

06/08/22 Ingham GSC Meeting

Outcome Group: 4 “Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.”

Outcome Group Members: Corrie Mervyn, Michelle Nicholson, Robin Pizzo, Sandee Donald, Laurie Linscott

Activities:

1.) Disseminate Essential Instructional Practices in Early Literacy Birth-PreK to reach:

- All licensed homes, groups, and centers, not Head Start or GSRP (Central Resource Center)
- Ingham ISD-GSRP providers (Ingham ISD)
- Head Start (CACS Head Start),
- Home Visitors

Share and promote face-to-face and virtual strategies to use with the Literacy Essentials.

2.) Provide professional learning and coaching on the Essential Instructional Practices in Early Literacy

- Partner with CRC to identify childcare centers and homes to provide training.
- Create an implementation plan for tiered professional learning and coaching.
- Identify the “why” with the data and create a communication plan to “sell” the reason to participate.

3.) Promote the Scholastic “Engaging Families in Children’s Literacy Development” workshops and ReadyRosie with local school districts’ administration and teachers to engage families.

4.) Promote list of culturally responsive books for Pre-K on racism with families, childcare providers, preschool, etc. Connect with local Literacy Coaches re Book Study “Cultivating Genius” to determine relevance for GSC members.

5.) Connect with other coalitions to promote equity through literacy.

- Promote screenings of Right to Read documentary.
- Identify and connect with partners who also promote equity through literacy.

• **How does the Spotlight align with your Outcome group?**

- As we promote family literacy activities, are we using imagery of moms and dads?
- Essential Practices – Home Visiting 0-3 search out organizations that support fathers.
- How to push literacy content out to father’s groups?
- Be more inclusive with groups in schools/organizations that promote mixing of affinity groups (i.e., not all guys, single moms, etc.)
- Systems that are in place in schools that may not support co-parenting (i.e., one conference, certain building procedures)
- Funding sources dictate who can participate in programs (i.e., only collect data on females participating in programs).
- GSTQ CRC adding a training to MiRegistry to support providers and learning about supporting fathers.
- MMAD – Men making a difference in Lansing

• **What progress has been made since the May meeting?**

• **What next steps will you take between now and the July meeting?**

- List of men’s organizations in the area to intentionally invite.
- Intentionally do preschool outreach at “men’s events.”
- Coordinating with Rotary, Kiwanis, etc.