

## FY20 Early Childhood Action Agenda – Ingham Great Start Collaborative (Outcome 4)

**Targeted Problem: Not all children are prepared to succeed in 4<sup>th</sup> grade and beyond by reading proficiently by the end of 3<sup>rd</sup> grade.**  
**Key indicators:**

- 51.6% of 3<sup>rd</sup> graders w/partial or not proficient in M-STEP ELA assessment in 2016
  - 75.2% of African America 3<sup>rd</sup> graders w/partial or not proficient in M-STEP ELA assessment in 2016
  - 63.5% Hispanic 3<sup>rd</sup> graders w/partial or not proficient in M-STEP ELA assessment in 2016
  - 68.6% of 3<sup>rd</sup> graders eligible for free or reduced lunch w/partial or not proficient in M-STEP ELA assessment in 2016
  - 70.4% of 3<sup>rd</sup> who are English Language Learning w/partial or not proficient in M-STEP ELA assessment in 2016

**Goal 1: Teachers (including professionals who have contact with children birth to 3<sup>rd</sup> grade) have an understanding of fundamental skills for early literacy that lead to 3<sup>rd</sup> grade reading proficiency.**

**Objective:** Teachers have access to evidence based literacy practices and implement with fidelity.

<p><b>Strategy 1:</b> Develop a county wide systemic process to support professional learning in Essential Instructional Practices in Early Literacy</p>	<p><b>Prioritized Root Causes related to the Objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• “Teachers” need to understand foundational skills for curriculum (Resource)</li> <li>• “Teachers” may need more PD and practice on how to deliver curriculum and instruction in helping struggling readers. (Resource)</li> <li>• Current PD doesn’t match needs/skills. (Connection/Power)</li> </ul>	<p><b>Performance Measures (results from Strategy 1):</b> Plan will be developed and supports available identified</p>		
<p><b>Activities (small wins promoting the strategy and addresses Root Causes)</b></p>	<p><b>Persons or Groups Responsible</b></p>	<p><b>Target Dates</b></p>	<p><b>Resources Needed</b></p>	<p><b>Progress Measures (outputs of Activities):</b></p>
<p>1.) Dissemination of Essential Instructional Practices in Early Literacy Birth-PreK to reach all licensed homes, groups and centers, including licensed home, group, and center providers not Head Start or GSRP (Central Resource Center) Ingham ISD- GSRP providers (Ingham ISD) Head Start (CACS Head Start), Home Visitors</p> <p>Dissemination of Essential Instructional Practices in Early Literacy K-3</p>	<p>Central Resource Center, Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA) Steering Committee, Ingham GSC School Readiness Advisory Committee Ingham ISD English Language Arts Steering Committee Ingham ISD Early Childhood/Student Instructional Services to reach Superintendents, Instructional Leaders, Special Education Directors, Public School Academy Directors, Local Leadership Group</p>	<p>Pre-K HS/GSRP by January 2020</p> <p>All other home/ group/center by March 2020</p>	<p>Essential Instructional Practices of Early Literacy, Modules and supporting resources</p>	<p>Identify who has received Essential Instructional Practices in Early Literacy</p> <p>100% K-3 teachers have received Essential Instructional Literacy Practices K-3</p>

**01/22/20 Progress and next steps:**

- Reached out to MI AUIC/Central Region – Essential Literacy workshops. No progress for centers.
- GSRP/Head Start (preschool-3<sup>rd</sup> grade) doing work with some admin re Essential Practices
- Largest need – individuals providing care, don’t have resources provided to them
- Plan? How to reach home care providers?
  - What are we doing for birth – 3-year-old?
  - WKAR pilot – PBS Kids Box documentary “Right to Read”
    - Ask professional development hours; AARP partnership – grandparents

**05/27/20 Progress and next steps:**

- Working with Central Resource Center to promote Literacy Essentials.
- Promoting the Scholastic “Engaging Families in Early Literacy” workshops with districts as a way to engage families.

