

## FY21 Action Agenda – Ingham Great Start Collaborative

### OUTCOME 1

<p>This Goal, Objective(s) and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Children are born healthy.</b></li> <li><input type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.</li> <li><input type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.</li> <li><input type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</li> </ul>	<p>Addresses the following early childhood components:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Physical Health</li> <li><input type="checkbox"/> Social-Emotional Health</li> <li><input checked="" type="checkbox"/> Family Supports and Basic Needs</li> <li><input type="checkbox"/> Parent Education</li> <li><input type="checkbox"/> Early Education and Care</li> </ul>	
<p><b>Targeted Problem: Not all children are born healthy</b></p> <p><b>Key indicators (Source – Great Start Data set unless otherwise noted):</b></p> <p>6.4 Per 1000 Infant Mortality Rate (2017 3-year average)</p> <ul style="list-style-type: none"> <li>• 14.3 Per 1000 Infant Mortality Rate for African American (2017 3-year average)</li> </ul> <p>6.5% of live births to women with late or not prenatal care (2017)</p> <p>30.4% of live births to women with less than adequate prenatal care (2107)</p>		
<p><b>Goal related to the targeted problem(s):</b></p> <p>Prenatal health care services are easy for families to access.</p>		
<p><b>Objective(s) related to the goal:</b></p> <p>Increase knowledge and use of health care benefits and other supportive services for prenatal care.</p> <p>Barriers (transportation, childcare, parents’ work schedules and doctors’ office hours) to accessing prenatal health care services are identified and reduced.</p>		
<p><b>Strategy 1:</b></p> <p>Outreach to families about health care benefits and related support services in the community.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• The 211 dilemma – lack of coordination amongst various resources - “gateway” to resources (Connections)</li> <li>• Many people don’t know about resources at the Health Department (Connections)</li> <li>• There are negative perceptions about accessing resources at the Health Department or when using the MiBridges website (Mindset)</li> <li>• Reading and language proficiency makes it difficult for some parents to complete applications (Component)</li> <li>• There is a lack of knowledge and understanding of how to navigate using health care insurance benefits. (Resource)</li> <li>• Lack of Cultural competence (Mindset)</li> </ul>	<p><b>Performance Measure(s):</b></p> <p>The number of visits to the GSC website increases</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Led Strategy</li> <li><input type="checkbox"/> Strategy came from Strengthening Families Assessment</li> </ul>	<p><b>System Characteristic(s) Addressed</b>    <input checked="" type="checkbox"/> Mindsets    <input checked="" type="checkbox"/> Components    <input checked="" type="checkbox"/> Connections    <input checked="" type="checkbox"/> Regulations    <input type="checkbox"/> Resources    <input type="checkbox"/> Power</p>	
<p><b>Alignment with PDG B-5 Activities:</b>    <input type="checkbox"/> Activity 1: PDG Needs Assessment    <input type="checkbox"/> Activity 2: PDG Strategic Plan    <input type="checkbox"/> Activity 3: Parental Knowledge, Choice, and Engagement</p>		

Activity 4: Sharing Best Practice  Activity 5: Improving Overall Quality  Activity 6: Integrated Data for Program Use and Evaluation

