

GREAT START SANILAC 2017-2019 STRATEGIC PLAN



Ready to succeed in school and in life!

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Community Letter



Monday, August 08, 2016

Dear Community Members,

The members of the Great Start Collaborative in Sanilac County present to the greater community a call to action on behalf of our youngest citizens, children birth to age eight. The Sanilac County Great Start Collaborative's intent is to promote an understanding of the importance of the first eight years in a child's life and to work together to build a network of public and private programs, services and support for young children and families. Through this systematic approach, our focus is to encourage system changes that provide community-based strategies enabling all of Sanilac County's children to achieve success in school and later in life.

This report and strategic plan were created to inform the public about the Great Start Initiative. It contains the goals and strategies that will guide our work from 2017-2020. Our efforts have been focused on five key areas of support needed by young children and their families in Sanilac County:

- Pediatric and Family Health
- Social and Emotional Health Support and Services
- Childcare and Early Childhood Education
- Parent Leadership and Support
- Family Support

Sanilac County Great Start Collaborative has spent the past several months collecting and analyzing data and gathering feedback from parents of young children, community leaders, early childhood providers, stakeholders and local organizations. During each step of the process, input from families with young children has provided us with guiding information for our plan. It is our expectations that this report will increase the engagement of families, services, agencies, childcare providers and community members. These system changes will help us ensure that all children will have our support to reach their potential.

Sincerely,

Karen Kimball

Karolyn McEntee

Angelica Weirmier

GSC Chair

GSC Director

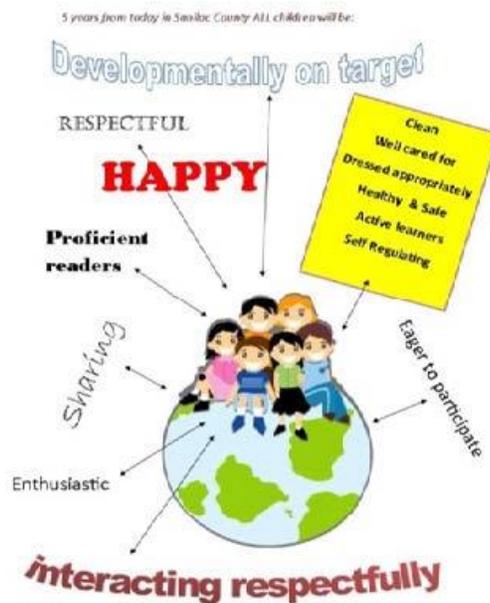
Great Start Parent Liaison

Executive Summary

Great Start Collaborative Sanilac is a joint effort by diverse community partners all working in concert to assure that every child in Sanilac is safe, healthy, and ready to succeed in school and life by reading proficiently by the end of third grade. Our activities over the next four years will allow us additionally to impact the goals set by the Michigan Department of Education, Office of Great Start:

1. Children are born healthy;
2. Children are healthy, thriving and developmentally on track from birth to third grade;
3. Children are developmentally ready to succeed in school at the time of school entry;
4. Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

In order to achieve these lofty goals we know that we must focus our collective energy to ensure a coordinated system of community supports which assists all Sanilac County families in providing a great start for their children from inception through third grade.



Since our Great Start Collaborative began our efforts in 2009, we have accomplished many steps in better meeting the needs of our young families even though staffing and funding resources have ebbed to a trickle. By identifying gaps and overlaps in programs and supports through concentrated assessments of our system of supports, we have been able to re-organize many components of the local early childhood system to better serve our local families and their young children. The results have been received well by both those being served and those providing the services.

The primary reason our efforts have been so successful is because of the formidable energy that our Great Start Collaborative Parents have devoted to these transitions. They have been leaders at the Collaborative table during discovery and problem solving discussions. Often they have shared their personal experiences and offered suggestions for improvements to the services and programs being offered.

This unique and powerful relationship between the Parents and Great Start Collaborative partners is proving to be instrumental in our system reform and we are eager to continue our journey as we travel towards our combined vision for the children of our county.

How we have developed our Strategic Plan and Action Steps:

We began utilizing the ABLe Change Framework¹ to guide our strategic plan development. The process began by conducting a system scan or assessment of our Early Childhood System. We asked diverse populations including users of the system components as well as those working parallel to and within the Early Childhood system to complete a system survey.

Through those responses we identified strengths as well as needs within that system of supports. We then reviewed qualitative and quantitative data impacting the various members and services of our Early Childhood Community. A chief source of information was provided through a Parent Survey which offered valuable feedback from 348 parents within our communities. Through this vast collection and review process we identified system shortfalls or targeted problems. These problems were discussed in-depth leading us to a shared understanding of the root causes and six goals for the coming four years:

- A. Families will receive consistent messages from all sectors about eligibility and access to early childhood supports and services.
- B. Support services will focus on the family's needs and desires.
- C. The early childhood community agencies will increase connections and collaborate to increase the number of families accessing the local supports, especially evidence based home visiting programs.
- D. Families and Early Education providers will work together to assure that children are prepared to succeed in school when they enter the kindergarten door.
- E. We will promote prenatal services to increase the number of young mothers accessing those supports.
- F. Ensure the coordination and expansion of the local early childhood infrastructure and programs to allow every child in the community to be developmentally ready to succeed in school at the time of school entry.
- G. To gain concrete ideas about how Strengthening Families Protective Factors can be supported through small but significant changes.

The next steps required working in teams to develop strategies to optimize our efforts with small actions intended to change the system not by disrupting the current elements but by enhancing those already in place. Lastly, we have included methods to track the effects of our action steps to monitor our progress. Annually, we will review outcomes and use the lessons learned to respond to emerging needs.

¹ Foster-Fishman & Watson, 2015

² Foster-Fishman & Watson, 2012

³ Casey, Annie B. Foundation. "Early Warning! Why Reading by the end of Third Grade Matters" The Annie B Casey Foundation. The Annie B Casey Foundation. Aecf.org, 1 Jan 2010. Web. 29 Aug 2016. <<http://www.aecf.org/resources/early-warning-why-reading-by->

Early Childhood Action Agenda Summary

2017-2019 Sanilac's Early Childhood ACTION AGENDA

Goal: Families understand eligibility requirements.

- Identify and utilize family preferred methods and trusted sources for distributing information about early childhood services and resources.
- Develop list of parent trusted methods to deliver resources and service information.
- Unify early childhood messages being distributed throughout the community.

Goal: Services are family focused.

- Increase family engagement.
- Promote Strengthening Families framework within Early Childhood community.
- Conduct annual progress reviews.

Goal: Increased connections and collaboration.

- Increase relationships among service agencies.
- Conduct annual progress reviews.

Goal: Kindergarten transition support.

- Build knowledge of developmentally appropriate skills.
- Utilize Parent Coalition to provide early literacy opportunities.
- Conduct annual progress reviews.

Goal: Promote prenatal supports.

- Increase prenatal supports for teen mothers.
- Increase awareness of prenatal supports available.
- Conduct annual progress reviews.

Goal: Support Strengthening Families Protective Factors

- Bring awareness of the existence of the Parent Coalition in Sanilac County.
- Explain purpose of Parent Coalition to other parents.
- Conduct outreach to other parents.
- Grow the Parent Coalition.

Profile & History

In October 2008, the Early Childhood Investment Corporation partnered with the Sanilac Intermediate School District to form the Great Start Collaborative – Sanilac. This group of partners was created based on common priorities and interests in the development of a comprehensive system of support for the youth of Sanilac County.

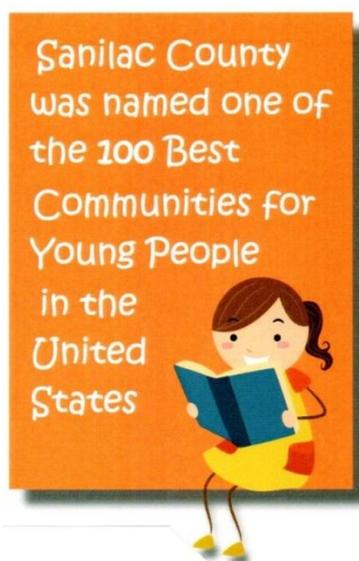
The Great Start Collaborative is a group of community members from all over the county and region. Events are held all over the county at schools, Sanilac ISD career center, libraries, churches and services coordinated in the family homes according to family needs. Current home visiting services include Early Head Start, Infant Mental Health, Maternal and Infant Health Program, Parents as Teachers, and Early On.

It is an outstanding accomplishment to have our community committed to a strong and common plan for our youngest children. We are proud of our partnerships, funders and families who bring new perspectives and synergy to our work.

The purpose of this partnership is to:

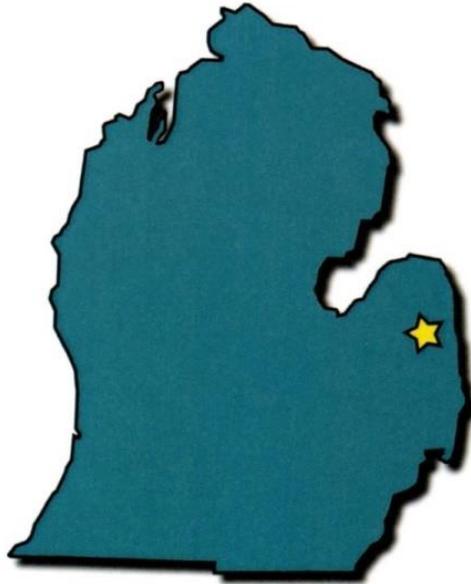
- Develop a coordinated system of services that are: voluntary, accessible, culturally competent, and universal, with broad community support for these services for all families, especially those most at risk.
- To work together to build better lives for our children and families.
- To improve the quality of family life by providing integrated services that nurtures the children of our community.

Great Start partnerships give members an opportunity to identify gaps and overlaps in services and resources. We have brought together data related to families with young children and expecting mothers. This information has given us a clearer picture of the status of supports for young children and their families. Based on review of data and existing services, we identified priorities and developed goals that address the family with a systematic approach. Today, the Great Start Collaborative leadership is provided by Karolyn McEntee, Director; Karen Kimball, Chairperson; and Angel Weirmier, Parent Liaison.



Due in great part to the efforts of the Great Start Collaborative, Sanilac County was named one of the 100 Best Communities for Young People in the United States (January 2008 – America’s Promise Alliance, Washington, DC). “Sanilac County was chosen as a 100 Best Community because of their success in uniting various organizations in the community on the coordination and expansion of programs, services and support for the children and youth of their community.” Great Start partners include Community Mental Health, Sanilac Health Department, Department of Human Services, WMIC Sanilac Broadcasting Systems, Sanilac Intermediate School District, all seven school districts, faith based organizations, local businesses and over 20 nonprofit organizations ranging from the Child Abuse Prevention Council to McKenzie Memorial Hospital and most importantly parents of young children.

As with any grass roots effort, we are gaining attention and support for our mission through personal interactions, community event presence and media relations. The residents of Sanilac County are close knit families. They are proud and supportive of their children and find great value in the mission of the Great Start Collaborative. There is no doubt that someday nearly all children here in our towns, villages and cities will be safe, healthy and prepared for a successful school experience and most importantly, proficient readers by the end of third grade.



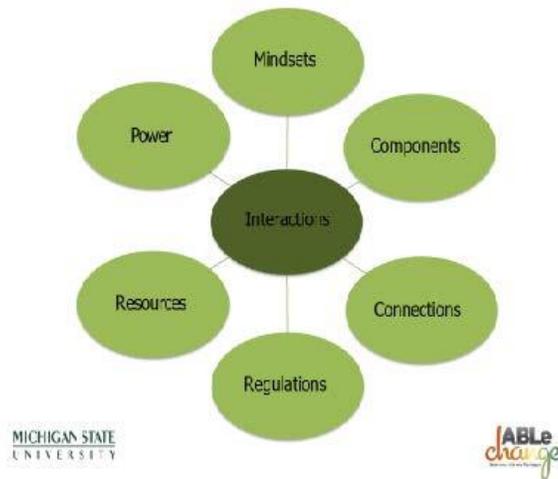
Community Needs & Strengths Assessment

The Sanilac Great Start Collaborative utilized tools and processes from the ABLe Change Framework² to help guide its strategic plan development. Additional technical assistance and consultation was provided by the Early Childhood Investment Corporation. Funding for the Great Start Collaborative and Great Start Parent Coalition efforts are provided by a grant from the Michigan Department of Education, Office of Great Start. The following is an overview of that process:

1. **Defined our Targeted Problem** – Not all children are entering kindergarten prepared to succeed and ultimately to be proficient readers by the end of third grade. According to “Early Warning: Why Reading by the End of Third Grade Matters”, a special report published by the Annie B. Casey Foundation³ in May 2010, reading proficiency is an essential step toward increasing the number of successful students.
2. **Develop a process to engage diverse perspectives** – by asking our early childhood community members which included: community and health providers, home visitors, early intervention and early care providers, preschool providers, agency administrators and of course parents to complete a detailed questionnaire in which they provided their perceptions of the current system of services and supports for our young families. The results are listed in Appendix A. Secondly, we conducted a major outreach effort to gain input from our local families. The Great Start Collaborative members decided what data they most wanted to collect from local parents, the users of the early childhood system. Collectively, we created a parent survey which we disseminated to all seven school districts via the preschools, childcare providers, home visiting programs, Great Start network and through personal asks. We are delighted to report that we received 348 responses. The results are listed in the Parent Voice section of this document.
3. **Scan System conditions influencing our targeted problem** – Not all children are entering kindergarten prepared to succeed and ultimately to be proficient readers by the end of third grade. We solicited data from all of our area partners. Statewide and national resources were brought to the table as well. We broke the data into categories and used it to paint a detailed picture of life as a family with young children in Sanilac County.
4. **Engage stakeholders in making sense of the system data** – This step required us to identify the six system characteristics as defined in the following cloverleaf provided by ABLe Change Framework. These topics guided us through the dialogue as we conducted the system scan.

² Foster-Fishman & Watson, 2012

³ Casey, Annie B. Foundation. “Early Warning! Why Reading by the end of Third Grade Matters” The Annie B Casey Foundation. The Annie B Casey Foundation. Aecf.org, 1 Jan 2010. Web. 29 Aug 2016. <<http://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters/>>.



5. **Provide a deeper understanding of the scan results** – Themes emerged from grouping the data which our stakeholder teams developed into 96 headlines. Those headlines were then discussed and further clarified and similar ideas were combined. Finally, it was determined that we actually have 5 Mega-Headlines or conditions that we agree are standing in the way of a community where all children are prepared to be successful students upon kindergarten entry. We conducted a root cause analysis for each of the identified conditions. Many hours were spent digging deeply into the perceived causes for the conditions within our system. (For a listing of the Mega-Headlines, Headlines, Root Causes and Strategies, see Appendix). Those five headlines were converted to goal statements for the coming years efforts.

Our five goals are as follows:

- Families will receive consistent messages from all sectors about eligibility and access to Early Childhood supports and services.
- Support services will focus on the family’s needs and desires.
- The early childhood community agencies will increase connections and collaborate to increase the number of families accessing the local supports, especially evidence based home visiting programs.
- Families and Early Education providers will work together to assure that children are prepared to succeed in school when they enter the kindergarten door.
- We will promote prenatal services to increase the number of young mothers accessing those supports.

