

FY19 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 1)

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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>Targeted Problem: Not all children are born healthy</p> <p>Key indicators:</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: 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 mindset about the importance of prenatal health care and provider knowledge of barriers to access prenatal healthcare.</p>		<p>Prioritized Root Causes related to the Objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • There is a disconnect between parents and Drs. perceptions of options that increase accessibility. (Mindset) • Some families lack supports (social, concrete, relationship) to be able to access prenatal health care services (Regulation) 		<p>Performance Measures (results from Strategy 1):</p> <ul style="list-style-type: none"> • # of prenatal health care providers that offer a new option to reduce barriers • Reduction in number of families missing pre-natal health care appointments at Women's Health at ICHD 	
<p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>		<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>ACTIVITY COMPLETE - 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</p> <ul style="list-style-type: none"> - Create survey - Determine survey distribution method (who distributes and receives survey) - Collect survey data 		<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>

Analyze prenatal health care survey data to determine next steps.	Outcome 1 group	Year 2	Prenatal Health care survey data Outcome 1 Group	Next steps in promoting the importance of prenatal health care determined
Review existing community organizations' pre-pregnancy and pre-natal education about the importance of OB appointments and care during pregnancy for mothers (first-time and non-first time.)	Ingham County Health Department, Local Leadership Group	Year 2/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.
Identify person with a connection to Women's Health and work towards tracking prenatal health care appointment data of women going to first prenatal appointment.	Ingham County Health Department	Year 2	ICHD staff time Women's Health	Women's Health staff person identified Data collection process identified
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 make prenatal health care services more assessable to families.	Prioritized Root Causes related to the Objective and addressed by this strategy:		Performance Measures (results from Strategy 2):	
	<ul style="list-style-type: none"> • There is a disconnect between parents and Drs. perceptions of options that increase accessibility. (Mindset) • Some families lack supports (social, concrete, relationship) to be able to access prenatal health care services (Regulation) 		<ul style="list-style-type: none"> • # of prenatal health care providers that offer a new option to reduce barriers 	
<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 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):
Survey families regarding need for childcare and after-hours appointments. Upon analyzing survey data, work to provide supports to have 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	One child care provider identified to provide child care
Objective #2 of 2 related to the Goal: Increase knowledge and use of health care benefits and other supportive services for prenatal care.				
Strategy 1: Outreach to families about health care benefits in new and non-traditional ways.	Prioritized Root Causes related to the Objective and addressed by this strategy:		Performance Measures (results from Strategy 1):	
	<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 Department (Mindset) • Reading and language proficiency makes it difficult for some parents to complete applications (Component) • There is a lack of knowledge and understanding of how to navigate using health care insurance benefits. (Resource) • Lack of Cultural competence (Mindset) 		<ul style="list-style-type: none"> • Increase in family's knowledge and use of health care insurance benefits • # of people requesting information from Medicaid Health insurance provider about benefits 	

<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 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):
Communicate and share information about health care benefits in natural traffic areas, like grocery stores, mass media outlets (Facebook, advertisements) for families. <ul style="list-style-type: none"> • Craft “Questions to ask” about health insurance benefits in multiple languages that families can understand and resonate with 	Local Leadership Group, Family Coalition, Ingham County Health Department, Pathways to Better Health	Year 2	Knowledge about health insurance benefits, Staff time, Health insurance navigators, Knowledge of predominant languages	“Questions to ask” sheet created “Questions to ask” sheets available at 5 natural traffic areas
Develop of list of local “health fair” events (Cristo Rey, Juneteenth, Baby Fair, etc.) to distribute “Questions to Ask”.	Ingham GSC Family Coalition	Year 2/Ongoing	“Questions to ask” Staff time	List of health fairs Created “Questions to ask” distributed
Promote cultural competency/empathy in Ingham County Health Department providers and front line workers when sharing health insurance benefits information.	Ingham GSC and partners, Melea Bullock	Year 2	Cultural competency information/training	One cultural competency/empathy training offered locally
Engage with one Medicaid Health insurance provider to share information about families’ lack of knowledge of health insurance benefits and gain an understanding of the benefits offered. <ul style="list-style-type: none"> • Promote cultural competency so benefit information can be shared with families in ways that resonate with them 	Ingham County Health Department, Ingham Department of Health Human Services Dana Watson	Year 2	Access to alternate modes of communication (interpreters, TDP) Blue Cross Complete	Primary health insurance provider contacted to see if there is staff who speaks languages other than English Connection with Medicaid health insurance provider occurs