**7/15/20 Progress and next steps:**

- Research and understanding why our data looks the way it does, particularly for African-American students and how inequities have impacted that
- WKAR supporting Holt, Dimondale and Lansing helping to put together culturally responsive libraries for their schools. Traveling Book Club prek-3. Ensure book titles include African-American illustrators, authors, stories, experiences, STEM. Could we promote the lists of books and why to districts and CRC for child care? Communities in Schools doing book clubs using Stamped.
- Could we connect with CADL to see if they have these titles available so districts and child care to access without purchasing? PD on how and why to choose for certain age groups.

**09/16/20 Progress and next steps:**

- Ingham ISD began an anti-biased book club with teachers to have conversations about learning what we don’t know and how to be more aware.
- How can we promote the positive of all people? No need to make negative statements about others. Instead share voices and stories and educate each other. Ask yourself a question or someone else before you choose to do something.
- How do we start these difficult conversations with children and staff?
- How do we include race and equity into our Districts, our buildings, administration, teacher action plans?
- How to make equity statements posted on websites come to life and become part of the way in which we work.
- Jennifer – PNC Bank is getting involved in leading internal conversations on telling stories starting with people who are comfortable to lead everyone else in their stories.

<p>2.) Review collected data from K-3 Literacy Screening tools and Literacy MKEO Data to support professional learning plans in the Essential Practices in Early Literacy</p>	<p>Ingham ISD Instructional Administrators, Ingham ISD Pre-K staff</p>	<p>April 2020</p>	<p>Access to Screening Data</p>	<p>Data is collected and reviewed annually</p>
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**09/18/19 Progress and next steps:**

- KRA has started – due Nov 1<sup>st</sup>.

<p>3.) Now that connection with local school districts through Ingham ELA Steering Committee on supporting students with IRIP by supporting Read at Home Plans has occurred,</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Parents Read at Home Plan for Student Success with Families booklet are distributed</li> <li>• Parents Read at Home Plan booklet are distributed</li> </ul> <p>Revisit this action after finalization of the revisions on the Read by Grade Three Law</p>	<p>Ingham ELA Steering Committee, Ingham ISD staff, WKAR, Capital Area District Library</p>	<p>January 2020  March 2020</p>	<p>Plans and Resources that will be used for Read At Home Plans, Access to staff that will be responsible for the Plans</p>	<p>Read at Home Plans and resources collected and shared with the community  Ingham Early Literacy Calendar developed, # of Calendars distributed to families</p>
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**Progress and next steps:**

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**Goal 2: Increase community support for early literacy initiatives.**

**Objective:** Increase awareness of the connection between literacy and economic development.

<p><b>Strategy: Connect with community and business leaders to bring awareness to Birth-3<sup>rd</sup> grade educational priorities</b></p>	<p><b>Prioritized Root Causes related to the Objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Some families may not have knowledge of school readiness. (Resource)</li> <li>• Some families don't value or place importance on early education. (Mindset)</li> <li>• Some families don't think school readiness begins at birth. (Mindset)</li> </ul>	<p><b>Performance Measures (results from Strategy 2):</b> Increasing the understanding/awareness of the importance of early childhood learning on literacy outcomes and economic development. A business or community champion is identified</p>		
<p><b>Activities (small wins promoting the strategy and addresses Root Causes)</b></p>	<p><b>Persons or Groups Responsible</b></p>	<p><b>Target Dates</b></p>	<p><b>Resources Needed</b></p>	<p><b>Progress Measures (outputs of Activities):</b></p>
<p>4.) GSC staff will connect with local superintendents to share information on P-8/Birth-3<sup>rd</sup> Grade Alignment.</p>	<p>GSC Co-Coordinators, Ingham ISD Superintendent</p>	<p>January-April 2020</p>	<p>Ingham ISD Superintendents  Mid-Michigan Literacy Resource Network  ECAN Birth-3<sup>rd</sup> Grade Toolkit</p>	<p>Meetings held with superintendents</p>