6. **Develop a shared agenda and local infrastructure** – Throughout this year of discovery we have stayed cognizant of our alignment with a variety of sources as follows:

- Great Start, Great Investment, Great Futures Report
- Top 10 in 10 Years
- Five Early Childhood components (Pediatric & Family Health, Social & Emotional Health, Parenting Leadership, Childcare & Early Learning, and Family Supports)
- Strengthening Families, Protective Factors
- Evidence based programming and supports

Planning Strategies

Finally, we were able to devote our energy towards planning strategies we will employ in 2017, 2018, 2019, and 2020 to achieve our five collective goals. Within the Action Agenda pages of this document, you can observe the multiple layers of action steps our stakeholders have developed in our commitment to the strategies we designed. The action steps require coordination between families, service providers, administrators and the community at large. In each of our activities, we have built upon current system pieces by embedding enhancements and changes that will improve our supports into the system. All of our strategies are actionable, feasible and powerful as defined in the ABL e Change Framework. Throughout our Action Agenda pages you will see each has a common strategy which provides us the opportunity to step back and determine if the direction we are going is still a viable method of achieving our goals. If so, we will check in to assure that our actions continue to be actionable, feasible and powerful.

As our Great Start Collaborative begins taking the actions prescribed by our 2017 agenda, we are excited to have a clear direction and goal. The energy is palatable during our Great Start Collaborative meetings. What we are most proud of at this point is that during this process we have gained investment from local parents. Parents often constitute 20-30% of our meeting attendees.

The Sanilac Great Start Collaborative utilized tools and processes from the ABL e Change Framework to help guide its strategic plan development. Additional technical assistance and consultation was provided by the Early Childhood Investment Corporation. Funding for the Great Start Collaborative and Great Start Parent Coalition efforts are provided by a grant from the Michigan Department of Education, Office of Great Start. Additional funds have been brought to our Great Start Collaborative efforts from individuals, local philanthropic organizations (United Way of Sanilac, Sanilac County Community Foundation, and Lions Club of Sandusky) and staff donations from the Department of Health & Human Services.

The Sanilac Great Start Action Agenda will be revised annually as necessary based on best practice, current research, changing trends and funding opportunities.



Goals & Strategies Narrative

Sanilac Great Start Collaborative is committed to our vision that every child in Sanilac is safe, healthy and ready to succeed in school and life through reading proficiently by the end of third grade. To achieve this we have employed the principles and recommendations offered by the Great Start, Great Investment, Great Future report. This will ensure that our goals and strategies align with the Office of Great Start through the four Michigan Early Childhood Outcomes:

1. Children are born healthy;
2. Children are healthy, thriving and developmentally on track from birth to third grade;
3. Children are developmentally ready to succeed in school at time of school entry;
4. Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

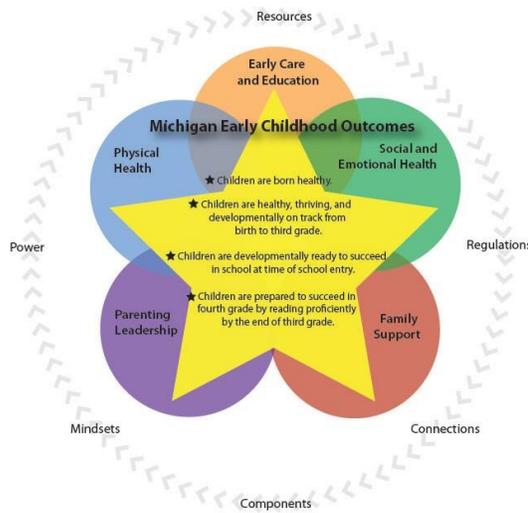
According to the 2015-2016 Sanilac Early Childhood System scan results, we have much to do to achieve these outcomes. This strategic plan is the map our community will follow towards achieving the four outcomes and ultimately our shared vision. Through an in-depth system analysis and utilizing the results of the Michigan State University Evaluation results regarding our local capacity for change, our GSC has developed five goals and strategies to attain those goals. In prioritizing the strategies for the next three years, the members of the GSC sought to build upon strengths of the current system, as well as address needs identified in the community wide system scan and parent surveys.

Prioritized Goals

The prioritized goals and associated strategies were based on the root causes identified for each priority need area. These strategies, when implemented, will build a seamless system of support which empowers and enables children and their families, through access, to share resources to achieve the desired outcomes. Other key considerations included:

- A. Five Points of the Star Component Areas
 - Pediatric & Family Health
 - Social & Emotional Health
 - Family Support
 - Parent Leadership

- Early Care & Education



B. Utilization of the Levers for Change evaluation findings report provided by ECIC/MSU.

Strongest Areas:

- Readiness for change
- Active Constituents
- Root Cause Focus

Target for Improvement:

- Intentional Systems Change Actions
- Strong Relational Networks
- Equity Orientation

Associated Strategies

The following strategies have been identified for implementation by the Sanilac GSC over the three coming years (2017, 2018, and 2019):

- Families will receive consistent messages from all sectors about eligibility and access to Early Childhood supports and services.**
 - Develop list of parent trusted methods to deliver resource and service information.
 - Utilize family preferred methods and trusted sources for distributing information about early childhood services and resources.
- Support services will focus on the family's needs and desires.**
 - Increase family engagement and voice in the delivery of Early Childhood services and programs.
 - Improve communication between service agencies and those they serve by encouraging our Early Childhood community to adopt Strengthening Families Framework and the Five Protective Factors into daily operations.
- The Early Childhood community agencies will increase connections and collaborate to increase the number of families accessing the local supports, especially evidence based home visiting programs.**
 - Increase cross sector relationships.

- Increase internal agency information relay.
- D. Families and Early Education providers will work together to assure that children are prepared to succeed in school when they enter the kindergarten door.**
- Build early childhood personnel and parents knowledge of developmentally appropriate behaviors, skills, and expectations.
 - Provide early literacy opportunities for families to engage in daily to increase children’s kindergarten readiness utilizing Parent Coalition leaders and liaison.
- E. We will promote prenatal services to increase the number of young mothers accessing those supports.**
- Increase the number of teen mothers accessing local prenatal supports.
 - Familiarize the community and all service providers with all prenatal supports available within the county.
- F. Ensure the coordination and expansion of the local early childhood infrastructure and programs to allow every child in the community to be developmentally ready to succeed in school at the time of school entry.**
- Convene a workgroup focused on making recommendations of community services that support all children’s school readiness, also serving as an advisory group to the Great Start Readiness Program.
 - Work with the Great Start to Quality Resource Center to develop Peer Learning Communities among area providers.
 - Promote the usage of the Great Start to Quality Resource Center Lending Library materials.
 - Incorporate Strengthening Families Framework.
- G. To gain concrete ideas about how Strengthening Families Protective Factors can be supported through small but significant changes.**
- Bring awareness of the existence of the Parent Coalition in Sanilac County.
 - Parent Coalition members will be able to give an explanation to other parents about the purpose of the Parent Coalition.
 - Parent Coalition members will be empowered to conduct outreach to other parents within their communities.
 - Grow the Parent Coalition.

Strengthening Families Assessment Goals and Objectives

Sanilac County Parent Coalition – August 2017

Goal 1: Bring awareness of the existence of the Parent Coalition in Sanilac County.

Objective: Current Parent Coalition members conduct outreach with the Parent Liaison at various school and local events.

Goal 2: Parent Coalition members will be able to give an explanation to other parents about the purpose of the Parent Coalition.

Objective: A Parent Coalition Mission Statement was created.

Goal 3: Parent Coalition members will be empowered to conduct outreach to other parents within their communities.

Objective: Business cards will be created with the Parent Coalition mission statement, Facebook page information, Great Start web address and contact information for the Parent Liaison.

Goal 4: Grow the Parent Coalition.

Objective: Current Parent Coalition members will receive recognition for bringing potential members to events.

The goals listed above are based on the Strengthening Families Assessment that Sanilac Parent Coalition conducted in 2017 with kind guidance from Ayanna Know-Potts and Veronica Pechumer.

Early Childhood Action Agenda

Sanilac Great Start Collaborative

Early Childhood Action Agenda A

Targeting the following early childhood outcomes:

- Children are healthy, thriving, and developmentally on track from birth to third grade.

Addresses the following early childhood components:

- Family Supports and Basic Needs

% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):

We know that 72% of Sanilac families surveyed in 2016 were unclear if they were eligible for support services.

Goal related to the targeted problem(s) (Mega Headline):

Families will receive consistent messages from all sectors about eligibility and access to Early Childhood supports and services

Objective related to the goal (Headline):

Increased numbers of families will have knowledge of, and utilize available Early Childhood Supports and Services

Strategy 1

Strategy 1:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 1)</i>
Identify and utilize family preferred methods and trusted sources for distributing information about early childhood services and resources.	Many families use outdated and under informed internet sources for information because they don't have someone they respect guiding them to services that would benefit them and their children.	The percentage of families knowledgeable about available resources and eligibility requirements will increase.

Activities for Strategy 1

Activities (Small wins promoting the strategy and addresses root causes) <i>Develop common messaging regarding:</i>	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Update Sanilac County Family Resource Guide (SCFRG) <ul style="list-style-type: none"> • Updated version distributed by CAC on 5/10/17 • PC to make comment 6/9/17 	GS Parents/GSC	Annually by December (2017, 2018, 2019, 2020)	Clerical Services	Guide updated
2. Assist United Way in encouraging agencies to update 211	United Way/GSC Dir/GSPC/PL	Annually by September (2017, 2018, 2019, 2020)	Staff Time	211 updates are completed
3. Survey parents to determine numbers using technology for information and	PL/GSPC/GS Dir	December 2017	Printing/ Website Support/Survey	Information delivery changes based on parent

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<i>Develop common messaging regarding:</i> their interest in an app and a QR Code link to the Sanilac County Family Resource Guide			Monkey account/ Tech Support	choices
4. If parents show interest, seek out best method of App development (Computer students at Career Center/Hire Web specialist)	PL/GSPC/Tech Support/GSC	March 2018	Internet/Tech Support	New app is designed
a. Test App in control group including parents	PL/Tech Support	March 2019	Internet tracking service	App is tested by 25 people, at least 20 parents
b. Revise as recommended	Tech Support/PL/GSC	April 2019	Tech support	Revisions complete
c. Go live with App and QR Code and promote through social media and add to all printed materials as updated	GSC/PL/GSPC	May 2019	Parents with mobile devices	The number of parents accessing local early childhood resources through technology will increase
d. Monitor number of users accessing App and using QR Code	GSC/GSPC	Annually in December (begin in 2018)	Web data tracking specialist	Number of hits to SCFRG will increase by 5% annually
5. Agency Survey – all system agencies will be surveyed to ascertain any changes in numbers of families accessing their programs or services	GSC Executive Team/ GSC Dir/ Area Administrators	Annually in December (2018, 2019, 2020)	Survey and collection support, Participation incentives	Access numbers will be tracked regularly allowing constant data flow

Strategy 2

Strategy 2:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 2)</i>
Develop list of parent trusted methods to deliver resource and service information.	Some families are not using available supports in preparing their child for school	There will be an increase in the number of Sanilac families with a clear understanding of resources available to them and their young children.

Activities for Strategy 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Meet with Great Start Parent Coalition (GSPC) and survey parents to develop a list of methods of information delivery that parents trust and will use	GSPC/ PL	January 2018	Meeting location, Parent meeting supports	List of delivery methods developed
2. Have partner agencies track and report number of parents accessing their offerings	GSC/Partners	August 2018	Partners data collection staff	Report of numbers of parents accessing partner agencies completed
3. Develop a committee to complete the following activities:	GSC/GSPC	September 2018	Committee time	
a. If video feeds are on the list, create a video demonstrating family supports and include families telling how the programs have improved their situations. (If a different method is identified, plan to utilize it at this time with similar steps detailed below.)	GSC/GSC Dir/PL/Hired videographer	September 2019	Video funding/ Partnerships with video locations/ discs/ viewing equipment	Video script developed. Filming complete/ other method completed and approved by GSC
b. Play the video in public areas (natural touch points) families visit. (Doctor & Dentist waiting rooms, restaurants, library computers, CMH, SCHD, DHHS, Kindergarten and preschool roundups, Laundromats, barbershops, beauty shops)	GSC/GSPC/Site-recruitment team	December 2019	Public TVs/Social media accounts/ IT supports	Video playing in identified locations
c. You Tube video on website, Facebook, and future social media	GSC Dir/PL/ Tech Support	February 2020	Tech support	Video posted to GSC website and Facebook page
4. Committee evaluates outcomes. Presents recommendations for future plan to GSC. <ul style="list-style-type: none"> • Number of sites showing • Number of times video is viewed 	GSC Dir/PL + Special Committee/GSC	March 2020	Meeting location and Parent meeting supports	Committee makes presentation in 2020 to GSC

Activities (Small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<ul style="list-style-type: none"> • Parent Feedback 				

Strategy 3

Strategy 3:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 3)</i>
Unify early childhood messages being distributed throughout the community.	Families and service providers are confused about what appropriate behaviors and skills are for children at differing ages and who to believe.	Providers from all sectors of the early childhood community will offer only research based information on developmental and GSC partners will agree on common wording and materials when possible.

Activities for Strategy 3

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Normalize parents need for help in public announcements while promoting available services and how to access them (Strengthening Families Protective Factors)	GSPC/PL/Parent Voices	May 2018	Radio time/Parent supports	1 Public Announcement chosen and aired repeatedly each year
2. Kindergarten Readiness – GSC and Kindergarten Readiness Advisory Committee revisit “Kindergarten Readiness Flyer”	GSC/Partners/K-Ready Advisory committee/GS2Q	December 2018	Committee time	K-ready flyer is updated
a. Make changes and distribute to all 7 school districts for use at preschool and kindergarten round ups	GSC/GSPC/Graphics designer/ PAT/GS2Q	December 2019	Committee time	K-ready flyer is handed out at all 7 school districts
3. Developmental milestone wheels provided by GSC and Early On to all partners for use at free family events for parents of children 3 years and under	GSC/Early On/Partners	December 2019	Purchase wheels	400 wheels distributed to Sanilac families with children 3 years and under
4. Present MI Thumb Public Health Alliance MiTPHA data to GSC. Determine desire to focus on topics common to all four neighboring counties. Efforts considered will include unified messaging and	GSC PC/PL/GSC Directors/ SCHED Official	August 2018	Staff meeting time, location, MiTPHA data	GSC receives information and discusses value of combined efforts with neighboring counties, decides on topics to focus upon.

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
education.				
a. Meet with neighboring GSC Directors and representatives from Alliance to discuss possible joint efforts.	Sanilac, Tuscola, Lapeer, and Huron GSC Directors/ SCHED Official	January 2019	Meeting space, staff time, mileage	2 joint efforts are identified and agreed upon by neighboring counties
b. 2 joint efforts are planned and completed	Sanilac, Tuscola, Lapeer, and Huron GSC Directors/ SCHED Official	Annually by December	Educational props & materials, staff time, and travel	Discussion yields 2 joint efforts each year.

Strategy 4

Strategy 4:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 4)</i>
Conduct an annual review of progress towards our goals.	Actions without progress are discouraging and pointless (Mindsets)	The Early Childhood System for Sanilac will be effective working efficiently and making progress toward their goal of increased numbers of successful students at the end of third grade. (3 rd grade reading proficiency test scores will increase.)