Activities (small wins to carry out the strategy)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<p>Now that information about health care benefits (including resources and support services for prenatal health care) has been gathered and sorted, communicate and share that information on social media outlets with families</p> <ul style="list-style-type: none"> <li>• Work with GSC webmaster to place information on the GSC website</li> <li>• Work to translate and provide information in multiple languages</li> </ul> <p>Inform and communicate to GSC members and community organizations that this information is located on the Ingham GSC website</p>	<p>Ingham Local Leadership Group, Ingham County Health Department, Outcome 1 Group, Ingham GSC webmaster</p>	<p>December 2020</p>	<p>List of OB/GYN providers in community</p> <p>General information about health insurance benefits from Medicaid plans</p> <p>Knowledge of predominate language(s) in community</p>	<p>Information about health care benefits and support services is available on the Ingham GSC website</p>
<p>Regularly update and review the content of health care, support services, and resources information on the Ingham GSC website (monthly, bi-monthly)</p> <ul style="list-style-type: none"> <li>• Contact OB/GYN providers about hours of operation, location, and types of insurance accepted to update the medical provider list</li> <li>• Contact or visit Medicaid insurance website to update information about transportation provided to clients for medical appointments</li> </ul> <p>Add other information based on the needs of the community</p>	<p>Ingham County Department, Outcome 1 Group</p>	<p>December 2020/ongoing</p>	<p>List of OB/GYN providers in community</p> <p>General information about health insurance benefits from Medicaid plans</p> <p>Feedback/input from GSC members</p>	<p>Information about health care benefits and support services is reviewed and updated</p>
<p><b>Strategy 2:</b> Educate health providers about barriers to accessing prenatal healthcare and engage them in discussions around changing practices to address barriers.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• There is a disconnect between parents and Drs. perceptions of options that increase accessibility. (Mindset)</li> <li>• Some families lack supports (social, concrete, relationship) to be able to access prenatal health care services (Regulation)</li> </ul>		<p><b>Performance Measure(s):</b></p> <ul style="list-style-type: none"> <li>• Reduction in number of families missing prenatal health care appointments at Cristo Rey Health Clinic.</li> </ul> <p>A representative from the medical sector or a community agency that provides support services for prenatal care collaborates with the GSC by providing input from families served</p>	
<p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>	<p><b>System Characteristic(s) Addressed</b> <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</p>			

**Alignment with PDG B-5 Activities:**  Activity 1: PDG Needs Assessment  Activity 2: PDG Strategic Plan  Activity 3: Parental Knowledge, Choice, and Engagement

Activity 4: Sharing Best Practice  Activity 5: Improving Overall Quality  Activity 6: Integrated Data for Program Use and Evaluation

Activities (small wins to carry out the strategy)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<p>Now that we have identified which voices (prenatal programs/health providers in the community and community organizations that provide supportive services for prenatal</p>	<p>Outcome 1 group, GSC Members</p>	<p>Dec 2020</p>	<p>Access to multiple pre-pregnancy and pre-natal</p>	<p>Targeted outreach to groups not represented at the GSC</p>

<p>care) are not represented at the GSC, work to engage those groups in the work of Outcome 1 Group (and the GSC)</p> <ul style="list-style-type: none"> <li>• Invite a representative from identified group(s) to a GSC meetings</li> <li>• Provide GSC orientation to new members</li> <li>• Attend local meeting(s) of those identified groups</li> </ul> <p>Invite representative from that identified group to participate in the Outcome 1 Group (at GSC meetings or at the organization's meeting)</p>			community organizations	A representative from the medical sector or a community agency that provides support services for prenatal care attends and participates in the GSC
Attend and participate in local and regional community meetings that are currently working to address birth, child health, and maternal health outcomes (such as the Region 7 Perinatal Quality Collaborative, the Infant Mortality Coalition, and the Fetal Infant Mortality Review)	Ingham County Health Department, Outcome 1 Group, GSC members, Ingham Local Leadership Group	March 2020/ongoing	Access to local and regional community groups that meet to address child health outcomes (contact information)	Outgroup 1 Group members attended local and regional community meetings that work to address birth and child health outcomes
Continue to work with Cristo Rey Health Clinic to monitor and collect prenatal health care appointment data of women going to prenatal appoints (including first prenatal appointment and subsequent prenatal appointments). During Outcome 1 Group worktime at monthly GSC meetings, review data collected	Cristo Rey Health Clinic, Outcome 1 Group	Dec 2020  Dec 2020 / ongoing while program exists	Cristo Rey Health Clinic staff and data	Prenatal health care appointment data is collected from Cristo Rey Health Clinic
Review disaggregated prenatal health care data collected from Cristo Rey, Kids Count, and other sources <ul style="list-style-type: none"> <li>• Monitor and compare data now (to date) to 1 year from now (based on FY21 calendar)</li> </ul> <p>Consider why (root causes) and how racism and social inequality affects the data</p>	Outcome 1 Group	Dec 2020 / ongoing	MLPP, Outcome 1 Prenatal Health data Cristo Rey Health Clinic data	Data is collected and reviewed on a quarterly basis