FY19 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 2)

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children are born healthy. <input checked="" 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> <ul style="list-style-type: none"> <input type="checkbox"/> Physical Health <input checked="" 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>Targeted Problem: Not all children are healthy, thriving and developmentally on track from birth to third grade</p> <p>Key indicators:</p> <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 					
<p>Goal related to the targeted problem: Parenting supports and services are reaching families and are easy to access.</p>					
<p>Objective related to the Goal: Increase the supports and access to services to prevent child abuse and neglect in Ingham County.</p>					
<p>Strategy 1: Craft and share information about parenting supports that families can understand and resonate with.</p>		<p>Prioritized Root Causes related to the Objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • There is not a clear understanding of care designation – relative care vs. foster care, legal vs. kinship – which may prevent them from accessing services. (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) 		<p>Performance Measures (results from Strategy 1):</p> <ul style="list-style-type: none"> • Families of different care designations have more information and access resources, programs and services. 	
<ul style="list-style-type: none"> <input 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 checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations</p> <p><input checked="" type="checkbox"/> Resources <input checked="" 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 Needed</p>	<p>Progress Measures (outputs of Activities):</p>
<p>Develop consistent messages around typical child development (i.e. phrases/website include on a Bridge Card or social security card or grocery bulletins).</p>		<p>Outcome 2 group & School Readiness Advisory Committee</p>	<p>Year 2</p>	<p>Expand on messages from Ingham Early Learning Calendar, Facebook posts, local mailer</p>	<p>3 priority messages identified</p>
<p>Identify and access resources to distribute messages</p>		<p>South Lansing Ministries outreach to speak with Valu Land & to speak with PNC Bank about sponsoring ads</p>	<p>Year 2</p>	<p>Newsprint weekly ad packet to include our message Electronic message boards, Facebook</p>	<p>At least 3 priority messages will go out 3 times in Year 2</p>

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 20 locations (i.e. Courts, Churches, Meijer, Family Dollar, Aldi, Value Land-Logan Square, Turning Leaf, CSL Plasma-Jolly Cedar Square & 3800 W. Saginaw, Talecris Plasma-921 W. Holmes, etc.)
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 2	Data on families, Retired Seniors Volunteer Program, TCOA,	Target zip codes identified Collect data annually and assess trends (48911, 48910, 48912)
Refer families to programs that connect them to community resources (i.e. 211 and MI Bridges). Develop a document that identifies services and caregiver eligibility. Each GSC partner will update their info on 211 and MI Bridges.	Ingham DHHS, ICHD, Ingham ISD, CACS Head Start, GSC members, legal services, and foster care	Year 2 ongoing	Access to Programs and Contacts for Programs for (i.e. free legal advice, 211, MI Bridges)	Data from program regarding referrals made to their program if releases are in place.
Refer families who cannot access preschool or other homevisiting programs due to age, income and other eligibility factors to Great Parents, Great Start (GPGS), Ingham ISD's PAT home visiting program.	Local Leadership Group, Ingham ISD, Ingham GSC staff	Year 2; ongoing	Access of hard copy and electronic copy of referral form to referral sources	Referrals to GPGS are made.
Expand Ingham Early Learning Calendar distribution (i.e. medical provider offices, faith based communities, babysitter 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: Connect with partners who have potential for identifying adults that are parenting as a kinship care provider to share child development and parenting messages.	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 is left with relative (Mindset) 	Performance Measures (results from Strategy 2): <ul style="list-style-type: none"> • The partners will identify number of adults in a kinship care relationship and connect them to the supportive resources. 		
<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 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 partners with a list of agencies who have potential support services.	CACs Head Start, Kinship newsletter, Willow Tree Family Center, Families Forward, Ingham DHHS, Tri-County Office on Aging, Capital Area Response Effort (CARE), INS Court	Year 2	Contact with Kinship Care Advisory Committee, Retired Seniors Volunteer Program (RSVP), Tri County Office on Aging (TCOA), Survey or focus group questions for support	Providers in the 48911 zip code will be the target for identifying adults who are responsible for kinship care.
Identify groups that target support for kinship care providers to share child development and parenting messages.	CACs Head Start, Ingham DHHS, Tri-County Office on Aging, Capital Area Response Effort (CARE), INS Court	Year 2	Kinship Care Advisory Committee, RSVP, Capital Area Response Effort (CARE)	Groups identified
<p>Become a more trauma-informed community/agencies. Provide supports/information to schools.</p> <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	<p>Year 2</p> <p>Year 2</p> <p>Year 2</p>	Training on Trauma Informed Practices and Trauma Sensitive Strategies, Handle with Care Model, ACES	<ul style="list-style-type: none"> - List of organizations - Number of trauma trainings - List of resources