Activities for Strategy 4

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Each year workgroups will evaluate their progress against the Strategic Plan Action steps and determine merits of continuing and report progress (accomplishments and supporting data) and make recommendations to the full body of the Great Start Collaborative. <ul style="list-style-type: none"> Continue strategy and action steps as planned Continue strategy with modifications Suggest strategy & action step 	Each of the 6 workgroups & GSC	Each May in 2017, 2018, 2019, & 2020	Technical design to create progress chart	The workgroups within the GSC & Early Childhood System will demonstrate progress with a tracking device resulting in more children entering kindergarten prepared to succeed.

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
modifications <ul style="list-style-type: none"> • Abandon plan and solicit assistance with development of new strategy and action steps 				

Early Childhood Action Agenda B

Targeting the following early childhood outcomes:

- Children are healthy, thriving, and developmentally on track from birth to third grade.
- Children are developmentally ready to succeed in school at time of school entry.

Addresses the following early childhood components:

- Parent Education
- Family Supports and Basic Needs

% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):

In 2016, 81% of parents who completed the System Scan indicated that providers are not adequately seeking parent input in service planning.

Goal related to the targeted problem(s) (Mega Headline):

Support services will focus on the family’s needs and desires.

Objective related to the goal (Headline):

The early childhood community will communicate respectfully with families and encourage them to be engaged leaders in delivery of support services.

Strategy 1

Strategy 1:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 1)</i>
Increase family engagement and voice in the delivery of Early Childhood services and programs	Providers goals do not align with family goals (Mindsets)	Parent survey will show 4% increase in service and communication satisfaction outcomes annually.

Activities for Strategy 1

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. In adherence with GSRP Implementation manual program requirements, the GSC will support GSRP sites in their efforts to maintain active participation of parents of enrolled children on the Parent Advisory and School Readiness Advisory Committees.	EC Contact/EC Specialist/ GSC Dir/ School Readiness Advisory Committee/HS/ GS2Q	Annually throughout all 4 years	Meeting locations and materials, Barrier supports	Each GSRP site will have at least one parent representative on both committees <ul style="list-style-type: none"> • Consultant working with GSRP

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
a. Kindergarten Round-up	PAT/PL	Annually throughout all 4 years	Staff, Developmental wheels with GSC logo, GSRP/HS brochure, PAT brochure, Parent Café Annual Schedule	Intentionally left blank
b. Community Baby Shower	PAT/PL	Annually throughout all 4 years	Staff, Developmental wheels with GSC logo, GSRP/HS brochure, PAT brochure, Parent Café Annual Schedule	Intentionally left blank
c. Thumb Festival	PAT/PL	Annually throughout all 4 years	Staff, Developmental wheels with GSC logo, GSRP/HS brochure, PAT brochure, Parent Café Annual Schedule	Intentionally left blank
d. Fair	PAT/PL	Annually throughout all 4 years	Staff, Developmental wheels with GSC logo, GSRP/HS brochure, PAT brochure, Parent Café Annual Schedule	Intentionally left blank
2. Budgeting to accommodate barrier removal (honorarium, transportation and childcare)	GSC Exec. Team/ GSRP sites	Annually during budget approval & Ongoing as need arise	Quality Childcare providers, funding	The annual GSC/Partner budgets will provide resources for this purpose

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
3. Strengthening Families, Protective Factors will be provided to parents and Early Childhood Community partners <ul style="list-style-type: none"> Beneficiaries of training: GSRP, community based organizations & providers, PAT, Early On 	GSC Exec. Team/ GSC/PC/ EC Community	SF training annually beginning 2018 (Aug. 21 & 22)	SF/PF training provided	Training offered to parents and EC providers each year
a. Super Hero Training Day	GSC Exec. Team/ GSC/PC/ EC Community	April 21, 2018	SF/PF training provided	Training offered to parents and EC providers each year
4. Utilize Facebook follower's feedback as a method of engaging families not able to serve on the focus group <ul style="list-style-type: none"> Emails to PL to add to FB page PL responds to FB follower's feedback 	GSC/PC/PL/EC Specialist	Ongoing as need arises	Data tracker and Facebook management	Number of Facebook shares increases each year
5. Spotlight areas for family groups input: <ul style="list-style-type: none"> Planning events and learning opportunities with topics of interest or need to local families Locations for meetings, services & events that allow for the greatest family participation Times for meetings, services & events that align with parents scheduling needs Feedback on current issues within the Early Childhood Community 	GSC Dir/EC Specialist/ GSRP Dir/ PL/PC	Ongoing as need arises – June/Dec. each year	Event locations, Social Media, Educators, Parent participation barrier supports, Satisfaction surveys	Family attendance and participation in regularly scheduled events will increase by 5% each year
a. Parent Meetings, Outreach, Facebook, Parent Café, and Playgroups	PAT/PL/Early On	Ongoing	Event locations, Social Media, Educators, Parent participation barrier supports, Satisfaction surveys	Family attendance and participation in regularly scheduled events will increase by 5% each year
6. Request all GSC affiliated agencies	GSC partner agencies/	Invitations	EC Community	Parents from at least 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
invite parents currently utilizing their services to represent their service at the focus group and provide those parents methods of overcoming barriers to participation (stipends, gas cards, childcare reimbursement)	Parents using system components	extended prior to each focus group meeting	active participation	GSC partner agencies will attend or assist planning each PC or focus group meeting or event
7. An Annual countywide family survey of service user's satisfaction with their level of participation in service delivery will be conducted. The survey will include personal service and systematic questions	GSC/PC/GSC partner agencies	Annually by November (2017, 2018, 2019, & 2020)	Survey Monkey account and data collection staff	100+ parent surveys will be completed annually
8. The survey results will be reviewed and the system will be adjusted to reflect those results	GSC/PC/GSC partner agencies	February of each year	Meeting attendance barrier removal	The EC system will be adjusted annually to reflect survey results

Strategy 2

Strategy 2:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 2)</i>
Improve communication between service agencies and those they serve by encouraging our EC community to adopt Strengthening Families framework and incorporating the Protective Factors into daily operations.	Personal communication skills are lacking for both providers and parents. (Connections)	Annual Parent Survey will reflect 10% increase in service and communication satisfaction.

Activities for Strategy 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. The GSC will embed SF/PF into our processes as reflected in the following:	See subsections a-d for persons or groups responsible	See subsections a-d for target dates	See subsections a-d for resources needed	See subsections a-d for progress measures
a. Agendas, minutes, printed informational materials	GSC Dir/ PL	October 2017	Printing services	Written materials will be designed with parent input
b. Acronyms will be defined or not	GSC membership/ SRAC	December 2017	Acronym Jar and	Acronyms will not be

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
used in meetings			fund collection designation and process	used unless defined at each gathering
c. Strengthening Families (SF) Training will be provided to parents, GSC members and partners annually <ul style="list-style-type: none"> • Date for parents – April 21, 2018 (Super Hero Training) • Date for EC staff & partners – Aug. 21 & 22, 2018 • Annually at LICC – GSC members 	GSC Dir/Exec. Team	December of each year	SF Training funding HR time	SF/PF training will be provided annually to parents and EC participants
d. Job descriptions for GSC staff and partners will include Strengthening Families training, language, and expectations.	GSC Dir/ISD Admin.	June 2018 (GSC)	Clerical Assistance	GSC staff job descriptions will include SF language, training will be provided annually

Strategy 3

Strategy 3:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 3)</i>
Conduct an annual review of progress towards our goals.	Actions without progress are discouraging and pointless (Mindsets)	The Early Childhood System for Sanilac will be effective working efficiently and making progress toward their goal of increased numbers of successful students at the end of third grade. (3rd grade reading proficiency test scores will increase.)

Activities for Strategy 3

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Each year workgroups will evaluate their progress against the Strategic Plan Action steps and determine merits of continuing and report progress (accomplishments and supporting data)	Each of the 6 workgroups & GSC	Each May in 2017, 2018, 2019, & 2020	Technical design to create progress chart	The workgroups within the GSC & Early Childhood System will demonstrate progress with a tracking device resulting in more children entering

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<p>and make recommendations to the full body of the Great Start Collaborative.</p> <ul style="list-style-type: none"> • Continue strategy and action steps as planned • Continue strategy with modifications • Suggest strategy & action step modifications • Abandon plan and solicit assistance with development of new strategy and action steps 				<p>kindergarten prepared to succeed.</p>

Early Childhood Action Agenda C

Targeting the following early childhood outcomes:

- Children are healthy, thriving, and developmentally on track from birth to third grade.
- Children are developmentally ready to succeed in school at time of school entry.

Addresses the following early childhood components:

- Family Supports and Basic Needs

% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):

Only 24% of families with children under the age of 5 are served by home visiting programs in Sanilac County.

Goal related to the targeted problem(s) (Mega Headline):

Many families are not being referred to all of the programs and supports available to them because of a lack of collaboration and coordination between agencies and organizations.

The Early Childhood community agencies will increase connections and collaborate to increase the number of families accessing the local supports, especially home visiting programs.

Objective related to the goal (Headline):

Service providers often are unaware of family supports outside their agency available to families. (Connections)

The local human service agency staff will have knowledge of the early childhood system offerings and how to connect families to those resources. (LICC)

Strategy 1

Strategy 1:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 1)</i>
Increase cross sector relationships and increase internal agency information relay.	Agencies are not fostering collaboration and relationships with families, other agencies, and service providers. (Mindsets)	Early Childhood service agency staff will have an increased understanding of the various services available to the families they serve and will assist the families in connecting with them.

Activities for Strategy 1

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Appoint GSC representative to attend and represent the GSC at other community groups (i.e., Community Collaborative, SC Health Board, SAVE partnership, CAPC, Silver Linings committee, & County Board of Commissioners) and report the actions to the GSC.	GSC/GSC Dir/ GSC Chairperson	November 2018	Tracking graph, List of community groups	List of GSC representatives and the group meetings they will attend distributed to GSC
2. During Agency Highlights at GSC meetings, we will encourage attendees to detail what new information they are taking away, whom they plan to share it with or whom they have shared it with and how they will relay it to all those within their agency who might benefit from knowing it and report	GSC staff	Monthly at GSC meetings 2017-2020	GSC meeting time, staff time	GSC meeting attendees will leave with a deeper knowledge of system supports, increased relationships and a plan of what information to share with others
3. Executive GSC members recruit missing area administrators to assure all early childhood system providers participate in the following:	GSC Dir/ GSC Exec. Team	January 2018	List of proposed GSC members	At least 2 new agencies/groups join the GSC table
a. GSC’s education event for front line/educators/childcare providers possibly following the GSC meetings (GS2Q wants to be included in planning)	Educator/GSC/PC/GSC Dir/ PL/Childcare providers/ GS2Q	2019-2020 by December	Location, refreshments, presenter, gas cards, meal, materials, invitations	One event completed annually in 2019 & 2020
b. Annual Service Expo (Work with Community Collaborative to host event to increase knowledge of agency offerings and build inter-agency relationships)	Community Collaborative/ GSC/Agency Administrators	2019-2020	Location, refreshments, presenter, meal, materials, invitations	All GSC agencies will participate in Service Expo each year
c. Thumb Festival Kids Day Event in	Sandusky Chamber of	Annually 2017-	Tent, location,	All Early Childhood

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
Sandusky (demonstrate to community the collaborative efforts of the early childhood community of providers)	Commerce/GSC/ GSC Dir/PL	2020	refreshments, presenter, banner, materials, invitations, activity supplies	service providers are represented at Thumb Festival Kids Day each year and assist in increasing public attendance
d. Super Hero Training (EC Community relationship building)	Special Planning committee/ GSC/PC/PL/GSC Dir	November 2018 Complete	Event location, printing funds, graphic designer, speakers, catering	Sanilac holds their first Parent University (Super Hero Training)
e. Community Baby Shower (Share vision and networking) <ul style="list-style-type: none"> Partner with Child Abuse Prevention Council (CAPC) to plan and host event & distribute Baby Shower invites (10/23/17) 	CAPC/GSC/PC/GSC Dir/ GSC-MC	November of each year (2017-2020)	Event location, printing funds, graphic designer, speakers, catering, promotional item, door prize	Percentage of new mothers attending Community Baby Shower will increase by 5% each year
f. McKenzie Hospital Healthy Lifestyles and Community Education programs	PL/GSC Dir/ Healthy Lifestyles partners	Annually	Event promotional items, speakers, meeting resources, gas cards	GSC will partner with Healthy Lifestyles in offering 2 family friendly nutritional education opportunities each year
g. Sandusky Chamber of Commerce Holiday Kids Crafts Event	GSC Dir/PL/GSC Business partners	Annually by December	Promotional items, staff time	GSC will see one new business relationship each year due to Kids Craft event
h. Evaluate events for benefits with GSC and then Admins to determine continued participation	GSC Exec. Team	Annually by December	Meeting resources	Efforts will be purposeful and valued
4. GSC engages in discussions with area Administrators yearly to focus on the following topics:	GSC Dir/Meeting secretary/ Administrators/GS2Q/CMH/DHHS/United Way/BWCIL/HS/EHS/SCHD/GSRP/ISD/McKenzie/ Deckerville Hospital/ Thumb Works	December of each year – begin 2018	Time for dialogue, meal, location, and meeting refreshments	Administrator's knowledge of area supports and relationships with other family supports will increase

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
a. How they are supporting information exchange within their agency	Administrators/ GSC Dir	December of each year	Meeting resources, secretarial supports	Increased understanding of methods of internal information exchange
b. Create (update) a list of benefits to their agency of increased referrals	Administrators/ GSC Dir	December of each year	Staff time, technical support to blend documents	List of referral benefits created
c. Review agency referral processes/forms and determine feasibility for all or some of the agencies to adopt a common referral form	All GSC partners	June 2018	Printing and reporting, staff time	Referral process and universal form completed and adopted by at least 3 system participants
d. Encourage agencies to track current numbers of referrals and who they are from (especially while in form designing stages)	Administrators/GSC Dir/ SFPF Consultant	By December 2018, 2019, and 2020	Technical support to design form	Data on referrals collected over the course of a year by at least 3 EC agencies
e. Have administrators design and agree on a common referral form being cognizant of the 5 Protective Factors	3 EC agencies/ GSC Dir	December 2019	Printing and reporting assistance	Common referral form designed
f. Pilot the referral form in 2-3 agencies for a quarter	3 EC agencies/ GSC Dir	June 2018 – November 2018	Tracking device	Referral form piloted
g. Track number of referrals during pilot	GSC Dir/ GSC Exec. Team Admin/3 EC agencies participating	June 2018 – November 2018	Staff time, meeting time	Data of referrals are collected
h. Collect feedback from form users/ effected families and compare referral numbers and decide to continue with current form, amend or abandon effort	GSC	January 2019	GSC meeting time	Referral process and form explored and adopted or rejected by EC community
i. Determine next steps in foal to increase cross-sector referrals	GSC/GSC Chairperson	February 2019	Meeting funds	Task completed and EC goals evaluated and revised
5. Review and update Continuum of	GSC Staff/ GSC Dir	November each	Secretarial support	Continuum of Service

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
Services (CoS) annually		year (2017-2020)		document is brought current regularly
a. Update Continuum of Services (CoS) to GSC website	GSC Dir/GSC	December each year	Tech support	GSC website hosts current information
b. Share printed copies and electronic version with GSC membership and send link for the PDF to all EC system participants <ul style="list-style-type: none"> GS2Q forwards information to providers & will continue 	ECS/CBOs/GS2Q/GSC Dir/GSRP Admin.	January each year	Printing funds, tech support	Continuum of Services is made available to families and providers from a variety of agencies and locations
6. GSRP Specialist will provide Professional Development opportunities as required by the GSRP Implementation Manual and through informal and formal observations & PQA scores within the classrooms. CBO Childcare/Preschool providers and neighboring GSRP providers will be included when space & class size allow	GSC/ECS/ECC/GS2Q	Annually	Educators, meeting space, materials, staff, refreshments	Preschool providers of all sectors will build relationships and knowledge side by side

Strategy 2

Strategy 2:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 2)</i>
Conduct an annual review of progress towards our goals.	Actions without progress are discouraging and pointless (Mindsets)	The Early Childhood System for Sanilac will be effective working efficiently and making progress toward their goal of increased numbers of successful students at the end of third grade. (3rd grade reading proficiency test scores will increase.)