## OUTCOME 2

<p>This Goal, Objective(s) and Strategy(ies) targets the following early childhood outcome(s):</p> <p><input type="checkbox"/> Children are born healthy.</p> <p><input checked="" type="checkbox"/> <b>Children are healthy, thriving, and developmentally on track from birth to third grade.</b></p> <p><input type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.</p> <p><input type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</p>		<p>Addresses the following early childhood components:</p> <p><input type="checkbox"/> Physical Health</p> <p><input checked="" type="checkbox"/> Social-Emotional Health</p> <p><input checked="" type="checkbox"/> Family Supports and Basic Needs</p> <p><input type="checkbox"/> Parent Education</p> <p><input type="checkbox"/> Early Education and Care</p>			
<p><b>Targeted Problem: Not all children are healthy, thriving and developmentally on track from birth to third grade</b></p> <p><b>Key indicators (Source – Great Start Data set (unless otherwise noted):</b></p> <ul style="list-style-type: none"> <li>• 11.7 Per 1000 children 0-8 in foster care (Sept. 2018)</li> <li>• 41.5 Per 1000 of children 0 – 8 experiencing abuse and neglect (FY18) <ul style="list-style-type: none"> <li>• 46 Per 1000 of African American children 0 – 17 vs. 22 Per 1000 of White children 0 – 17 and 31.1 Overall in Ingham in 2018 (Kids Count Data Center)</li> <li>• 27% (312 out of 1167) EO CAPTA referrals (July 1, 2019 – June 30, 2020)</li> <li>• 180.7 Per 1000 of children 0-8 living in families with investigation for abuse and neglect (FY18)</li> </ul> </li> </ul>					
<p><b>Goal related to the targeted problem(s):</b> Parenting supports and services are reaching families and are easy to access.</p>					
<p><b>Objective(s) related to the goal:</b> Increase the supports and access to services to prevent child abuse and neglect in Ingham County.</p>					
<p><b>Strategy 1:</b> Have intentional focus at GSC meetings and with GSC work on addressing racism</p>		<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Systemic racism</li> <li>• Data shows disparities exist across racial/ethnic groups</li> <li>• Research shows impact on racism on social-emotional and physical health</li> </ul>		<p><b>Performance Measure(s):</b> Activities that intentionally focus on decreasing racism will be included in GSC Action Agenda</p>	
<p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>		<p><b>System Characteristic(s) Addressed</b> <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input type="checkbox"/> Resources <input checked="" type="checkbox"/> Power</p>			
<p><b>Alignment with PDG B-5 Activities:</b> <input type="checkbox"/> Activity 1: PDG Needs Assessment <input type="checkbox"/> Activity 2: PDG Strategic Plan <input type="checkbox"/> Activity 3: Parental Knowledge, Choice, and Engagement</p> <p><input type="checkbox"/> Activity 4: Sharing Best Practice <input type="checkbox"/> Activity 5: Improving Overall Quality <input type="checkbox"/> Activity 6: Integrated Data for Program Use and Evaluation</p>					
<p><b>Activities (small wins to carry out the strategy)</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>Identify racial equity tools that early childhood providers can use with families during program or service intake, assessment, and planning.</p>		<p>Outcome 2 Workgroup, CMH, ICHD, ISD</p>	<p>June 2021</p>	<p>Great Lakes Equity Center, MSU Racial Equity Dept, Lakeshore Ethnic Diversity Alliance (LEDA), Michigan League for Public Policy (MLPP)</p>	<p>Racial Equity Tools are identified and shared with early childhood providers specific to processes of intake, assessment and service planning</p>