FY19 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 3)

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Targeted Problem: Not all children are developmentally ready to succeed in school at time of school entry Key indicators: <ul style="list-style-type: none"> • Two out of twelve IISD local school districts 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: 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 the number of families and early educators who have been provided with information about knowledge that school readiness begins at birth. • Increase in percentage of Kindergarteners meeting fall literacy benchmarks • Increase in readiness materials translated to other languages. 	
<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):
-Identify funding sources for Early Learning Calendar and new and different locations for distribution -Apply for funding and distribute calendars to identified locations (per grant acceptance) Connect every family with a child to an Ingham Early Learning Calendar and /or a Kindergarten Readiness Packet that makes it easy to create a positive school readiness environment.		School Readiness Advisory Committee, Capital Area District Library, GSC Partners, Trusted Advisors, GSQ Central RC	Year 2 Year 2	Kindergarten Readiness Packet, Ingham Early Learning Calendar Staff time Funding to purchase Calendars	-List of identified grant opportunities for funding Calendar -List of locations where we can connect with parents who don't have Calendar, Successful grant award -Number of calendars and Kindergarten Readiness Packets distributed

<p>-Work on ways to connect families with electronic versions of Calendar</p> <ul style="list-style-type: none"> - Trinket item with IELC web address that could be given to parents with newborns - Identify person who could develop an App of Calendar - Identify and meet with programs to discuss having link to Calendar in handbook/orientation/onboarding process 		Year 2	Funding to purchase trinket	-Number of trinkets distributed
<p>Identify locations with digital signage where we could include school readiness messages</p> <ul style="list-style-type: none"> - Develop content of school readiness message for digital signage - Distribute school readiness messages to digital signage locations - Seek out sponsorships for digital signage - Work with GSC webmaster to have monthly Facebooks posts with messages from each month of Ingham Early Learning Calendar 	GSC partners, School Readiness Advisory Message, Ingham ISD and Local School Districts GSC webmaster	Year 2	Staff time, Developed message	List of partner locations with digital signage, Digital slides with school readiness messages
<p>Provide training for trainers (Quality Improvement Consultants/Specialists) for Central Resource Center related to Early Learning Calendar</p>	Ingham ISD staff GSC Co-Coordinator Great Start To Quality Central Resource staff	Year 2	Early Learning Calendar, Training space, Training time, Training module	Number of Central Resource Center staff trained
<p>Seek out new parent café sites (including refugee child care providers, SPOM, grandparents, foster care, licensed child care providers) to share school readiness information.</p>	GSC partners Parent Liaison, Trusted Advisors	Year 2	Staff time, Parent Liaison time,	Minimum of 3 new café sites Identified, Number of families attending Parent Cafes
<p>Identify possible television partnerships for Public Service Announcements (PSA's) on school readiness</p> <p>Development and dissemination of PSA's</p>	GSC members	Year 2 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 media outlets to distribute PSAs Number of times distributed/shown

ACTIVITY COMPLETED - 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	Kindergarten Readiness Packet	Updated Kindergarten Readiness Packet, List of licensed providers who received the Kindergarten Readiness Packet
Strategy 2: Educate and engage the early childhood community in Michigan’s designated quality rating system.		Prioritized Root Causes related to the Objective and addressed by this strategy: • Some families don’t have access to high quality childcare/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 by 3 per quarter
<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		
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 - 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 2 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 - 12 organization in Year Two

FY19 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 4)