Activities for Strategy 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<p>1. Each year workgroups will evaluate their progress against the Strategic Plan Action steps and determine merits of continuing and report progress (accomplishments and supporting data) and make recommendations to the full body of the Great Start Collaborative.</p> <ul style="list-style-type: none"> • Continue strategy and action steps as planned • Continue strategy with modifications • Suggest strategy & action step modifications • Abandon plan and solicit assistance with development of new strategy and action steps 	<p>Each of the 6 workgroups & GSC</p>	<p>Each May in 2017, 2018, 2019, & 2020</p>	<p>Technical design to create progress chart</p>	<p>The workgroups within the GSC & Early Childhood System will demonstrate progress with a tracking device resulting in more children entering kindergarten prepared to succeed.</p>

Early Childhood Action Agenda D

Targeting the following early childhood outcomes:

- Children are developmentally ready to succeed in school at time of school entry.
- 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:

- Social and Emotional Health
- Early Education and Care

% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):

2013 third grade MEAP scores indicated that 68.5% of Sanilac students were proficient readers.

Goal related to the targeted problem(s) (Mega Headline):

Families, Childcare and Early Education providers will work together to assure that children are prepared to succeed in school when they enter the kindergarten door.

Objective related to the goal (Headline):

Some families do not have resources to identify delays and fully engage in preparing their children for school success.

All families will have the resources to identify delays in their children and engage in fully preparing them for school success.

Strategy 1

Strategy 1:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 1)</i>
Build early childhood personnel and parents knowledge of developmentally appropriate behaviors, skills and expectations.	Written materials detailing developmental milestones and kindergarten readiness are not readily provided to parents, childcare providers, and educators. (Resources)	Parents, early childhood care and education providers will be knowledgeable of appropriate developmental behaviors and when and how to seek help with potential delays.

Activities for Strategy 1

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Offer developmental info (Developmental wheels with GSC logo, website, QR code) to parents at car seat checks, dentist and doctor visits, health department, SAVE council, Early On, Early Head Start, PAT, Licensed Childcare providers, WIC, MIHP, Baby Pantry, Thumb Festival and libraries	GSC PC/PL	Ongoing 2017-2020	Wheels, mileage	150 developmental wheels with GSC logo are disseminated each year at the indicated locations
2. Support child development information and trainings to parents and the local early childhood system providers in partnership with Great Start to Quality Resource Center when possible <i>Focus: infants/toddlers</i>	GSC PC/PL/GS2QERC/ GSC Dir/K-Advisory Committee	Ongoing	Parent barrier eliminations funds	20 parents and 5 childcare providers attend program each year
a. Facilitate parent attendance at the Parent Awareness Michigan Conferences	GSC Director/PL/PC	December 2018	Mileage, childcare, registration fees, meals	Parents knowledge of child development increases
b. Build parent leadership skills by encouraging parents to report conference experiences with Collaborative and Coalition members.	GSC PC	January 2019	Printed materials	Parents leaderships skills increase while also learning current early childhood information
3. Survey distributed to parents and providers to determine what trainings are desired	LCC Providers/GSRP/EHS/HS	2018	Technology support	Survey completed and results made available
4. Embed on the GSC website a developmental screening tool • ASQ w/Lapeer (regionalize)	GSC PC/EC Community/GSC	2019-2020	Graphics & printing funds	ASQ Screening tool is made available to all via website
a. Encourage parents to use it in their homes to help them identify any potential delays but provide	GSC PC/ GSC PL/ EC Community/ GSC members	2019-2020	Tool use fees	Parents use screening tool on-line and contact Early On with concerns

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
contact info for Early On at the same time if they have any concerns				
b. Encourage EC staff to become familiar with the tool and urge families to use it as part of their routine process of assuring children are kindergarten ready at time of entry (PD)	GSC PC/PL/ GSC Dir/ GSC members/ GS2Q	Ongoing – beginning 2019	Staffing	More children are fully prepared to succeed at school entry
5. Use natural gathering locations to connect families with professionals who can help them identify developmental concerns early (Baby Pantry, Child Advocacy Center, Laundromats, Parks, Libraries, Markets, Parent Coalition gatherings, Kindergarten & Preschool round-ups, and public events)	PAT PE/GSC PL/ GSC PC/ HS/ EHS/ GS2Q	Ongoing	Advertising, Radio, Facebook push, wheels, mileage, site display units	Parents are met where they naturally gather. Increased referrals to Early On, PAT, WIC & other support services
6. Increase Great Start/PAT Playgroup family attendance <ul style="list-style-type: none"> GSC members invite stakeholders to playgroups 	Home Visiting Focus Group/ GSC Dir/GSC PL/ Parents	2017-2020 (dependent on funding)	Program funding	2% increased attendance numbers at playgroups over prior year
7. Recruit parents and providers who represent the diversity of the area and programs and services targeted, to ensure equal representation and engagement	School Readiness Advisory Committee/EC Specialist/EC Contact/ GSC PC/GS2Q/GSC Staff	Ongoing as different players emerge but at least annually	Printing, staff time	The participants within the EC community will reflect the diverse populations in Sanilac County

Strategy 2

Strategy 2:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 2)</i>
Provide early literacy opportunities for families to engage in daily to increase children’s kindergarten readiness utilizing Parent Coalition leaders and Liaison.	Some families are not preparing children for kindergarten by providing consistent exposure to books and songs in daily routines. (Connections)	Local families will have increased daily literacy opportunities to engage their children and promote reading proficiency.

Activities for Strategy 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Increase parents and professionals awareness of the importance of daily literacy moments through social media and outreach events	GSC PL/GSC Director/ GSC PC	Annually 2017-2020 at each source	Parents/Radio time/respected leader voices	Awareness of the importance of daily literacy grows in the community
a. Provide developmentally appropriate expectations and literacy rich activities to all vendors at Sandusky Thumb Festival Kids Day event to share with families	GSC PL/GSC Director/GSC PC	Annually 2017-2020	Parents	Awareness of the importance of daily literacy grows in the community
b. Encourage event attendees to discuss any child concerns while engaging them with the activities	GSC PL/ GSC Director/GSC PC	Annually 2017-2020	Parents	Awareness of the importance of daily literacy grows in the community
2. Identify technology that guides parents through developmental milestones (Text4Baby); provide links on the GSC website and promote via social media networks	PL/PC/GSC Dir/Technology support	2018	Technology/Parent support	Links embedded on GSC website for apps that promote developmental appropriateness
3. Great Start Parent Coalition conducts a book drive to populate mini libraries all over the county in places children and parents naturally gather (Laundromats, hair salons, taxis, buses, waiting rooms, grocery stores)	GSC PC/PL/ GSC partners	2017-2020	Book storage facility, book racks	One book drive and mini library location established each year

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
a. Ensure community wide support by recruiting a variety of businesses, agencies and individuals to collect books and host mini libraries	GS PC/PL/ GSC	2017-2020	Collection and display supplies	A minimum of 1 business annually will conduct book collection and/or provide library display area
b. Update mini libraries with books and flyers for upcoming events and developmental wheels with GSC logo quarterly	GS PC/PL/ GSC	2017-2020	Display supplies	A minimum of 1 business annually will provide library display area
4. Partner with Great Start to Quality Resource Center to provide trainings to parents and childcare providers who wish to create literacy rich environments <ul style="list-style-type: none"> • Super Hero Training 	GS2QRC/PL/PC/Childcare providers	Yearly 2017-2020 2017 – complete	Building, advertising, parent barrier supports	10 parents and 4 childcare providers will attend literacy trainings per year
5. Great Start Parent Coalition with the support of the Great Start Collaborative will seek opportunities to partner with others to promote early literacy (libraries, Miss Sanilac Scholarship Program, Thumb Festival, Sanilac Historic Village & Museum) and record outreach events	GS PC/PL/ GSC	Ongoing 2017-2020	Parent barrier elimination fund	Log showing parents and collaborative members, who they met with and what information they received
a. Thumb Festival <ul style="list-style-type: none"> • Provide literacy rich children’s activity ideas for booth/vendors to offer • Include visuals detailing developmental/age appropriate expectations and encourage parents to discuss any concerns they notice regarding their child 	PL/GSC	2017-2020 2017 Complete 2018 Complete	Mileage, staffing, education activity supplies, promotions, advertising, logo wear, participation fee	150 families are connected to family support services
6. Great Start Collaborative and Parent	GSC PC/ PL/ GSC	Yearly 2017-2020	See subsections a-d	See subsections a-d for

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
Coalition will continue to support the Great Start Preschool Scholarship Program (PSSP) as follows:			for resources needed	progress measures
a. Parent Coalition conducts annual fundraisers	PL/ GS PC	Ongoing 2017-2020	Advertising, rental fees	Increase in PSSP funds each year
b. Parent Liaison will assure submission of annual grant applications	PL	Annually according to grant app due dates	Date & technical staff time	Funds will be available to continue supporting the PSSP
c. Preschool Scholarship Committee will review and approve updated PSSP documents and qualifiers annually	PSSP Committee	August of each year	Meeting costs, printing	All PSSP materials are updated for each school year
d. GSC hosts Preschoolers on Parade event to celebrate with PSSP recipient families a completed year of preparation for school success	GSC/PL/ PSSP School Staff	Annually by June	Award certificates, PSSP funds, staff, transportation, refreshments, gas cards	A minimum of 5 students and their families are supported by the PSSP each year
7. Great Start Coalition Parents will promote access to quality preschool experiences via neighborhoods, local organizations and groups they are affiliated with, social media, and family members	GS PC/PL/ Community	Ongoing 2017-2020	Printing, Facebook posts	Log showing where parents and parent liaison went, who they met with, and what information they shared
<i>Methods:</i> a. Share informational materials (What quality childcare and preschool is, PSSP and how to apply, GSRP, Head Start, and Star Rating access through the Great Start to Quality website) <ul style="list-style-type: none"> Videos & pamphlets available from GS2Q 	GS PC/GSC membership/GS2Q	Ongoing 2017-2020	Printing, mailing costs	More parents in the community will know about the PSSP and quality childcare
b. Record/write testimonials for play	GS PC/PL	2 testimonials	Radio fees,	Increased community

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
on radio, in newsletters, and YouTube video clips regarding the positive impact a quality experience has made in the life of their child		each year (2019-2020)	advertising, Booth rental fees	understanding of the importance of quality preschool experiences

Strategy 3

Strategy 3:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 3)</i>
Increase families receiving Home Visiting supports to improve kindergarten readiness.	Lack of Home Visiting supports especially for 3 year old population according to Home Visiting map created by Home Visiting focus group.	Increase number of families being served by quality Home Visiting supports

Activities for Strategy 3

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Apply for home visiting funding upon availability	Home Visiting Focus Group/ GSC Dir/GSC PL/Parents	When available	Meeting supports	Numbers of families supported by evidence based home visiting programs will increase from current 25%
2. When funding becomes available, increase evidence based home visiting programming to assist parents in assuring their children are reaching developmental milestones adequately preparing them to be successful readers.	Home Visiting Focus Group	Upon receipt of funding	Financial monitoring	The EC community is always ready to apply for funding to support evidence based Home Visiting programs
3. Continue bi-annual meetings of the Home Visiting Focus Group to insure optimum Home Visiting Programming for local families with young children	Home Visiting Focus Group	March and September each year	Meeting supports	Home Visiting programs will be supported and remain connected to our goal to assure all children are developmentally ready to succeed in school at

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
				time of school entry

Strategy 4

Strategy 4:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 4)</i>
Conduct an annual review of progress towards our goals.	Actions without progress are discouraging and pointless. (Mindsets)	The Early Childhood System for Sanilac will be effective working efficiently and making progress toward their goal of increased numbers of successful students at the end of third grade. (3rd grade reading proficiency test scores will increase.)

Activities for Strategy 4

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<p>1. Each year workgroups will evaluate their progress against the Strategic Plan Action steps and determine merits of continuing and report progress (accomplishments and supporting data) and make recommendations to the full body of the Great Start Collaborative.</p> <ul style="list-style-type: none"> Continue strategy and action steps as planned Continue strategy with modifications Suggest strategy & action step modifications Abandon plan and solicit assistance with development of new strategy and action steps 	Each of the 6 workgroups & GSC	Each May in 2017, 2018, 2019, & 2020	Technical design to create progress chart	The workgroups within the GSC & Early Childhood System will demonstrate progress with a tracking device resulting in more children entering kindergarten prepared to succeed.

Early Childhood Action Agenda E

Targeting the following early childhood outcomes:

- Children are born healthy.

Addresses the following early childhood components:

- Physical Health

% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):

In 2014, Sanilac experienced 7.3% of births were to teens, which was higher than the state rate of 7%. Percent of live births to women who smoked during pregnancy MI = 18.4% Sanilac = 24.4%

Goal related to the targeted problem(s) (Mega Headline):

Promote prenatal supports to increase the number of healthy births for Sanilac mothers.

Objective related to the goal (Headline):

The connections between pregnant teens and local prenatal supports are minimal.

Strategy 1

Strategy 1:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 1)</i>
Increase the number of teen mothers accessing local prenatal supports.	Connections to teen mothers are barred by the absence of obstetric doctors within our county.	Teen mothers will have increased touch points for accessing prenatal support information and resources.