Share list of books with GSC members that address racism and promote cultural responsiveness	WKAR, DHHS, CADL	December 2020	Prepared book lists	GSC members are provided book lists and rationale for why books were chosen for adults and for children
<b>Strategy 2:</b> Work with GSC partners to identify adults that are parenting as non-traditional families or to special populations to share child development and parenting messages.	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> <ul style="list-style-type: none"> <li>• There is not an understanding of caregiver needs in role of parent, aunt, grandparent, etc. (Resource)</li> <li>• State dollars are allocated for foster care, not kinship care</li> <li>• 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)</li> </ul>		<b>Performance Measure(s):</b> Community partners share data regarding identifying, distributing, and tracking resources available to families.	
<input checked="" type="checkbox"/> <b>Parent Led Strategy</b> <input checked="" type="checkbox"/> <b>Strategy came from Strengthening Families Assessment</b>	<b>System Characteristic(s) Addressed</b> <input 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			
<b>Alignment with PDG B-5 Activities:</b> <input type="checkbox"/> Activity 1: PDG Needs Assessment <input type="checkbox"/> Activity 2: PDG Strategic Plan <input checked="" type="checkbox"/> Activity 3: Parental Knowledge, Choice, and Engagement <input type="checkbox"/> Activity 4: Sharing Best Practice <input type="checkbox"/> Activity 5: Improving Overall Quality <input type="checkbox"/> Activity 6: Integrated Data for Program Use and Evaluation				
<b>Activities (small wins to carry out the strategy)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Work with Kinship Navigation system (MSU) to find out about and share resources for kinship care providers.	Ingham DHHS, ICHD, Ingham ISD, CACS Head Start, GSC members, legal services, and foster care, kinship care	December 2020	MSU Kinship care staff, GSC meeting time MI Kinship Care Coalition updates	MSU Kinship Care Resource Center attends GSC meetings  GSC has representation on MI Kinship Care Coalition
Work with Children’s Special Health Care Services to share resources with families	ICHHD, Ingham Early On and PAC, GSC Members	March 2021	CSHCS newsletter deadlines, CSHCS staff	CSHCS attends GSC an Outcome 2 meetings GSC resources are shared in CSHCS newsletter
Annually remind GSC partners, including those who offer legal services, health care organizations, and kinship care providers, to update their organization’s information on 211, MIBridges, and other sites.	Outcome 2, GSC partners	June 2021	GSC partner organizations, GSC webmaster	Reminder announced at GSC meeting and through GSC website post 15 GSC partners have program and service info on 211
Utilize Strengthening Families framework for GSPC and Kinship Care Support group meetings/Parent Café’s	GSC Parent Liaison, Kinship Navigators, Kinship Care Support Group	March 2021	GSC Parent Liaison, Jessica Baker, Strengthening Families framework and Parent Café cards	Strengthening Families framework is used as structure for GSPC meetings  GSC partners will use Strengthening Families framework
Research and work on translating the social-emotional flyer into other languages, starting with Spanish.	Outcome 2 group	March 2021	Social emotional flyer, funding or	Flyer translated

			volunteers for translation	
<p>Promote the importance of child health/wellness in relation to effective brain development and body function and through the lens of racism. Focus on healthy, life-long nutrition choices; daily exercise/activity; wellness checkups; dental visits; etc.</p> <ul style="list-style-type: none"> <li>Establish resource bank; meal-plan sheets; share activities/resources with community)</li> </ul> <p>Coordinate with Outcome 3 Group on messaging for Facebook posts</p>	<p>Outcome 2 &amp; 3 Groups; GSC members, CACS Head Start</p>	<p>December 2020</p>	<p>YMCA, Lansing Parks &amp; Rec., WIC, USDA</p>	<p>Monthly Facebooks posts are created and posted</p>
<p>Identify or develop a poster/flyer re impacts/effects of trauma on children. Include message of how to support children and responsive parenting, with a list of local resources</p>	<p>Outcome 2</p>	<p>March 2021</p>	<p>Trauma Informed Practices &amp; Trauma Sensitive Strategies, Handle w/ Care Model, ACES</p>	<p>Poster is identified or developed</p>

