why someone other than the parent is acting as the parent and address those situations |

FY18 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 3)

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| % and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): Not all children are developmentally ready to succeed in school at time of school entry <ul style="list-style-type: none"> • Two IISD locals meeting 80% expectation of children meeting fall literacy benchmark • 67% of K at meeting Phoneme Segmentation Fluency Benchmark on AIMSweb– Winter 2016 • 62% eligible 4 year olds in high-quality Early Learning Settings; includes Head Start and GSRP | | | | | |
| Goal related to the targeted problem(s): Promote a shared understanding of school readiness. | | | | | |
| Objective related to the Goal: Key information about school readiness reaches all families and early educators. | | | | | |
| Strategy 1: Use multiple mediums to promote shared understanding of school readiness across stakeholders. | | Prioritized Root Causes related to the Objective and addressed by this strategy: <ul style="list-style-type: none"> • Some families may not have knowledge of school readiness. (Resource) • Some families don't value or place importance on early education. (Mindset) • Some families don't think school readiness begins at birth. (Mindset) • If materials are only in English, are we actually increasing inequity? (Component) | | Performance Measures (results from Strategy 1): <ul style="list-style-type: none"> • Increase in number of families and early educators who have been provided with information about knowledge of school readiness beginning at birth • Increase in percentage of Kindergarteners meeting fall literacy benchmarks | |
| <input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | | System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power | | | |
| Activities (small wins promoting the strategy and addresses Root Causes) | | Persons or Groups Responsible | Target Dates | Resources Needed | Progress Measures (outputs of Activities): |
| Give every family with a new baby/child an Ingham Early Learning Calendar that makes it easy to create a positive school readiness environment. <ul style="list-style-type: none"> - Identify funding sources for Early Learning Calendar and locations where we can distribute calendars to new parents | | School Readiness Advisory Committee, Capital Area District Library, GSC Partners | Year 1 | Staff time | List of identified grant opportunities, List of locations where we can access new parents Successful grant access |

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| - Apply for funding and distribute calendars to identified locations (per grant acceptance) | | Year 2 | Funding to purchase Calendars | Successful distribution of calendars (number of calendars taken) |
| Identify café sites including refugee child care providers, SPOM, grandparents, foster care, licensed child care providers Share kindergarten readiness information at cafes | GSC partners Parent Liaison | Year 1 Year 2 | Staff time, Kindergarten Readiness Packet, Parent Liaison time, Printing costs | Minimum of 3 new café sites Identified, Number of families attending Parent Cafes |
| Identify possible television partnerships for Public Service Announcements (PSA's) Development and dissemination of PSA's | GSC members | Year 1 Year 2 | WKAR Moms Everyday, Local television channels, Trent Smiley- Capital Area District Library Mkt Dir, Staff time, IISD Outreach and Marketing | Identify minimum of three avenues to distribute PSAs Number of times distributed/shown |
| Identify locations with digital signage where we could include school readiness messages - Develop content of school readiness message for digital signage - Distribute school readiness messages to digital signage locations | GSC partners, School Readiness Advisory Message, Ingham ISD and Local School Districts | Year 1 Year 2 | Staff time Developed message | List of partner locations with digital signage, Digital slides with content |
| Distribute Ingham Kindergarten Readiness Packet to licensed child care providers - Review Kindergarten Readiness Packet - Distribute Kindergarten Readiness Packet | Office of Young Children Central Resource Center, School Readiness Advisory Committee | Year 1 Year 2 | Kindergarten Readiness Packet | Updated Kindergarten Readiness List of licensed providers who received the Kindergarten Readiness Packet |
| Provide training for trainers (Quality Improvement Consultants/Specialists) from Office for Young Children/Central Resource Center related to Early Learning Calendar | Ingham ISD staff | Year 1 | - Early Learning Calendar - Training space - Training time - Training module | Number of staff trained |
| Strategy 2: Leverage private sector support and pursue public-private partnerships. | Prioritized Root Causes related to the Objective and addressed by this strategy: • Some families don't have access to high quality preschool. (Component) | | Performance Measures (results from Strategy 2): • Increase in child care providers who participate in or who increase their star rating in the Great Start to Quality star rating system | |

| <input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power | | | |
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| Activities (small wins promoting the strategy and addresses Root Causes) | Persons or Groups Responsible | Target Dates | Resources Needed | Progress Measures (outputs of Activities): |
| Develop and share information about the need for access to high quality affordable preschool and childcare <ul style="list-style-type: none"> - Develop talking points about benefits of high quality programs - Develop talking points about Great Start to Quality - Identify other groups that would benefit from this information for future dissemination (e.g. faith based communities, Interfaith Council, Action of Greater Lansing, Kinship care, DHHS – foster care services, Adelante Forward magazine, free women’s magazine, CAMW, etc.) and share information | Great Start to Quality Central Resource Center, MSU Child Development Labs, Early Childhood Investment Corporation, and Office of Great Start for(state-wide messaging) | Year 1 Year 2 Year 2 | NAEYC Brochures, “How to Choose a High Quality Preschool” brochure, Central Resource Center materials | Documents with talking points List of identified organizations (minimum of 5 Year One and 12 Year Two) |

FY18 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 4)