Activities for Strategy 1

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Initiate a GSC workgroup populated by representatives from all agencies who provide prenatal supports in the county including area hospitals and at least 2 pregnant teens	Workgroup	March 2017 Complete	Teen barrier supports	Group meets – develop catalog contents/proposed packet content
a. Workgroup meets annually to assure teen access to prenatal supports	GSC P & FH workgroup	Ongoing (2018-2020)	Mileage, GSC staff, data support	Group meets annually
b. Revise Sanilac Family Resource Guide to include Prenatal Section	GSC workgroup	Annually in November 2017 Complete	Information on prenatal resources, Secretarial support, tech support	Prenatal section submitted for inclusion to the Sanilac Family Resource Guide

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
2. Create a packet of prenatal supports with invite to Community Baby Shower, Text4Baby app sign up (MIHP, WIC, EHS, PAT, Baby Pantry, SCHD, HS, GSRP, EO, and Docs) information included	GSC P & FH workgroup	September 2017 Complete	Graphics, printing supports, packet supplies, technology consult	Packets completed and distributed at Baby Pantry
3. Initiate dialogue with OB doctors in neighboring counties who are providing prenatal health care to our teens <ul style="list-style-type: none"> • Northpointe OB/GYN – Port Huron • Lake Huron OB/GYN – Bad Axe • HMC OB/GYN – Bad Axe 	GSC P & FH workgroup/ GSC Dir	March 2018 Complete	Mileage, packets, catalogs	Group develops list of OB doctors to outreach to and contacts one in 2 different counties
a. Explore what their current referral process is for our teens	GSC P & FH workgroup/ GSC Dir	May 2018 Complete	Tracking graph	List of referral processes used by 2 out-of-county OB doctors
b. Increase the Doctor's and his/her staff's knowledge of Sanilac's prenatal supports	GSC P & FH workgroup/ GSC Dir	September 2018	Mileage, meeting resources	Alliance formed with 2 out-of-county OB doctor's offices
c. Provide packets for them to disseminate to teen mothers residing in Sanilac County	GSC P & FH workgroup/ GSC Dir	December 2018 Complete	Mileage, Prenatal resources packet	2 out-of-county OB doctors will be disseminating Prenatal support info to Sanilac teen moms
4. Outreach to high school counselors to determine if and how they refer pregnant students to Sanilac's prenatal supports and make contact annually	GSC Dir/ GSC P & FH workgroup	Annually by November (2017-2020) 2017 Complete	Mileage, meeting resources	2 High School Counselors engaged in dialogue of how to better connect teen moms to local prenatal resources
a. Provide High School Counselors with packets and the CoS guides	GSC Dir/ GSC P & FH workgroup	February 2018	Packets & CoS guides, mileage	2 High School Counselors disseminating prenatal info to teen moms
b. Refresh supply of packets and the CoS guides annually	GSC Dir	Annually February 2019 & 2020	Packets & CoS guides, mileage	2 High School Counselors disseminating prenatal info to teen moms

Strategy 2

Strategy 2:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 2)</i>
Familiarize the community and all service providers with all prenatal supports available within the county.	Area providers have little knowledge of available prenatal supports	Area front line service providers will have increased knowledge of what prenatal supports are available and how to connect young mothers with those resources

Activities for Strategy 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Develop list of agencies and organizations for outreach in promoting prenatal supports	GSC P & FH workgroup/ GSC PL/ GSC Dir	September 2018 Complete	Flyers, printing, mileage	List of outreach developed
<ul style="list-style-type: none"> Prenatal workgroup revisits annually 	GSC P & FH workgroup/ GSC PL/ GSC Dir	Annually	Flyers, printing, mileage	List of outreach updated
2. Outreach to agencies identified to increase those service agencies participation in the planning, promoting and hosting the following activities: <ul style="list-style-type: none"> Community Baby Shower Service Expo Super Hero Training Healthy Lifestyles Baby Pantry Children’s Champion 	GSC P & FH workgroup/GSC Staff/Prenatal support providers/GS2Q	Annually prior to event	Promo materials for all events	All prenatal supports are represented at each event
3. Invite agencies with prenatal supports to host the Local Interagency Coordinating Council portion of the GSC meetings to increase the EC community’s understanding of the prenatal services and how to help connect them with those who might benefit	GSC Dir/GSC/ GSC P & FH workgroup	Annually 2017 Complete	Staff, invitations	LICC hosted by at least 2 prenatal agencies per year

Strategy 3

Strategy 3:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 3)</i>
Increase communities knowledge of risks related to smoking during pregnancy.	Sanilac’s percentage of women who smoke during pregnancy is significantly higher than the state average.	Early Childhood community will focus public education on the harmful effects of smoking, especially for fetuses during pregnancy.

Activities for Strategy 3

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Meet with MI Thumb Public Health Alliance MiTPHA and Huron, Lapeer, Tuscola GSC directors to establish a unified message to use when educating the public on the risks of smoking, especially during pregnancy.	Sanilac, Tuscola, Lapeer and Huron GSC and Public Health Directors/ GSC/PC	June 2019 – meet	Staff meeting time, refreshments, mileage & location, MiTPHA data	Families in all four thumb counties receive consistent messaging regarding the harmful effects of smoking.
a. Explore opportunities to share education resources & effects of smoking demonstration equipment with MiTPHA members. <ul style="list-style-type: none"> i. Generate shared calendar with potential sites/dates/events. 	Sanilac, Tuscola, Lapeer and Huron GSC and Public Health Directors/ GSC/PC	November 2019	Meeting space, staff time, mileage, teaching equipment and materials	All four thumb area counties participate in planning process to increase awareness of harmful effects of smoking on unborn fetuses.
b. Smoking education materials and demo equipment utilized at outreach events and during community education programs in each of the four MiTPHA counties.	Sanilac, Tuscola, Lapeer and Huron GSC and Public Health Directors/ GSC/PC	January 2020 and ongoing	Transport, storage space, demo equipment, maintenance for equipment	Smoking education materials and demo equipment utilized at outreach events and education programs in all four counties, as detailed in shared calendar Sanilac – (Kids Day Thumb Festival, Community Baby Shower, Deckerville Funtastic Family Day)

Strategy 4

Strategy 4:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 4)</i>
Conduct an annual review of progress towards our goals.	Actions without progress are discouraging and pointless. (Mindsets)	The Early Childhood System for Sanilac will be effective working efficiently and making progress toward their goal of increased numbers of successful students at the end of third grade. (3rd grade reading proficiency test scores will increase.)

Activities for Strategy 4

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<p>1. Each year workgroups will evaluate their progress against the Strategic Plan Action steps and determine merits of continuing and report progress (accomplishments and supporting data) and make recommendations to the full body of the Great Start Collaborative.</p> <ul style="list-style-type: none"> • Continue strategy and action steps as planned • Continue strategy with modifications • Suggest strategy & action step modifications • Abandon plan and solicit assistance with development of new strategy and action steps 	Each of the 6 workgroups & GSC	Each May in 2017, 2018, 2019, & 2020	Technical design to create progress chart	The workgroups within the GSC & Early Childhood System will demonstrate progress with a tracking device resulting in more children entering kindergarten prepared to succeed.

Early Childhood Action Agenda F – Outcome 3

Targeting the following early childhood outcomes:

- Children are developmentally ready to succeed in school at time of school entry.

Addresses the following early childhood components:

- Parent Education
- Early Education and Care

% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):

According to ChildCare Aware of America in Michigan, there are 408,853 slots available for the 441,202 children under age 6 whose parents are in the labor force. That leaves 32,349 children without.

Goal related to the targeted problem(s) (Mega Headline):

Increase access to high quality early care and education services and supports. * (Everything in red is provided by OGS and cannot be changed.)

Objective related to the goal (Headline):

1. Review and make recommendations regarding the components of the Great Start Readiness Program.
2. Increase families’ knowledge, understanding, and utilization of childcare subsidy, and high quality childcare options via Great Start to Quality.
3. In collaboration with the region’s Great Start to Quality Resource Center, link licensed and registered providers in the GSC/GSPC geographic area to Great Start to Quality for the purpose of achieving higher levels of quality.

Strategy 1

System Change Characteristics from ABL e Change – MSU include: Components – Connections – Regulations – Resources – Power – Mindsets

Strategy 1:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 1)</i>
Facilitate a school readiness advisory committee, which meets regularly and is comprised of required and recommended members representing the diversity of the GSC/GSPC area, to advise the Great Start Readiness Program staff.	Many families are not aware or don’t value quality preschool for their 3 & 4 year old children. (Connections)	<ol style="list-style-type: none"> 1. Use of joint recruitment and enrollment by families increases. 2. Enhancements are made to GSRP based on input.

Activities for Strategy 1

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<p>1. Recruit parents, providers, and community members who represent the diversity of the area and programs and services, to ensure equal representation and engagement on the School Readiness Advisory Committee</p> <ul style="list-style-type: none"> • CBOs/Centers invited & invited to trainings • Provide access to lending library • Include regular participation in distribution lists 	<p>GSRP Teachers/ECS/GSC/HS/GSC PC</p>	<p>October 2018 and March 2019</p>	<p>Gas cards, childcare, stipends, printed materials, meeting space, refreshments</p>	<p>P1. Local GSRP programs invite parents from tuition & center programs to Parent Meetings</p> <p>P1. HS & GSRP parents are invited to attend GS2QRC advisory meetings and offered incentives for attendance</p> <p>P2. Meeting outcomes and Performance Quality Assessments are considered when Early Childhood Specialist is planning professional development offerings for GSRP programs</p>
<p>2. Engage families, childcare providers and community partners to discuss and potentially impact the current availability and/or need for wrap around care (i.e. child care) or care that is not offered through GSRP/HS (i.e. summer, weekends, weather days, etc.)</p>	<p>GSRP staff/ HS staff/ CC providers/GSC/ECS</p>	<p>November 2018 – Design survey December 2018 – Educate distributors on survey purpose & their role January 2019 – Distribute survey February 2019 – Collect completed surveys April 2019 – Review results</p>	<p>Technology support, meeting time, teachers incentives, mileage, paper, printing</p>	<p>Survey HS/GSRP families to establish their current availability or need for wrap-around care.</p>
<p>3. Update committee requirements as directed by legislation (32d/32p) and</p>	<p>GSC Coordinator/ ECS/ GSRP-C</p>	<p>December 2016 and yearly there after</p>	<p>Legislation and GSRP Manual</p>	<p>Committee requirements document</p>

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
the GSRP Implementation Manual				
4. School Readiness Advisory Committee brings recommendations to the GSC	Sanilac ISD ECS	May 2017 and yearly there after	Individual to track meeting	Recommendations document
5. Recommendations are shared with the Sanilac ISD and GSRP Administrators	Sanilac ISD ECS	May 2017 and yearly there after	GSC Meeting time	Meeting agenda & minutes
6. Update and change county preschool intake form (change name of form and make more family friendly) <ul style="list-style-type: none"> Update annually 	Sanilac ISD ECS & HS	March 2018 Complete	Meeting time	Updated intake form completed

Strategy 2

System Change Characteristics from ABL Change – MSU include: Components – Connections – Regulations –Resources – Power – Mindsets

Strategy 2:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 2)</i>
Build families access and knowledge of childcare subsidy and Great Start to Quality website	Staff at DHHS and GSC membership has just recently learned about the enhancements to childcare subsidy. (Resources)	<ol style="list-style-type: none"> Increased family knowledge and understanding of child care subsidy. Increased family utilization of greatstarttoquality.org to search for child care

Activities for Strategy 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Invite GS2QRC to participate in all GSC/PC outreach events to share information and increase community awareness of the importance of high quality childcare and education.	GSC Director/Parent Liaison/ GSRP & HS Staff/GS2QRC-ER	Each event date throughout the year	Education materials, staff time, educational displays	Families are provided a variety of locations to learn more about child care subsidy and how to use GS2Q.org
2. Sanilac GSC/PC will feature GS2Q in their Growing Great Kids Newsletter annually and continue to promote the GS2Q website every month.	GSC PL/GS2QRC-ER	By September 2019	Staff time, printing, mail funds, mileage to deliver	All students in 7 elementary school districts provided copies of the Growing Great Kids Newsletter.
3. Invite GS2QRC-ER to speak at a Parents As Teachers Group	GSC PL/GS2QRC-ER	By September 2019	Staff time, handouts, gas cards	Information regarding childcare subsidy and

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
Connection to build awareness of quality care and access to child care subsidy.				GS2Q website is brought to the families where they gather.

Strategy 3

Strategy 3:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 3)</i>
Utilize established relationships with child care providers and parents to increase numbers participating in Great Start to Quality	Lack of knowledge of benefits to participation in Great Start to Quality and connection to Great Start Collaborative prevent providers from using these valuable supports. (Connections)	<ol style="list-style-type: none"> 1. Increased provider connection to Great Start to Quality 2. Increased provider participation in Great Start to Quality

Activities for Strategy 3

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Educate providers on benefits of participation in Great Start to Quality by inviting them to the quarterly Great Start to Quality Advisory Team meetings.	GSC Director/ GS2QRC-ER	September 2019	Mileage/printed materials/child care	Greater representation of childcare providers and participation at the Great Start to Quality Advisory Team meetings.
2. Early Childhood Specialist/Contact will include all known area providers (GSRP, CBOs and unlicensed) in professional development offerings and encourage them to invite other providers that they are aware of. Information regarding Great Start to Quality will be made available or discussed at each session.	ECS/ECC/GS2QRC-ER/Area Providers	Two times annually	USPS funds, GS2Q flyers and staff	Area providers will be more knowledgeable of the benefits of participation in GS2Q.

Early Childhood Action Agenda G

Targeting the following early childhood outcomes:

- Children are born healthy.
- Children are healthy, thriving, and developmentally on track from birth to third grade.
- Children are developmentally ready to succeed in school at time of school entry.
- 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:

- Physical Health
- Social and Emotional Health
- Parent Education
- Early Education and Care
- Family Supports and Basic Needs

% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):

50 parents of 2,701 children under the age of 5 in Sanilac County (US Census 2016) have participated in Great Start Collaborative events this past year.

Goal related to the targeted problem(s) (Mega Headline):

Support local families with the five protective factors as listed in Strengthening Families Framework.

Objective related to the goal (Headline):

To gain concrete ideas about how the Protective Factors can be supported through small but significant changes.

Strategy 1

Strategy 1:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 1)</i>
Build knowledge and capacity for employing the 5 Protective Factors through Parent Café to all Sanilac County families and caregivers.	Not all children are born healthy, thriving, and developmentally on track from birth to third grade.	Increase knowledge, capacity and awareness of the 5 Protective Factors.

Activities for Strategy 1

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Host 6 Parent Cafés using the Strengthening Families Framework and the 5 Protective Factors.	PL/GSPC/PAT staff/ GSC	December 2018, March 2019, June 2019, and September 2019	Gas Cards, Food/Beverages, Childcare, Incentives, Printed materials, café supplies	Parents demonstrate increased knowledge of the protective factors through Parent Café survey results.

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
<ul style="list-style-type: none"> Administer before and after surveys at each Parent Café to assure increased capacity 	PL/PAT staff	December 2018, March 2019, June 2019, and September 2019	Printed materials	Parents demonstrate increased knowledge of the protective factors through Parent Café survey results.
<ul style="list-style-type: none"> Incentives for Parent Café participation and Parent Coalition expansion. 	PL/PC	December 2018, March 2019, June 2019, and September 2019	Gift cards	Parents are empowered to be leaders by doing outreach to other families.

Strategy 2

Strategy 2:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 2)</i>
Parent Coalition members will be able to give an explanation to other parents about the purpose of the Parent Coalition.	Not all children are born healthy, thriving, and developmentally on track from birth to third grade.	A Parent Coalition Mission Statement was created.

