

Outcome 4 - Children are prepared to succeed in 4th grade and beyond by reading proficiently by the end of 3rd grade (FY19)

Goal: “Teachers” (including professionals who have contact with children birth to 3 rd grade) have an understanding of fundamental skills for early literacy that lead to 3 rd grade reading proficiency.			
Objective: “Teachers” have access to evidence based literacy practices and implement with fidelity.			
Strategy 1: Disseminate and track implementation of evidence based literacy practices.		Performance Measures: 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	
QUESTIONS: How does the CADL Spotlight align with the outcome group activities?			
<ul style="list-style-type: none"> • CADL programs/services support families and schools in getting students reading “on track.” • Branches support five (5) literacy experiences for families • Connections with trusted partners to send messages about literacy from birth. 			
<i>Group Members:</i> Corrie, Michelle, Robin, Melissa			
Year 2 Activities	Persons/Groups Responsible	Resources Needed	Progress Measures (outputs of Activities):
Disseminate Essential Instructional Practices of Early Literacy to “teachers” through Central Resource Center, LARA, school district literacy coaches.	Central Resource Center Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA) Steering Committee	Essential Instructional Practices of Early Literacy, Modules and supporting resources	Identify who has received Essential Instructional Practices for Early Literacy 09/12/18 Progress and next steps: <ul style="list-style-type: none"> • Sharing info re Training on Essentials of Literacy (flyers) 10/17/18 Progress and next steps: <ul style="list-style-type: none"> • ID of systems & dissemination opportunities around TOT • Sent Essential Literacy flyer to GSC 11/14/18 Progress and next steps: <ul style="list-style-type: none"> • Pre-K modules and videos available online @ literacyessentials.org
Connect “teachers” with training on Essential Instructional Practices of Early Literacy	Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA) Steering Committee. Central Resource Center, MiAEYC. Ingham ISD Early Literacy Consultants, Early Childhood Specialists	Trainers for Essential Instructional Practices for Early Literacy, Essentials of Early Literacy Modules and supporting resources, www.literacyessentials.org , K-3 Essentials training	GSRP Professional Learning Communities are focused on Essential Instructional Practices Early Literacy 09/12/18 Progress and next steps: <ul style="list-style-type: none"> • Implementation of training for GSRP/Head Start 10/17/18 Progress and next steps: <ul style="list-style-type: none"> • Meeting as School Readiness Committee to ID TOT • AYC-April conference Essential Opportunities • TOT staff ID w/ IISD Region • Leadership strand for Pre-K Essentials in development Nov 1st meeting. • PLC 2.0 content under creation/ID • PLC 1.0 – participant’s ID 11/14/18 Progress and next steps: <ul style="list-style-type: none"> • Pre-K Train the Trainer completed.

			<ul style="list-style-type: none"> ○ Planning beginning on PD learning opportunities across agencies and child care provider options. • Birth-3 • PLC began for Pre-K <ul style="list-style-type: none"> ○ PLC 1.0 – Basic of the Essentials ○ PLC 2.0 – Digging Deeper into Essentials • PLC admin content still under construction • K-3 Literacy Institute (3 day) completed and 5 evening sessions underway. <p>12/19/18 Progress and next steps:</p> <ul style="list-style-type: none"> • Shared info for 2nd grade Literacy Institute. • Michelle/Mary Jo will reach out to MAISA to get a participant list for the TOT. • Could the GSC write a letter of support to MDE for coordination and support for Pre-K TOT people trained (take to operations.)? • Develop a communication plan to Pre-K providers (HS, ECSE, home, private center) about literacy essentials, org materials. • Use the January SRAC to create a scope of providers in the county, as well as identify other organizations and groups w/ mechanisms to deliver Essential Practices training (MIAEYC, GSQ, CRRC) <p>02/20/19 Progress and next steps:</p> <ul style="list-style-type: none"> • Met at January SRAC and started discussion. Waiting for follow-up meeting to be set to determine plans for TOT roll out. • Next: Corrie will ask Operations for support memo to MDE for TOT participant coordination and essential support. • At next TOT meeting, develop a training and communication plan MJ/Corrie • Connect with MIAEYC and Central Region Resource Center to encourage participation at MIAEYC State conference where there will be sessions on the essentials – Operations Corrie & Barb <p>04/17/19 Progress and next steps:</p> <ul style="list-style-type: none"> • Preschool Enrollment Guidelines w/ sample communication. • SRAC Ad Hoc group met to create a draft pilot plan for dissemination of Literacy Essentials training.
ACTIVITY COMPLETED in FY18 - Include preschool staff and coaches in Project Practice job-imbedded professional development.	Ingham ISD Staff	Project Practice Professional Development	Coaches complete Project Practice training
			09/12/18 Progress and next steps:
			Mechanism determined along with next steps