# OUTCOME 3

This Goal, Objective(s) and Strategy(ies) targets the following early childhood outcome(s): <input type="checkbox"/> Children are born healthy. <input type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" type="checkbox"/> <b>Children are developmentally ready to succeed in school at time of school entry.</b> <input type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.		Addresses the following early childhood components: <input checked="" type="checkbox"/> Physical Health <input checked="" type="checkbox"/> Social-Emotional Health <input type="checkbox"/> Family Supports and Basic Needs <input checked="" type="checkbox"/> Parent Education <input checked="" type="checkbox"/> Early Education and Care			
<b>Targeted Problem: Not all children are developmentally ready to succeed in school at time of school entry</b> <b>Key indicators:</b> <ul style="list-style-type: none"> <li>• One out of twelve IISD local school districts met 80% expectation of children meeting fall literacy benchmark – January 2020</li> <li>• 48% of K met Composite Literacy Benchmark score on AIMSwebPlus– January 2020</li> <li>• 63% of eligible 4 year olds in <a href="http://www.inghampreschool.org">www.inghampreschool.org</a> enrolled in Head Start and GSRP in 2019/20 school year.</li> <li>• 63% of children enrolled in Head Start or GSRP who were administered the MKEO in Fall of 2019 scored Approaching or Demonstrating Readiness</li> </ul>					
<b>Goal related to the targeted problem(s):</b> Increase access to high quality early care and education services and supports					
<b>Objective(s) related to the goal:</b> Key information about school readiness reaches families and “early educators” (including professionals who have contact with children birth to 3 <sup>rd</sup> grade).					
<b>Strategy 1:</b> The school readiness advisory committee will address the needs of school readiness across the community.		<b>Prioritized root causes related to the objective and addressed by this strategy:</b> <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> <li>• If materials are only in English, are we actually increasing inequity? (Component)</li> </ul>		<b>Performance Measure(s):</b> <ul style="list-style-type: none"> <li>• Increase in percentage of Kindergarteners meeting fall literacy benchmarks</li> <li>• Increase in number of eligible children connected to high quality preschool</li> </ul>	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment		<b>System Characteristic(s) Addressed</b> <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			
<b>Alignment with PDG B-5 Activities:</b> <input checked="" type="checkbox"/> Activity 1: PDG Needs Assessment <input type="checkbox"/> Activity 2: PDG Strategic Plan <input checked="" type="checkbox"/> Activity 3: Parental Knowledge, Choice, and Engagement <input type="checkbox"/> Activity 4: Sharing Best Practice <input checked="" type="checkbox"/> Activity 5: Improving Overall Quality <input type="checkbox"/> Activity 6: Integrated Data for Program Use and Evaluation					
<b>Activities (small wins to carry out the strategy)</b>		<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>

School readiness advisory committee meets with regularity and is comprised of the required and recommended members	Jamie Yeomans Ingham ISD Staff GSRP/Head Start Program Representation	September 2020 November 2020 January 2021 April 2021	COVID Testing Zoom Access Notetaker Shared Drive/Notebook GSC Website Posts	Parents, providers, and community members who represent the diversity of the area and programs and services are represented with equal representation and engagement
Review Great Start Readiness Program data and make recommendations as outlined in Section 32d	GSRP Administrative Council	May 2021	Application, Outcome and Program Quality Data	Enhancements are made to GSRP based on input from the committee
Discuss and develop a plan to further facilitate school readiness during public health crises and/or events that close schools for face to face learning	GSC Webmaster, Ingham ISD Joint Preschool Application Staff, Central Resource Center, Ingham ISD local districts	2020-2021 School Year	Training, technology, ReadyRosie, Inghampreschool.org, GPGS Playgroup Family Lists, Macaroni Kid, CADL	Families and license exempt providers are connected to community programs, technology for virtual programming and ReadyRosie app
Identify new locations for distribution of the K Readiness Packet, the Ingham Early Learning Calendar and the Family Literacy Calendar for K-1, including WIC, and pediatric offices. Distribute talking points to staff in these locations to engage parents and caregivers.	School Readiness Advisory Committee, Capital Area District Library, GSC Partners, Trusted Advisors, GSQ Central RC	June 2021	K Readiness Packet, Ingham Early Learning and Family Literacy Calendars, staff tie	Increase in the number of families and early educators who have been provided with information about knowledge that school readiness begins at birth
Widely share information on accessing electronic versions of K Readiness Packet and both Calendars.  Widely share community access registration to ReadyRosie.	School Readiness Advisory Committee, Capital Area District Library, GSC Partners, Trusted Advisors, GSQ Central RC, Outcome 3, Ingham ISD IT Department. CAUW grant, GSC webmaster	June 2021	ReadyRosie registration information, Link to GSC website	The number of families registered for ReadyRosie continues to increase.
<b>Strategy 2:</b> The GSC/GSPC and RC will work in collaboration to engage the community in creating and executing a plan to facilitate childcare options and availability during public health emergencies and/or events that close schools to face to face learning.	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> <li>Staffing shortages to provide childcare</li> <li>Programs have closed</li> <li>Prioritization of who receives care</li> <li>Decreased capacity due to social distancing guideline</li> <li>Cost of PPE</li> </ul>	<b>Performance Measure(s):</b> <ol style="list-style-type: none"> <li>Increased spaces and/or organizations that can implement childcare, including school age children</li> <li>Increased family utilization of greatstarttoquality.org to search for childcare</li> </ol>		
<input checked="" type="checkbox"/> <b>Parent Led Strategy</b>  <input checked="" type="checkbox"/> <b>Strategy came from Strengthening Families Assessment</b>	<b>System Characteristic(s) Addressed</b> <input type="checkbox"/> Mindsets <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
<b>Alignment with PDG B-5 Activities:</b> <input type="checkbox"/> Activity 1: PDG Needs Assessment <input type="checkbox"/> Activity 2: PDG Strategic Plan <input checked="" type="checkbox"/> Activity 3: Parental Knowledge, Choice, and Engagement  <input type="checkbox"/> Activity 4: Sharing Best Practice <input checked="" type="checkbox"/> Activity 5: Improving Overall Quality <input type="checkbox"/> Activity 6: Integrated Data for Program Use and Evaluation				
<b>Activities (small wins to carry out the strategy)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>