Activities for Strategy 2

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Kid's Zoo, Sandusky (2018)	GSPC	Annually 1/20/18 Complete	Admission & food, printing costs, gas cards	28 new families reached
2. Pre-K Round-up, Croswell (2018) <ul style="list-style-type: none"> TBD 2019 TBD 2020 	GSPC	Annually 3/19/18 Complete	Printing & giveaways	15 new families reached
3. Super Hero Training, Croswell (2018) <ul style="list-style-type: none"> TBD 2020 	GSPC	Every other year 4/21/18 Complete	Childcare giveaways, printing, food, speakers, gas cards	50 families trained
4. Thumb Festival Kids Day, Sandusky (2018) <ul style="list-style-type: none"> TBD 2019 TBD 2020 	GSPC	Annually 6/23/18 Complete	Printing, supplies, giveaways	20 new families reached

Strategy 3

Strategy 3:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 3)</i>
Parent Coalition members will be empowered to conduct outreach to other parents within their communities.	Not all children are born healthy, thriving, and developmentally on track from birth to third grade.	Business cards will be created with the Parent Coalition Mission Statement, Facebook page information, Great Start web address and contact information for the Parent Liaison.

Activities for Strategy 3

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Kid's Zoo, Sandusky (2018)	GSPC	Annually 1/20/18 Complete	Business cards	20 business cards handed out
2. Pre-K Round-up, Croswell (2018) • TBD 2019 • TBD 2020	GSPC	Annually 3/19/18 Complete	Business cards	10 business cards handed out
3. Super Hero Training, Croswell (2018) • TBD 2020	GSPC	Every other year 4/21/18 Complete	Business cards	30 business cards handed out
4. Thumb Festival Kids Day, Sandusky (2018) • TBD 2019 • TBD 2020	GSPC	Annually 6/23/18 Complete	Business cards	10 business cards handed out

Strategy 4

Strategy 4:	Root Cause Addressed: <i>(Prioritized root causes related to the objective and addressed by this strategy)</i>	Performance Measures: <i>(Outcomes of strategy 4)</i>
Grow the Parent Coalition	Not all children are born healthy, thriving, and developmentally on track from birth to third grade.	Current Parent Coalition members will receive recognition for bringing potential members to events.

Activities for Strategy 4

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Parent Meeting/Café	GSPC	2/2/18 Complete	Gift card	Incentive to bring friends
2. Parent Meeting/Café	GSPC	5/4/18 Complete	Gift card	Incentive to bring friends
3. Parent Meeting/Café	GSPC	9/7/18	Gift card	Incentive to bring friends

Activities (Small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
4. Parent Meeting/Café	GSPC	12/7/18	Gift card	Incentive to bring friends

Small Wins & Successes

We have much to celebrate. Each of us can stand proud of the collective impact we have made. Here are some of our “Small Wins”:

- Kids Count in Michigan ranked Sanilac County 25th out of 83 counties overall for child well-being in their “2018 Trends in Child Well-Being.”
- Twenty-five unfunded Great Start Readiness Program (GSRP) slots provided to area 4 year olds by superintendents around the county because they are aware of the importance of quality preschool experiences in preparing our youngest students to be successful upon kindergarten entry.
- Allison Steeb, a local elementary student, conducted a book drive on her birthday to collect donations for the Parent Coalition’s mini libraries. Enough books were collected by the Great Start Parent Coalition to populate free mini libraries in the following locations:
 - Community Mental Health
 - Lexington Laundry Inc.
 - Real Video of Sandusky
 - Wiggles & Giggles Daycare and Preschool
 - Michigan Department of Health and Human Services
 - Tot Room – Sanilac County
 - Brown City Laundromat
 - Sanilac County Health Department
- United Way provided \$1,000 towards the Preschool Scholarship Program (PSSP).
- The Sanilac County Promise Fund program established in 2017 with the promise that every child starts kindergarten in Sanilac County will automatically receive a long-term savings account that will have opportunity for growth throughout its K-12 years.
- Life Jacket lending racks made available by the Child Abuse Prevention Council at Forrester and Lexington beaches.
- Community Mental Health granted \$4,100 to fund Great Start Playgroups for two free family picnics during the summer. Attendees received information on developmental milestones and summer safety practices as well as first aid kits and toys to increase outdoor activities.
- Children’s Trust Fund of Michigan announced an award to Sanilac Great Start Collaborative, Parents as Teachers program, of \$48,000 a year for four years, to increase the number of families served.
- In FY17, intentionally focused on prenatal supports and increasing awareness of available services including a Community Baby Shower and outreach to teen parents.
- The GSC has successfully established relationships with school counselors with the goal of connecting early with pregnant teens. Counselors have been providing prenatal packets and the topic has been added to the counselor meeting agenda to obtain feedback and assess additional support needs.
- Child Abuse and Neglect Council has traditionally sponsored a Community Baby Shower. There is a declining interest in this event due to lower attendance. In FY17, the event was almost canceled and the GSC put out a call

to action to promote the event. Registration doubled in a short amount of time and the effort of agencies and groups was credited with the success.

- The GSC is working to increase knowledge of services using a variety of methods (211, Family Resource Guide, and phone app) and tracking methods used to measure effectiveness.
- The GSC encourages information sharing from meetings by using take-away notes form.
- Strengthening Families Parent Cafés are provided and Strengthening Families information has been given to providers.
- Parent Cafés have been successful and parents who attend enjoy the program and are open and willing to share their honest opinions. They are learning from the parents about their parenting experiences.
- The GSC held a parent-led event targeted at childcare providers and parents, Super Hero Training Day. Planning for this event was started in FY17. Strengthening Families trainer helped plan the program. The GSC has established care for children for this event. A five-star childcare provider from St. Clair County provided childcare so that local childcare providers could participate in the program. This would not have been possible without GS2Q.
- The GSC works on Kindergarten readiness and transitions at the SRAC meetings.
- Preschool Scholarship Program supports.
- GSC staff attends a regional GS2Q meeting and collaborates with GS2Q on a variety of efforts.
- Home Visiting Programs, using the Parents as Teachers model, is a key service in the area.
- College Going Plans for Young Children resulted from a collaboration with the Local College Access Network.
- The GSC worked with the Local College Access Network to institute a new scholarship fund called Sanilac Promise. This is a starter fund for every child that is in Kindergarten in Sanilac County.
- The GSC worked on making connections to increase the perceived value of high quality preschool among decision makers and increase access to high quality care.
- The GSC worked with the Early Childhood Specialist to increase communication and dialogue around the importance of preschool. Specifically, the GSC increased efforts to talk with Superintendents about the importance of quality preschool environments. As a result, 25 students attended GSRP above and beyond what was funded by the state. These costs were picked up by the local school districts. Mindset shifts supported the additional funding. Increased dialogue included sharing data on GSRP student transitions to Kindergarten and educating parents on the benefits of being in GSRP. They were also able to convince one of the school districts to start a tuition free preschool which is following the GSRP protocol and has a five-star rating. Structure of GSRP and rating system provided the infrastructure and guidance to establish a program of high quality.
- Little Libraries and Parent Reading Messages are parent led strategies.

Financing & Fund Development

The Sanilac County Great Start Collaborative has demonstrated a history of sharing resources to build and maintain an early childhood system. Agencies have provided multiple levels of meaningful support, some provide in-kind supports and others amend programs to focus on children of underserved ages and locations. Great Start partners frequently collaborate through assessing, planning, providing leadership, guidance, sharing space, seeking funding and developing new programs. We are collectively continually in search of ways to increase efficiency by preventing duplication of services, growth of evidence based home visiting programs and sustained funding. This collaboration extends to neighboring counties through shared services, events, professional development and parent education opportunities.

Recently, our early childhood community initiated a focus team to support the home visiting programs designed for families with children under the age of eight available to our community. We completed a home visiting needs assessment. Through that we were able to:

- Engage key stakeholders
- Identify strengths and assets in place to support the evidence based home visiting programs
- Compile a list of risk factors and population data
- Set goals for future supports
- Finally, seek funding to grow those programs that best meet the identified needs of our community with evidence based home visiting programs so that more children are fully prepared to succeed when entering the kindergarten door.

The team went through strategic planning process which included an assessment of funding needs. A plan to strengthen fund development activities was created based on the fund assessment, review of budget resources, and analysis of changes in the funding mechanism (32p Block Grant). All components of our plan have been written to allow the Great Start Collaborative members to respond to funding changes, emerging needs, and new opportunities.

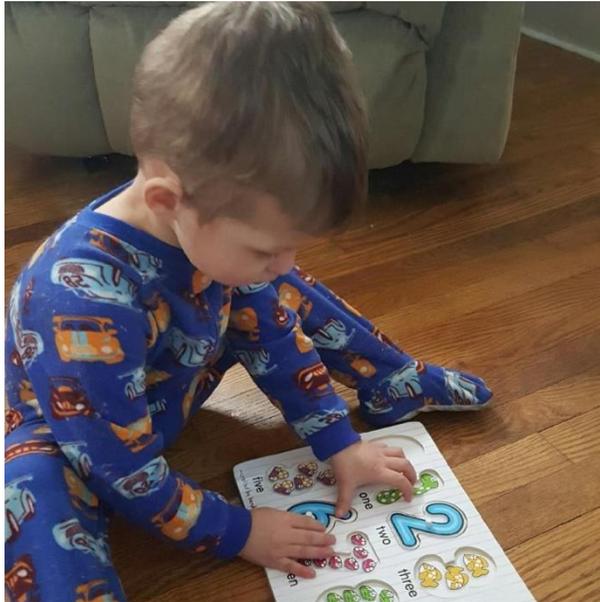
Operating Procedures

Sanilac Great Start Collaborative has adopted the following operating procedures for financing purposes:

1. Sanilac Great Start Collaborative will continue to follow funding and budgeting protocols set forth by the Sanilac Intermediate School District.
2. Priorities of donations and grants will be applied to the Sanilac Great Start Collaborative membership, or approved by the Sanilac ISD Superintendent or Board:
 - Great Start Collaborative Preschool Scholarship Program
 - Parents As Teachers Evidence Based Home Visiting Program
 - Parent driven early literacy supports
 - Great Start/Parents As Teachers Playgroups
3. Annual funding sources:
 - \$200,000 from Children's Trust Fund
 - \$4100 Prevention Grant from Community Mental Health for playgroup
 - Sanilac County Community Foundation – Preschool Scholarship Fund

- United Way of Sanilac County – Preschool Scholarship Fund
- Private, Group & Organization donations – Preschool Scholarship Fund

Sanilac Great Start Collaborative will continue ongoing development of financial resources that promote our vision that all children are safe, healthy and ready to succeed in school and life by reading proficiently by the end of third grade. All possible funding options that allow this to become our community’s reality will be explored and sought after. Finances will be handled efficiently and with consideration of effectiveness and used to support our most at-risk families first.



Parent Letter

What does Great Start Collaborative mean to me? It means being part of a family. Being a parent involved with Great Start has given me a sense of security I didn't have before. Any time I have a question I can count on them to find an answer, or someone else that can. They have given me so much confidence not only in myself, but also in my parenting abilities. My friends and family have always told me that my son is doing "just fine" and that he is very smart. However, to hear it from someone who really knows the facts on developmental appropriateness is truly reassuring. I enjoy participating in the Great Start Collaborative. I am especially thankful for the Parents as Teachers program. Mrs. Jen comes out to our home for one hour a month and sits on the living room floor with my son and I. She really has gotten to know us personally. I love all of the different games and info Mrs. Jen brings over. I always keep the information not only to look back at but to also share with other families that may need it. Mrs. Jen does an amazing job, you can tell she loves what she does. Great Start not only works with my son but also with me as a parent. If I ever need help with getting information about anything that I may need they are more than glad to help. I hope that someday there are more families that can get involved.

I love all of the different things we do as a group with our Great Start network and the education my son receives while participating, even if the kids don't see it, getting the opportunity to be exposed to different places and experiences, is education in itself. Socializing is very important to us. At Great Start playgroups I get the chance to talk with other parents. We find ourselves giving each other advice and encouragement.

I wish there were more families able to be involved with Great Start, especially those families that may be feeling just a little unsure if they are doing what is best for their child. Sometimes all a parent needs is to hear, "you are doing a good job," and that is the number one thing I get from Great Start. There are a lot of people in our county that may not even know about Great Start. However, I feel that we are working hard on getting our name out there as more and more families get involved. This growth shows that there is truly a need for Great Start and the Parents as Teachers program. After all, a child's parent is their first and more important teacher. Many families may not know what their child needs to know to be ready for preschool. This program helps with school readiness and other child related issues for families with children ages birth to five.

Parents like being reassured that their child is meeting milestones. Great Start is there for the reassurance as well as if a family needs extra help.

Sincerely,

Stephanie Jewett



Parent Survey Info-graphic

Great Start Collaborative

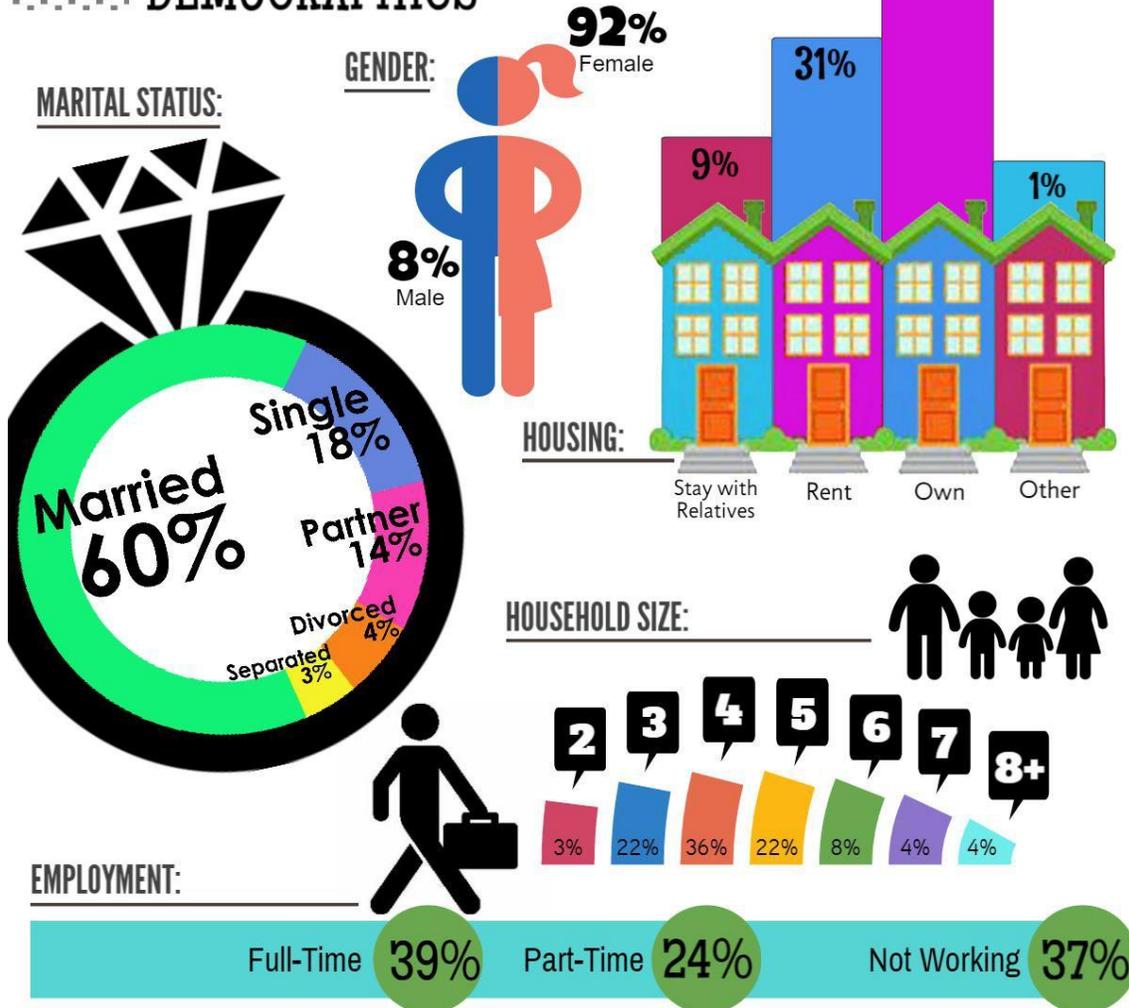
2016 PARENT SURVEY

Sanilac County

Total Population: 41,823
 Child Population Ages 0-5: 2,730
 Average Live Births per Year: 440
 Median Household Income: \$41,502
 Unemployment Rate: 8.4%
 3 & 4 Year Olds in Preschool: 48%
 3rd Graders Not Proficient in English: 48%