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	Mechanism to collect data on fidelity of implementation	09/12/18 Progress and next steps: <ul style="list-style-type: none"> Review fidelity tools and discuss how being used.
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	Access to Screening Data	Data is collected and reviewed annually 09/12/18 Progress and next steps: <ul style="list-style-type: none"> List of screening tools used by each district.
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	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 09/12/18 Progress and next steps: <ul style="list-style-type: none"> Read Aloud Campaign started through WKAR K-1 Literacy Calendar developed and being translated TOT on Essentials in Nov/Dec 11/14/18 Progress and next steps: <ul style="list-style-type: none"> Jason will search districts across the state that have volunteer listening/readers with students. Plan for Pre-K Essential Practice sessions into the setting. Look into resources for parents. 12/19/18 Progress and next steps: <ul style="list-style-type: none"> Ingham ISD & MSU sent staff to Pre-K TOT. Let GSRP & local districts know Pre-K Essential modules and videos are on literacy essentials. Partnership with WKAR to film interstitials for early learning and K-1 Calendar/ 6 EL, 6 K-1, how to roll out 1-1/month in January. K-1 Calendar finished and translated in 7 languages & printed. Local districts will ID need for K-1 Calendars in February & Ingham ISD will create a distribution plan.
Strategy 2: Use an “Early Childhood/Birth-3 rd grade in All Policies” framework for evidence based instructional literacy practices.	Performance Measures: Policies of local school district and community initiatives are reviewed for references to and inclusion of early childhood		
Year 2 Activities	Persons/Groups Responsible	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	Access to Ingham ISD Department Directors and local district administrators	List of committees and early childhood representatives generated 12/19/18 Progress and next steps <ul style="list-style-type: none"> Take Strategy 2 to GSC Operations to discuss “the who.” Corrie to discuss at March Operations Meeting – Address the “who.”

<p>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</p>	<p>GSC Co- Coordinators</p>	<p>Ingham ISD Superintendent support and introduction to new superintendents</p>	<p>Meetings held with new superintendents</p> <p>12/19/18 Progress and next steps:</p> <ul style="list-style-type: none"> • Take Strategy 2 to GSC Operations to discuss “the who.”
<p>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.</p>	<p>GSC Co- Coordinators and Members</p>	<p>Access to chair for each group, Access to Goals/targets for each group</p>	<p>Committee chair and Goals/targets for identified groups</p> <p>10/17/18 Progress and next steps:</p> <ul style="list-style-type: none"> • Who needs to be invited to join GSC from: State, health care, business, faith based, LARA, GSTQ, ECIC. <p>12/19/18 Progress and next steps:</p> <ul style="list-style-type: none"> • Take Strategy 2 to GSC Operations to discuss “the who.” <p>04/17/19 Progress and next steps:</p> <ul style="list-style-type: none"> • Discussed Strategy 2 w/ Operations Committee re additional people to invite to help brainstorm (i.e. Micki O’Neil, Ingham ISD PR/Communications). • Jason Mellema, ISD Supt presented at Chamber regarding education—including early childhood. • Corrie - At April ECAN mtg connect w/ Lisa Brewer-Walraven @ state support for TOT coordination. • Laurie - Could some training and coordination be tied to MIAEYC/Conference. • Micki – As a Chamber member, Ingham ISD can write articles for the “FOCUS” magazine. • Michelle - Review GSC Business Toolkit for messaging (First Five Year Fund, Harvard Center on Developing Child) • Micki – Will think who we might connect with at T3 or Chamber. Looking specifically for parent of young child. • Micki – Will help us look at developing infographic to help communicate to business community. • Laurie – Will talk to MIAEYC Advocacy group to see where we pair up. • Suggestions: Jackson National, MSUFCU, Shor family • In regard to T3 – Reverse Job Fair, LEAP, MI Works, MI Bright Futures, MI Career Quest, 7-9th graders, STEAM reading and literacy, Wharton Center and CADL gave books to students who attended shows. <p>05/08/19 Progress and next steps:</p> <ul style="list-style-type: none"> • Corrie - follow up w/ Lisa BW on TOT – State Coordination Preschool Development Block Grant • Laurie – for future MIAEYC Conference

			<ul style="list-style-type: none"> • Micki – Chamber “FOCUS” Magazine articles – Need to ID topic and write article or use form. • Michelle – to bring Business Toolkit to future meeting to review and update.
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	Access to chair for each group, Access to Goals/targets for each group	Committee chair and Goals/targets for identified groups 12/19/18 Progress and next steps: <ul style="list-style-type: none"> • Take Strategy 2 to GSC Operations to discuss “the who.”

Additional Notes

- 5/8/19 Re Kids Count Data:
 - Strategy 1 – 3 & 4 year olds NOT in preschool; 3rd grade MSTEP scores
 - Strategy 2 - Economic Security–Workforce Retention ROI; Median household income and cost of child care/quality of care; Impact to working parents who are also in school; Minimum wage
 - Making it work in Michigan
 - Other: data on family/kinship care and their trusted partners