<p>Central Resource Center taking Help Me Grow requests and working with providers on getting GSQ profiles up to date including open status and if they have openings.</p> <ul style="list-style-type: none"> <li>• Coordinate and share local school district school-aged childcare and their capacity</li> </ul>	<p>Central Resource Center</p> <p>Ingham ISD</p>	<p>December 2020</p>	<p>Links to Help Me Grow request on websites</p> <p>Spreadsheet of School District Child Care Capacity</p>	<p>Percentage of families who accessed childcare via Help Me Grow is tracked</p> <p>GSQ Profiles are updated</p> <p>Spreadsheet of district school age childcare is tracked</p>
<p>Connect GSTQ licensed exempt providers to Family Coalition events and activities through the Parent Liaison attending orientation trainings</p> <ul style="list-style-type: none"> <li>• Increase awareness of license exempt providers opportunity to care for school age children</li> </ul>	<p>Great Start to Quality Central Resource Center, GSC Outcome 3 group, Family Coalition</p>	<p>2020-021 School Year</p>	<p>Family Coalition</p>	<p>3 Licensed exempt providers participate in the Family Coalition</p>

## OUTCOME 4

This Goal, Objective(s) and Strategy(ies) targets the following early childhood outcome(s):  <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"/> <b>Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</b>		Addresses the following early childhood components:  <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			
<b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b> <b>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.</b> <b>Key indicators (source – MISchoolData 2019):</b> <ul style="list-style-type: none"> <li>• 50.5% of 3<sup>rd</sup> graders w/partial or not proficient in M-STEP ELA assessment           <ul style="list-style-type: none"> <li>o 74.8% of African America 3<sup>rd</sup> graders w/partial or not proficient in M-STEP ELA assessment</li> <li>o 64% Hispanic 3<sup>rd</sup> graders w/partial or not proficient in M-STEP ELA assessment</li> <li>o 67.4% of 3<sup>rd</sup> graders eligible for free or reduced lunch w/partial or not proficient in M-STEP ELA assessment</li> <li>o 64.6% of 3<sup>rd</sup> who are English Language Learning w/partial or not proficient in M-STEP ELA assessment</li> </ul> </li> </ul>					
<b>Goal related to the targeted problem(s):</b> 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.					
<b>Objective(s) related to the goal:</b> Teachers have access to evidence-based literacy practices and implement with fidelity.					
<b>Strategy 1:</b> Develop a county wide systemic process to support professional learning in the Essential Instructional Practices in Early Literacy and other literacy and family engagement tools.		<b>Prioritized root causes related to the objective and addressed by this strategy:</b> <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>		<b>Performance Measure(s):</b> Process will be developed and supports available shared	
<input type="checkbox"/> Parent Led Strategy  <input type="checkbox"/> Strategy came from Strengthening Families Assessment		<b>System Characteristic(s) Addressed</b> <input type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input type="checkbox"/> Resources <input type="checkbox"/> Power			
<b>Alignment with PDG B-5 Activities:</b> <input type="checkbox"/> Activity 1: PDG Needs Assessment <input type="checkbox"/> Activity 2: PDG Strategic Plan <input checked="" type="checkbox"/> Activity 3: Parental Knowledge, Choice, and Engagement <input type="checkbox"/> Activity 4: Sharing Best Practice <input checked="" type="checkbox"/> Activity 5: Improving Overall Quality <input type="checkbox"/> Activity 6: Integrated Data for Program Use and Evaluation					
<b>Activities (small wins to carry out the strategy)</b>		<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Disseminate Essential Instructional Practices in Early Literacy Birth-PreK to reach: <ul style="list-style-type: none"> <li>• all licensed homes, groups, and centers, not Head Start or GSRP (Central Resource Center)</li> <li>• Ingham ISD-GSRP providers (Ingham ISD)</li> </ul>		Central Resource Center, Ingham ISD Early Childhood Staff, Ingham English Language Arts (ELA)	June 2021	Essential Instructional Practices of Early Literacy Modules and supporting resources	Literacy Essentials and strategies are distributed to groups listed through School Readiness Advisory Council