348 Responses

DEMOGRAPHICS



Great Start Collaborative 2016 Parent Survey

348 Responses

Sanilac County:

Total Population: 41,823

Child Population Ages 0-5: 2,730

Average Live Births per Year: 440

Median Household Income: \$41,502

Unemployment Rate: 8.4%

3 & 4 Year Olds in Preschool: 48%

3rd Graders Not Proficient in English: 48%

Demographics

Marital Status:

60% Married

18% Single

14% Partner

4% Divorced

3% Separated

Gender:

92% Female

8% Male

Housing:

58% Own

31% Rent

9% Stay with Relatives

1% Other

Household Size:

3% 2 people

22% 3 people

36% 4 people

22% 5 people

8% 6 people

4% 7 people

4% 8+ people

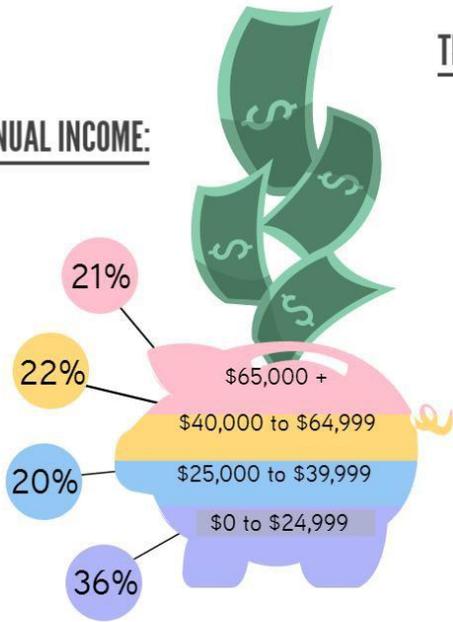
Employment:

39% Full-time

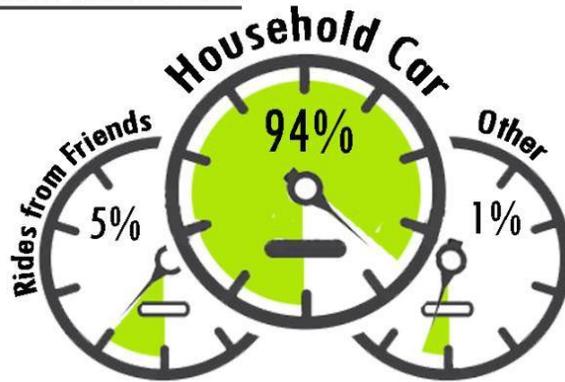
24% Part-time

37% Not Working

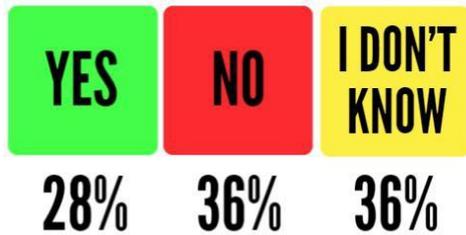
ANNUAL INCOME:



TRANSPORTATION USED:

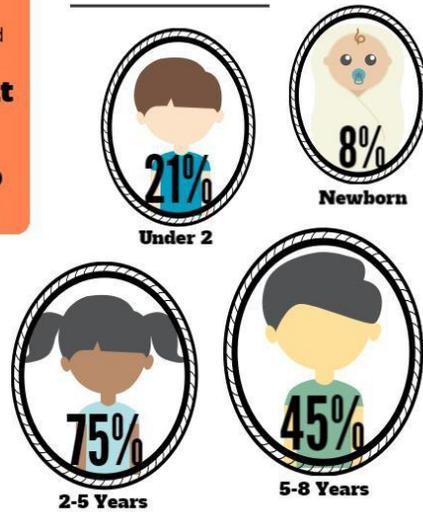


ELIGIBILITY FOR SUPPORT SERVICES:

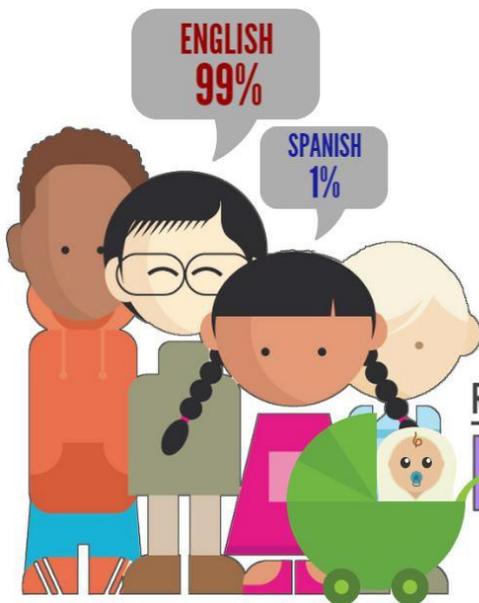


8%
of parents surveyed
Missed an Appointment Last Year
because they had
No Way to Get There

AGE OF CHILDREN:



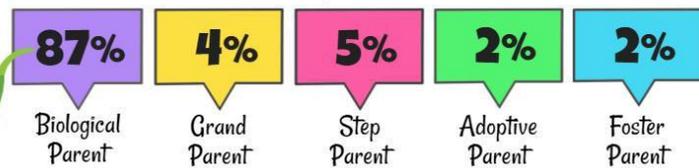
LANGUAGES SPOKEN:



RACE:



RELATIONSHIP TO CHILDREN:



Annual Income:

36% \$0 to \$24,999

22% \$40,000 to \$64,999

20% \$25,000 to \$39,999

21% \$65,000 and up

Transportation Used:

94% Household Car

5% Rides from Friends

1% Other

8% of parents surveyed missed an appointment last year because they had no way to get there.

Eligibility for Support Services:

28% Yes

36% No

36% I don't know

Age of Children:

8% Newborn

75% 2-5 Years

21% Under 2

45% 5-8 Years

Languages Spoken:

99% English

1% Spanish

Race:

92% White

2% Hispanic

3% American Indian/Alaskan

2% Multiple Ethnicities

1% African American

Relationship to Children:

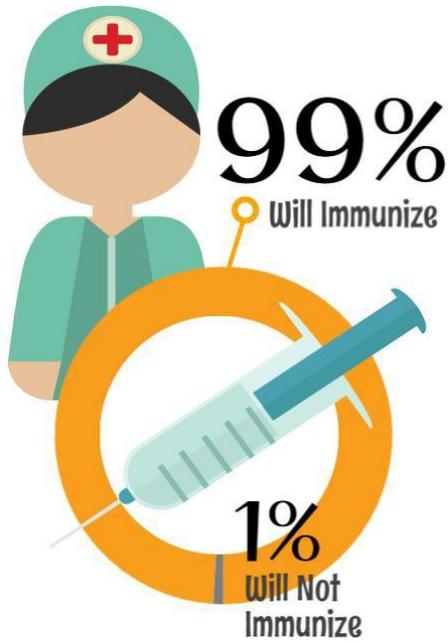
87% Biological Parent

2% Adoptive Parent

4% Grandparent

2% Foster Parent

5% Step Parent



Age to First Take Child to the Dentist



The American Dental Association recommendation is between 6-12 months old!



HOW MANY SERVINGS OF FRUIT & VEGETABLES DO YOUR CHILDRENEAT EACHDAY?



BARRIERS to the DENTIST



American Heart Association Daily Dietary Recommendations

FRUIT

Age	Cups
1	1 cup
2-3	1 cup
4-8	1-1/2 cups

VEGGIES

Age	Cups
1	3/4 cup
2-3	1 cup
4-8	1-1/2 cups



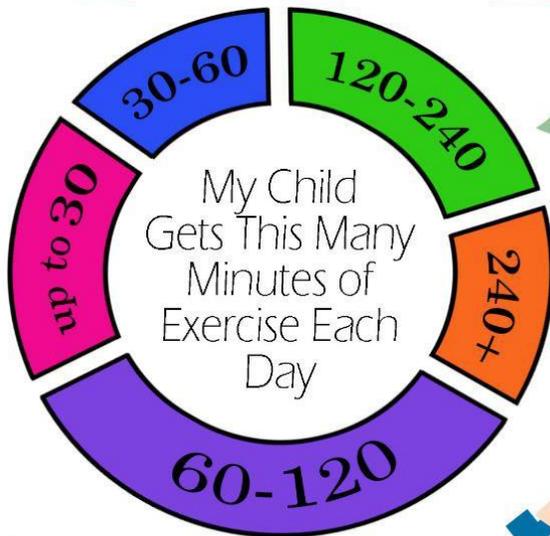
Believe that a consequence of CHILDHOOD OBESITY is BEHAVIORAL PROBLEMS



Believe that a consequence of CHILDHOOD OBESITY is HIGH BLOOD PRESSURE



Believe that a consequence of CHILDHOOD OBESITY is HIGHER DIABETES RISK



61% have never been told their child's recommended daily activity amount from their medical provider



Children should have at least 60 minutes of physical activity each day*

*According to the CDC

Immunizations:

99% will immunize

1% will not immunize

Age to First Take Child to the Dentist:

1st – 18 months to 2 years

4th – 3 years to 5 years

2nd -2 years to 3 years

5th – 5 years or older

3rd – Newborn to 18 months

The American Dental Association recommendation to first take child to the dentist is between 6 to 12 month old!

Barriers to the Dentist:

13% Co-pay costs

8% No transportation

8% Appointment Times

How many **Fruits & Vegetables** do you children eat each day?

76% 3-5 servings

19% 1-2 servings

5% 6-7 servings

American Heart Association Dietary Recommendations

Fruit:

- Age 1 to 3 – 1 cup

- Age 4 to 8 – 1 ½ cups

Veggies:

- Age 1 – ¾ cup
- Age 2 to 3 – 1 cup

- Age 4 to 8 – 1 ½ cups

My Child gets this many minutes of **exercise** each day:

1st 60 to 120 minutes

4th 30 to 60 minutes

2nd 120 to 240 minutes

5th over 240 minutes

3rd up to 30 minutes

61% of parents have never been told their child’s recommended daily activity amount from their medical provider.

According to the CDC, children should have at least 60 minutes of physical activity each day.

Consequence of Childhood Obesity: (what parents believe are consequences of childhood obesity)

Behavioral Problems

78%

Higher Diabetes Risk

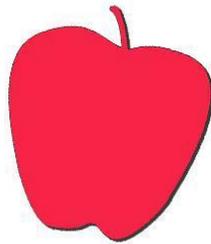
89%

High Blood Pressure

76%

What Skills Do Kids Need to Prepare for KINDERGARTEN?

Identify Letters and Sounds	87%
Plays well with Others	87%
Count to 20	78%
Able to have a Conversation	76%
Write their Name	83%
Jump and Hop	67%
Control emotional Outbursts	67%
Listen quietly to Stories	77%
Follow simple Directions	90%
I Don't Know	6%



94%
of parent respondents
WILL SEND
their children to
PRESCHOOL

WHO TEACHES YOUR CHILD OUTSIDE OF THE HOME?

Day Care Provider	9%
Home Visitor	14%
Play Group	17%
Private Preschool	21%
Public Preschool	32%
Family or Friend	67%

89%
of parents think children
NEED to go to
PRESCHOOL
to be ready for
KINDERGARTEN

90%
of PARENTS had
NO BARRIERS
to
PRESCHOOL



44%
believe that
PARENTS
are a child's
MOST IMPORTANT
TEACHER

What **skills** do kids need to prepare for Kindergarten?

Identify Letters and Sounds	87%	Jump and hop	67%
Plays well with others	87%	Control emotional outburst	67%
Count to 20	78%	Listen quietly to stories	77%
Able to have a conversation	76%	Follow simple directions	90%
Write their name	83%	I don't know	6%

Who **teaches** your child outside of the home?

Day Care Provider	9%	Private Preschool	21%
Home Visitor	14%	Public Preschool	32%
Play Group	17%	Family or Friend	67%

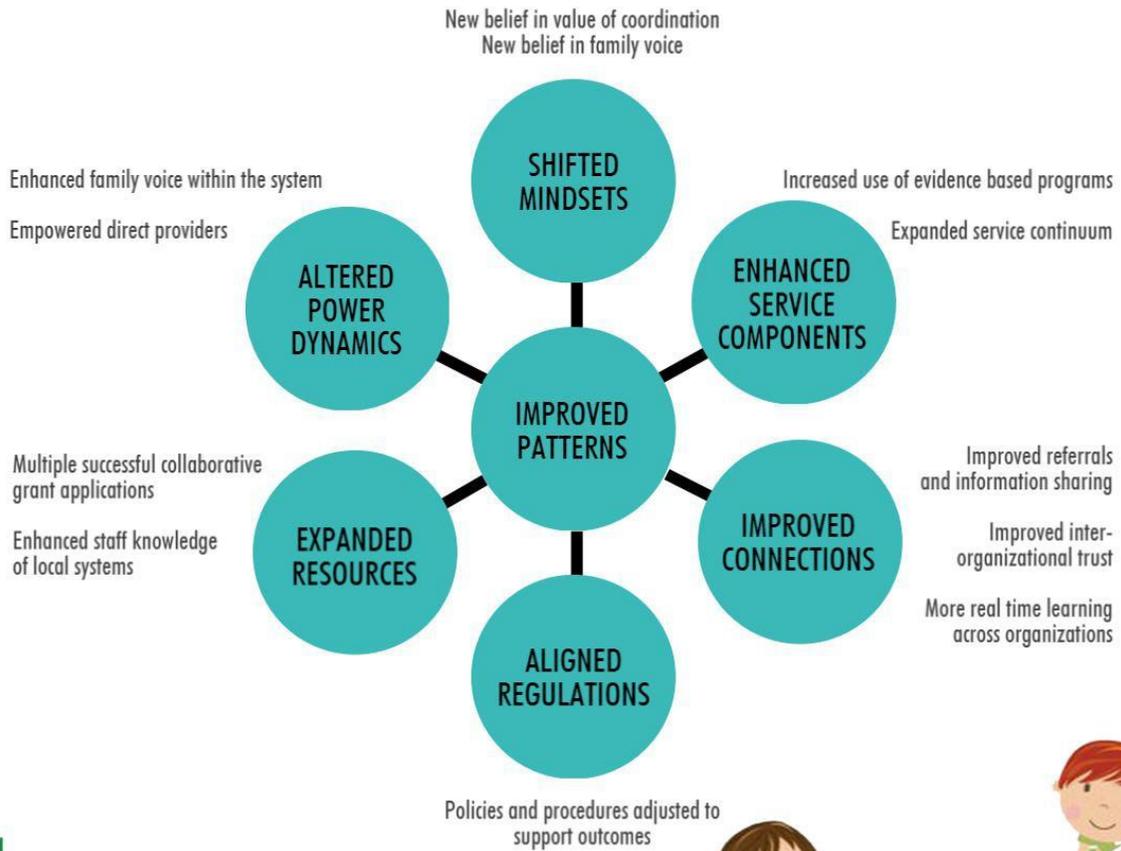
94% of parent respondents WILL send their children to Preschool