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| <p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <input type="checkbox"/> Children are born healthy. <input type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. | | <p>And addresses the following early childhood components:</p> <input type="checkbox"/> Physical Health <input type="checkbox"/> Social-Emotional Health <input type="checkbox"/> Family Supports and Basic Needs <input type="checkbox"/> Parent Education <input checked="" type="checkbox"/> Early Education and Care | | |
| <p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): Not all children are prepared to succeed in 4th grade and beyond by reading proficiently by the end of 3rd grade.</p> <ul style="list-style-type: none"> • 51.6% of 3rd graders w/partial or not proficient in M-STEP ELA assessment in 2016 <ul style="list-style-type: none"> ○ 75.2% of African America 3rd graders w/partial or not proficient in M-STEP ELA assessment in 2016 ○ 63.5% Hispanic 3rd graders w/partial or not proficient in M-STEP ELA assessment in 2016 ○ 68.6% of 3rd graders eligible for free or reduced lunch w/partial or not proficient in M-STEP ELA assessment in 2016 ○ 70.4% of 3rd who are English Language Learning w/partial or not proficient in M-STEP ELA assessment in 2016 | | | | |
| <p>Goal related to the targeted problem(s): Teachers have an understanding of fundamental skills for early literacy that lead to 3rd grade reading proficiency.</p> | | | | |
| <p>Objective related to the Goal: Teachers, birth to 3rd grade, have access and implement curriculum with fidelity.</p> | | | | |
| <p>Strategy 1: Track implementation and fidelity of instructional practices.</p> | | <p>Prioritized Root Causes related to the Objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Teachers need to understand foundational skills for curriculum (Resource) • Teachers may need more PD and practice on how to deliver curriculum and instruction in helping struggling readers. (Resource) • PD doesn't match needs/skills. (Connection/Power) • Teachers' philosophies of curriculum and instruction are not matched to program and/or district requirements. (Mindset) | | <p>Performance Measures (results from Strategy 1): A process for tracking implementation of instructional practices will be established.</p> |
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| <p>Activities (small wins promoting the strategy and addresses Root Causes)</p> | <p>Persons or Groups Responsible</p> | <p>Target Dates</p> | <p>Resources Needed</p> | <p>Progress Measures (outputs of Activities):</p> |

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| Identify Professional Development needs of Birth – 3 rd grade teachers on curriculum and literacy instruction and connect educators with training. | Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA) Steering Committee | Year 1 | PreK-3 Literacy Data, PreK-3 Curriculum/ Intervention Fidelity Data | PD needs identified |
| Include preschool staff and coaches in Project Practice job- imbedded professional development. | Ingham ISD Staff | Year 1 | Project Practice Professional Development | Coaches complete Project Practice training |
| Determine if Birth -3 rd grade interventions/curriculum/ Strategies are being used with fidelity. | Ingham ISD Staff | Ongoing | Mechanism to collect data on fidelity of implementation | Mechanism determined along with next steps |
| Collect Data from literacy screening tools that school districts are using in K-3 classrooms and use to determine PD needs | Ingham ISD Instructional Administrators | Annually | Access to Screening Data | Data is collected and reviewed annually |
| Connect with Ingham ELA Steering Committee on supporting Read At Home Plans for families and children | Ingham ELA Steering Committee, Ingham ISD staff | Year 1 | Plans and Resources that will be used for Read At Home Plans, Access to staff that will be responsible for the Plans | Read At Home Plans and resources collected and shared with the community |
| Support implementation of Pre K and K-3 Essentials of Early Literacy. | Ingham ISD Early Literacy Consultants, Early Childhood Specialists | Year 1, ongoing | Essentials of Early Literacy Modules and supporting resources | GSRP Professional Learning Communities are focused on Essential Literacy Practices |
| Strategy 2: Use an “Early Childhood in All Policies” approach for instructional practices. | Prioritized Root Causes related to the Objective and addressed by this strategy: <ul style="list-style-type: none"> • Teachers with different delivery of curriculum and instruction (Regulation) • Coaches and administration are observing to provide evaluation feedback. Teachers are not getting actionable feedback. (Regulation) • Teachers’ philosophies of curriculum and instruction are not matched to program and/or district requirements. (Mindset) | Performance Measures (results from Strategy 2): Policies of local school district and community initiatives are reviewed for references to and inclusion of early childhood | | |
| <input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment | System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power | | | |

| Activities (small wins promoting the strategy and addresses Root Causes) | Persons or Groups Responsible | Target Dates | Resources Needed | Progress Measures (outputs of Activities): |
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| Identify what ISD departments and local districts have early childhood representative on committees to align resources for early childhood in local districts (time, money, policies, knowledge, PD) | GSC Co-Coordinators, Operations Committee | Year 1 | Access to Ingham ISD Department Directors and local district administrators | List of committees and early childhood representatives generated |
| GSC to go out to local school districts and meet with individual superintendents (6 new superintendents coming on board) | GSC Co-Coordinators, | Year 1 | Ingham ISD Superintendent support and introduction to new superintendents | Meetings held with new superintendents |
| Connect early childhood community with Economic Development, Workforce Development groups, Teach, Talent, Thrive (T3), Capital Area Michigan Works, Chamber of Commerce, DHHS, other Collaboratives and Coalitions in the Community to support P-20 initiatives | GSC Members | Ongoing | Access to chair for each group, Access to Goals/targets for each group | Committee chair and Goals/targets for identified groups are identified |