<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>Targeted Problem: Not all children are prepared to succeed in 4th grade and beyond by reading proficiently by the end of 3rd grade. Key indicators:</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: “Teachers” (including professionals who have contact with children birth to 3rd grade) have an understanding of fundamental skills for early literacy that lead to 3rd grade reading proficiency.</p>				
<p>Objective related to the Goal: “Teachers” have access to evidence based literacy practices and implement with fidelity.</p>				
<p>Strategy 1: Disseminate and track implementation of evidence based literacy 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) • Current PD doesn’t match needs/skills. (Connection/Power) 		<p>Performance Measures (results from Strategy 1): 95% of Birth-PRE-K grade “teachers” have received the Essential Instructional Practices for Early Literacy and 100% K-3 “teachers” have received the Essential Instructional Literacy Practices % Birth-K “teachers” trained on implementing evidence based instructional literacy practices</p>
<input 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 type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" 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 Needed</p>	<p>Progress Measures (outputs of Activities):</p>
<p>Disseminate Essential Instructional Practices of Early Literacy to “teachers” through Central Resource Center, LARA, school district literacy coaches.</p>	<p>Central Resource Center Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA) Steering Committee</p>	<p>Year 2</p>	<p>Essential Instructional Practices of Early Literacy, Modules and supporting resources</p>	<p>Identify who has received Essential Instructional Practices for Early Literacy</p>
<p>Connect “teachers” with training on Essential Instructional Practices of Early Literacy</p>	<p>Ingham ISD Early Childhood Staff,</p>	<p>Year 2</p>	<p>Trainers for Essential Instructional Practices for Early Literacy, Essentials</p>	<p>GSRP Professional Learning Communities are focused on</p>

	Ingham English Language Arts (ELA) Steering Committee. Central Resource Center, MiAEYC. Ingham ISD Early Literacy Consultants, Early Childhood Specialists		of Early Literacy Modules and supporting resources, www.literacyessentials.org , K-3 Essentials training	Essential Instructional Practices Early Literacy
ACTIVITY COMPLETE - 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 evidence based literacy practices are being used with fidelity.	Ingham ISD Staff, PreK Fidelity Tool, K-3 Self Assessments	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 pre-K and 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 local school districts through Ingham ELA Steering Committee on supporting students with IRIP by supporting Read at Home Plans through: <ul style="list-style-type: none"> • Work with ISD literacy staff, WKAR, and Capital Area District Library to develop and distribute Ingham Early Literacy Calendar as companion to Ingham Early Learning Calendar to support families with children with Individual Reading Improvement Plan • Parents Read at Home Plan for Student Success with Families booklet • Parents Read at Home Plan booklet 	Ingham ELA Steering Committee, Ingham ISD staff, WKAR, Capital Area District Library	Year 3 Year 2	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 Ingham Early Literacy Calendar developed, # of Calendars distributed to families
Strategy 2: Use an “Early Childhood/Birth-3 rd grade in All Policies” framework for evidence based instructional literacy 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 for children Birth-3rd grade (Regulation) • Coaches and administration are observing, but teachers are not getting actionable feedback. (Regulation) • Teachers’ philosophies of curriculum and instruction may not match licensed care, 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	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		

<input type="checkbox"/> Strategy came from Strengthening Families Assessment				
Activities (small wins promoting the strategy and addresses Root Causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of Activities):
Identify what ISD departments and local districts have early childhood (Birth-age 5) representation on committees to align resources for early childhood in local districts (time, money, policies, knowledge, PD)	GSC Co-Coordinators, Operations Committee	Year 2	Access to Ingham ISD Department Directors and local district administrators	List of committees and early childhood representatives generated
GSC staff will go out to local school districts and meet with individual superintendents (6 new superintendents coming on board) and their early childhood representative	GSC Co-Coordinators	Year 2	Ingham ISD Superintendent support and introduction to new superintendents	Meetings held with new superintendents
Identify which Economic Development, Workforce Development groups: Teach, Talent, Thrive (T3), Capital Area Michigan Works, Chamber of Commerce, DHHS, other Collaboratives and Coalitions in the Community support P-20 initiatives and have early childhood representation (Birth-age 5) on their groups.	GSC Co-Coordinators and Members	Ongoing	Access to chair for each group, Access to Goals/targets for each group	Committee chair and Goals/targets for identified groups
GSC staff/members meet with community groups (named above) who do not have early childhood representation on how to include.	GSC Co-Coordinators and Members	Ongoing	Access to chair for each group, Access to Goals/targets for each group	Committee chair and Goals/targets for identified groups