<ul style="list-style-type: none"> <li>• Head Start (CACS Head Start),</li> <li>• Home Visitors</li> </ul> <p>Share and promote face to face and virtual strategies to use with the Literacy Essentials.</p>	Steering Committee, Ingham GSC School Readiness Advisory Committee			
Promote the Scholastic “Engaging Families in Children’s Literacy Development” workshops and ReadyRosie with local school districts’ administration and teachers to engage families.	Ingham ISD Early Childhood staff, Ingham ISD Instructional Leaders, GSC webmaster	March 2021	Engaging Families Toolkit, ReadyRosie	These resources are shared with Ingham ISD Instruction Leaders – Curriculum Directors, Special Education Directors, and Early Childhood Administrators – quarterly.
Central Resource Center hosts a MIRegistry Learning Lab (virtually or Face to Face if allowable) to assist preschool teachers in creating a MIRegistry account.	Central Resource Center, GSC Staff. Ingham ISD GSRP Staff	June 2021	Virtual platform or Face to Face location, GSC webmaster for promotion, MIRegistry staff	Virtual or Face to Face Learning Lab occurs
Consider participation in Talking is Teaching campaign with Trusted Advisors funding. GSC Co-Coordinator attends the Talking is Teach training. Meet with other GSC’s who have launched campaign to gain insight. If feasible, launch campaign	Outcome 4 group, GSC staff, GSC partners	November 2021	Talking is Teaching Training, Trusted Advisors funding, GSC webmaster	Ingham GSC becomes a Talking is Teaching site.
<p><b>Strategy 2:</b> Research and use tools to address why our data looks the way it does (particularly for African American students) and how inequities have impacted that data, particularly literacy data.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Systemic racism and implicit bias impact literacy outcomes</li> <li>• Racial disparities exist in 3<sup>rd</sup> grade reading proficiency</li> </ul>	<p><b>Performance Measure(s):</b> An equity lens becomes an integrated part of discussions regarding literacy data.</p>		
<input type="checkbox"/> Parent Led Strategy  <input type="checkbox"/> Strategy came from Strengthening Families Assessment	<p><b>System Characteristic(s) Addressed</b>    <input checked="" type="checkbox"/> Mindsets    <input type="checkbox"/> Components    <input type="checkbox"/> Connections    <input type="checkbox"/> Regulations    <input type="checkbox"/> Resources    <input checked="" type="checkbox"/> Power</p>			
<p><b>Alignment with PDG B-5 Activities:</b>    <input type="checkbox"/> Activity 1: PDG Needs Assessment    <input type="checkbox"/> Activity 2: PDG Strategic Plan    <input type="checkbox"/> Activity 3: Parental Knowledge, Choice, and Engagement  <input type="checkbox"/> Activity 4: Sharing Best Practice    <input type="checkbox"/> Activity 5: Improving Overall Quality    <input type="checkbox"/> Activity 6: Integrated Data for Program Use and Evaluation</p>				
<b>Activities (small wins to carry out the strategy)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Promote list of culturally responsive books for Pre-K on racism with families, childcare providers, preschool, etc.	WKAR, Outcome 4 members, Ingham GSC partners, Ingham GSC webmaster, Central Resource Center, Ingham Family Coalition	December 2020	List of books	List of books is promoted and then reshared by 10 other groups.
Explore offering an anti-bias book study for birth to 3 <sup>rd</sup> grade educators. If feasible, plan, promote, and conduct the books study.	Ingham ISD Early Childhood staff	March 2021	Book study book and facilitator identified, format for book study set up	Anti-bias book study occurs.