**Progress and Next Steps:**

<p>5.) Determine how to partner with identified community groups to deliver/support P-8 (economic development and return on investment) messages. Groups include: Teach, Talent, Thrive (T3) Chamber of Commerce Capital Area Michigan Works Small Business Association of Michigan  Develop message to be shared according to group/ audience</p>	<p>GSC Co-Coordinators and Members  Ingham ISD Communication/PR staff</p>	<p>Quarterly</p>	<p>Connect with: Tim Daman-Chamber Edee-MI Works and T3 Calley-SBAM to establish message for their groups  Essential Literacy Practices Ambassador Toolkit  WKAR Early Literacy/Early Learning Interstitials</p>	<p>1 article per quarter such as: Focus Magazine, Greater Lansing Business Monthly, Women's Lifestyle Magazine, Lansing State Journal  A partnership plan is created with additional activities.</p>
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- 09/18/19 Progress and next steps:**
- **Operations** - Determine the ask for the business community (\$, time, volunteer, etc.)
  - **Michelle** - Connect with Bill Millett to bounce ideas on business partnerships.
  - Map connections in the business world that we have connections to.
  - Jennifer – Ask about Just-In-Case Care” and how companies can access these benefits.
  - Think about a sponsorship process
  - Business Volunteer Day
- 01/22/20 Progress and next steps:**
- PNC Contracts with Bright Horizons.com for childcare. 800-453-9383

**02/19/20 Progress and next steps:**

- Focus on community connections to support literacy and early childhood.
- Explore Talking Is Teaching Campaign.
- Could all supports come through one place (e.g. ISD Ready Rosie, Talking is Teaching. Would it overwhelm families?)
- Consider talking w/ Livingston and Wayne about their campaigns.
- Concerns with \$, human capacity.
- Sign in just to learn about Campaign = Action Plan

**05/27/20 Progress and next steps:**

- Working with Central Resource Center to promote Literacy Essentials.
- Nell Duke is working on creating virtual strategies to use with Literacy Essentials, could then promote.
  - **6-15-20 Update:** Nell Duke resources have gone out to the local district literacy coaches.
- Promoting ReadyRosie with school districts to families with children up to 3<sup>rd</sup> grade.
  - **6-15-20 Update:** ReadyRosie information for families to sign up was shared with District Instructional Leaders on 6/1/20 and GSRP Program Directors 6/16/20.

**7/15/20 Progress and next steps:**

- Share Copper Sun by Sharon Draper for book club within Union Missionary Baptist Church. Look at stories that are not just about trauma.
- Reach out to program and partners who may not have funding to use for these initiatives.
- The Woven Vessels International and RDC, Halima Project through Greater Lansing Islamic Society.
- Share links that were in chat.
- Create awareness and mindshift from deficit model, impacts of racism on creating economic inequity and literacy rates. Promote this AND, not OR how do we discuss this appropriately?
- Writing is suffering, EC not incorporating pre-writing skills into the day, e.g. fine motor, manipulatives,

**01/22/20 – How/Who to engage in outcome work?**

- Other nonprofits: United Way, AARP Grandparent Coalition; Fenner; Impression 5; YMCA
- Local barbershops
- Small Business Association
- Anyone with political leverage / lobbyists
- MYOI – fostering youth
- Tri-County Office on Aging
- Insurance companies (Horseman)
  - **02/19/20** – PNC is inviting YMCA to group.

**02/19/20 Data Review Notes:**

- MI Raw cut score on MSTEP is 1253 in Ingham; 116 children below cut score NOT based on percent non-proficient.
- Ensure families know good-cause exemptions
- Attendance data slightly improved. Try to find out what? Time of year messaging.
- Staff turnover—low wages, lack of benefits, child development knowledge impact quality of care and education.
- Inordinate amount of regulations
- Hard to recruit. Need embedded coaching and training, cross training across types of programs.

**09/16/20 How does HVNA data related to inequity align with the Outcome Group and discussions on racism?**

- Could we use some of the data on languages spoken in homes to be sure we are getting families information in their home language. How do you get information to families who can't read in their language or understand how our school structure works if they can't read? How to support families to be sure they get what they need so that they can also support their children.
- Are we being intentional about the stories that we chose not only about the content, but representing authors from different races and cultures represented within in our county? Are we having all voices be heard?