89% of parents think children NEED to go to preschool to be ready for kindergarten

90% of parents had NO BARRIERS to preschool

44% believe that PARENTS are a child's most important teacher

GOALS



STRATEGIES

- A. Families will easily access Early Childhood Supports and Services
- B. Support services will focus on the family's needs and desires
- C. The early childhood community agencies will increase connections and collaborate to increase the number of families accessing the local supports
- D. Families and Early Education providers will work together to assure that children are prepared to succeed in school when they enter the kindergarten door
- E. All sectors of the community will have knowledge of prenatal supports available to our young women

Goals

Improved Patterns

1. Shifted Mindsets
 - New belief in value of coordination
 - New belief in family voice
2. Enhanced Service Components
 - Increased use of evidence based programs
 - Expanded service continuum
3. Improved Connections
 - Improved referrals and information sharing
 - Improved inter-organizational trust
 - More real time learning across organizations
4. Aligned Regulations
 - Policies and procedures adjusted to support outcomes
5. Expanded Resources
 - Multiple successful collaborative grant applications
 - Enhanced staff knowledge of local systems
6. Altered Power Dynamics
 - Enhanced family voice within the system
 - Empowered direct providers

Strategies

- A. Families will easily access Early Childhood Supports and Services
- B. Support services will focus on the family's needs and desires
- C. The early childhood community agencies will increase connections and collaborate to increase the number of families accessing the local supports
- D. Families and Early Education providers will work together to assure that children are prepared to succeed in school when they enter the kindergarten door
- E. All sectors of the community will have knowledge of prenatal supports available to our young children
- F. Ensure the coordination and expansion of the local early childhood infrastructure and programs to allow every child in the community to be developmentally ready to succeed in school at the time of school entry
- G. Support local families with the five Protective Factors as listed in Strengthening Families Framework

Appendix A: Early Warning Confirmed

[Early Warning Confirmed Executive Summary by Anne E. Casey Foundation](#)



early
warning
confirmed



A RESEARCH UPDATE ON THIRD-GRADE READING



Executive Summary

In May 2010, the Annie E. Casey Foundation published a KIDS COUNT special report, *Early Warning: Why Reading by the End of Third Grade Matters*, to launch the national Campaign for Grade-Level Reading. Early Warning summarized the research basis for focusing on grade-level reading proficiency as an essential step toward increasing the number of children who succeed academically, graduate from high school on time and do well in life and the workforce. In 2013, we revisited the issues and arguments raised in that report to see whether newer research continues to support the Campaign's assumptions and whether other findings have emerged that refine our understanding of what it will take to get more children, especially those from low-income families, reading at grade level by the end of third grade. Our report by Leila Fiester, *Early Warning Confirmed: A Research Update on Third-Grade Reading*, found that the newest research reaffirms *Early Warning's* premises and heightens the sense of urgency around third-grade reading proficiency.

Early-grade reading proficiency in the United States continues to be unacceptably low for students from low-income families and children of color. In 2011, 82 percent of fourth-graders from low-income families — and 84 percent of low-income students who attend high-poverty schools — failed to reach the “proficient”

level in reading on the National Assessment of Educational Progress (NAEP). Although the poverty/achievement gap narrowed in four states (Arizona, New Hampshire, New York and Pennsylvania), it widened in six states (Colorado, Maine, Oregon, Vermont, Washington and West Virginia) and the District of Columbia. The share of low-income black, Hispanic, and Native American students who scored below proficient on the NAEP reading test was very high (88, 86 and 87 percent, respectively) and much larger than the share of low-income white or Asian/Pacific Islander students (74 and 72 percent).

New research has helped quantify and reinforce the correlations that *Early Warning* drew between poverty, failure to read proficiently and failure to graduate from high school. Sociologist Donald Hernandez found that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. Black and Hispanic children who are not reading proficiently in third grade are twice as likely as similar white children not to graduate from high school (about 25 vs. 13 percent).

When we add poverty to the analysis, the findings are even more sobering. Hernandez found that the graduation failure rate for children who cannot read

proficiently and are poor for at least one year is 26 percent, or more than six times the rate for all proficient readers. Overall, 22 percent of children who have lived in poverty do not graduate from high school, a figure about three times greater than the rate for children with no family poverty experience.

Other researchers of the poverty/achievement connection have quantified the gap between children from low-income and wealthier families and tracked the gap's growth over time. An analysis of data from 19 nationally representative studies found that the gap between children of families from the lowest and highest quartiles of socioeconomic status is equal to roughly three to six years of learning on reading tests. The analysis further found that the academic achievement gap between children from high- and low-income families is nearly twice as large as the black-white achievement gap.

One way that poverty affects academic outcomes is by suppressing children's genetic potential for cognitive achievement, new research suggests. A study of 1,500 children found that, while children from wealthier families may not be genetically "smarter" than children from poorer families, they have more opportunities to reach their potential — and the differences in cognitive

development that stem from socioeconomic disparities begin to appear very early in a child's life.

"Place" has been confirmed as an important factor in the interaction among poverty, reading proficiency and academic achievement. In 2012, Donald Hernandez reported that "living in a high-poverty neighborhood exacerbates the effects of poor reading skills and family poverty." More than one-third of children who can't read, are poor and live in a poor neighborhood fail to finish high school. Even being a good reader cannot fully compensate for the risk that comes from living in a high-poverty neighborhood: 14 percent of good readers from high-poverty communities fail to graduate, compared to only 2 to 4 percent of good readers from affluent or middle-income neighborhoods.

Trends in the nation's demographic composition reinforce both the challenge, and the necessity, for children from low-income families and children of color to read proficiently so they can succeed in (and graduate from) school. KIDS COUNT data show that the number of children living in areas of concentrated poverty is growing, and the population of students taking the 2011 NAEP was poorer in 2011 than in previous assessment years. These trends are troublesome, given new findings that mass layoffs of working parents can cause children's NAEP scores to decrease.



Factors That Contribute To Third-Grade Reading Proficiency

- **School readiness** Research continues to show that fewer children from low-income families (less than half) are ready for school at kindergarten entry, compared to three-quarters of children from families with moderate or high incomes. For children from low-income families, preschool attendance is one of the strongest factors in school readiness; attending a high-quality early childhood program also predicts higher levels of achievement at age 11. A follow-up study of the Abecedarian Project found that by age 30, participants were four times more likely to obtain a college degree than nonparticipants. Entering school ready to learn can improve one's chances of reaching middle-class status by age 40. And a study of the Child-Parent Center program found a long-term return to society of \$8.24 for every dollar invested during the first four to six years of school, including prekindergarten.
- **School attendance** A report by Johns Hopkins University researchers suggested that the national rate of chronic absenteeism is 10 to 15 percent, meaning that 5 million to 7.5 million students miss at least 10 percent of their school days every year. The premise that schools fail to detect high levels of chronic absence because of data issues was confirmed by a study conducted jointly by the Child and Family Policy Center and Attendance Works. Other studies confirmed that chronic absence has a negative effect on students' academic performance and cognitive development, especially for children from low-income families, and several new reports and evaluations measured the quality and effectiveness of chronic absence interventions.
- **Summer learning** Studies of summer learning programs in several different contexts all confirmed that high-quality summer programs can disrupt learning loss. Research on children from low-income families also offered new evidence that having access to books can ameliorate the summer learning slide and significantly improve scores on state reading assessments; the largest effects were for the most economically disadvantaged children.
- **Family support** Research published right before *Early Warning* helped explain how environmental factors like hunger, housing insecurity, parental depression and abuse influence the epigenome (the human "operating system"), making it more likely that specific genes will or will not be expressed. Other new research draws a link between the stress of poverty, hormonal changes and impaired learning ability. However, new research reveals that even after the epigenome has been modified by extreme childhood stress, the damage may be reversed. Furthermore, positive social-emotional experiences for young children, along with supportive family and community environments, reduce the likelihood of negative modifications to the epigenome that might impair learning.
- **High-quality teaching in home, community and school settings** New research underscores the importance of enriched home learning environments and parent engagement in preparing children from low-income families to succeed in school. A five-year study of more than 1,850 children and their mothers found that children whose learning environments were of consistently low quality were much more likely to have language and literacy delays before kindergarten, while supportive home learning experiences could help close the school readiness gap. Classroom

and community strategies to improve children's literacy continue to draw attention, while the research base grows to support the "seamless continuum" of education that *Early Warning* called for. To name just a few: The Alliance for Early Success (formerly the Birth to Five Policy Alliance) published a policy framework tool that provides options for improving learning, health and family support for children from birth through age 8, with a priority on children from low-income families and other vulnerable populations; a U.S. Department of Education guide for educators recommended strategies to help students in kindergarten through third grade understand what they read; the American Federation of Teachers published a summary of strategies for improving the transition from child care, preschool and home settings to school; and a report by the Center for American Progress proposed reforms to boost the effectiveness and efficiency of public investments in early childhood education.

Conclusions

Three years after the publication of *Early Warning* and the start of the Campaign for Grade-Level Reading, a wealth of new research supports the GLR Campaign's goal and sense of urgency. It reaffirms the hypothesis that third-grade reading proficiency is crucial for continued academic success and to break the cycle of intergenerational poverty, and the key factors in addressing the problem. The knowledge base continues to grow. And with each new finding, we gain more insight, resources and confidence for the challenge of helping more children, especially those from low-income families, read at grade level by the end of third grade.

The full report, *Early Warning Confirmed: A Research Update on Third-Grade Reading* (with citations and more data), is available online at www.aecf.org.

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. For more information, visit www.aecf.org.

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Appendix B: System Scan Results

System Scan Results

Mega-Headlines	Headlines	Root Causes	Strategies
A. Some families have limited access to services and community resources.	Some families are not accessing community services that are available	Families are unaware of what they need and what to ask for	*Education and advertisement process in place *Create video loop to play
A. Some families have limited access to services and community resources.	Some organizations have regulations which result in family needs being unmet.	Info requirements differ from agency to agency.	*Require 211 updates regularly
A. Some families have limited access to services and community resources.	Some families are not accessing community services that are available.	No central dispatch for services	*Improve internet through Google filters/keywords *ISD take calls and on-line referral forms then distribute to appropriate agency
A. Some families have limited access to services and community resources.	Some families are not accessing community services that are available.	Family dynamic changes are difficult to track	
A. Some families have limited access to services and community resources.	Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access them	211 not utilized fully by providers and families	*Identify database manager *Initiate a central call center for parents seeking referrals
A. Some families have limited access to services and community resources	Some organizations have regulations that result in family needs being unmet.	Provider focus on forms rather than family	
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Agency supports are limited	
A. Some families have limited access to services and community resources	Individuals without affordable, reliable personal transportation are challenged by the large size of county, limited and costly public transportation services and conflicting personal schedules	Not sufficient sources of transportation	*Car pooling *Meet for brainstorming ideas *Collaborate w/agencies (Sanilac Transportation...)
A. Some families have limited access to services and community resources	Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access them	Families are unaware of what they need and what to ask for	*Initiate universal referral forms for DHHS, SCHD, CMH, etc. *Connections become service providers responsibility *Provide a community calendar on a website
A. Some families have limited access to services and community resources	Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access	Families and service providers are not aware of all supports available	*Initiate universal referral forms with client permission to share w/checked agencies

Mega-Headlines	Headlines	Root Causes	Strategies
	them		
A. Some families have limited access to services and community resources	Some organizations have regulations which result in family needs being unmet	Access requirement and criteria rules change and are not conveyed to all parties	
A. Some families have limited access to services and community resources	Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access them	Families are unaware of what they need and what to ask for	*Get the word out: Ads, flyers, use various media
A. Some families have limited access to services and community resources	Some agencies requirements are costly, cumbersome and limit access	Not sufficient sources of transportation	
A. Some families have limited access to services and community resources	Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access them	Some families are not aware of available resources	*Conduct community outreach *Provide family practitioners with info to disseminate
A. Some families have limited access to services and community resources	Individuals without affordable, reliable personal transportation are challenged by the large size of Sanilac, limited and costly public transportation services and conflicting personal schedules	Distance between towns, drive times are prohibitive	*Services need to be at different times (staggered times) throughout the county *STC representative at GSC
A. Some families have limited access to services and community resources	Individuals without affordable, reliable personal transportation are challenged by the large size of Sanilac, limited and costly public transportation services and conflicting personal schedules	Individuals lack affordable or reliable transportation	*Some services could be offered as online training or information for families to access around their schedules *Promote through social media
A. Some families have limited access to services and community resources	Some agencies requirements are costly, cumbersome and limit access	Cost prohibitive	*Provide reduced transportation fares to families in need *Ask agencies to coordinate appointment times
A. Some families have limited access to services and community resources	Some agencies requirements are costly, cumbersome and limit access	Bus and taxi fares are too expensive	*Provide reduced transportation fares to families in need
A. Some families have limited access to services and community resources	Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access them	Families need budgeting assistance	*Offer budgeting assistance to families
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Families are over scheduled and overworked	*Some services could be offered as online training or information for families to access around their schedules

Mega-Headlines	Headlines	Root Causes	Strategies
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Services are centralized	*Offer services in a variety of locations where masses reside
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Times of public transportation don't meet families scheduling needs	
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Evening transportation is limited and costly	*Some services could be offered as online training or information for families to access around their schedules
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Volunteer driving services are lacking	
A. Some families have limited access to services and community resources	Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access them	Service providers are not aware of all services	
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Not sufficient sources of transportation	*Additional home visiting program opportunities which overcome the long waitlists
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Times of public transportation don't meet families scheduling needs	
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Services are centralized	
A. Some families have limited access to services and community resources	The range of and amount of services are not meeting the needs of families	Programs for mild delays have long wait lists	*Increase funding to PAT
B. Some services are not responsive to family needs nor reflect family input	Some organizations/agencies are not adequately seeking family input	Planning happening without family input	*Create focus groups of families to design topics/ locations/times of material
B. Some services are not responsive to family needs nor reflect family input	Many agencies lack resources for gathering input from families	System is controlled by funding streams which limits utilization of family input	
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Personal communication skills lacking for both providers and parents	
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Provider goals don't align with families	
B. Some services are not responsive to family needs	Gathering input from families is inconsistent among agencies	Parent participation not valued sufficiently	

Mega-Headlines	Headlines	Root Causes	Strategies
nor reflect family input			
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Low pay rates and benefits lead to poor attitudes	
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Providers are often not adequately trained in public relations	
B. Some services are not responsive to family needs nor reflect family input	Some organizations/agencies are not adequately seeking family input	Provider goals don't align with families	
B. Some services are not responsive to family needs nor reflect family input	Some organizations/agencies are not adequately seeking family input	Service providers are not collecting ongoing parent input	*Increase provider knowledge of SF/Protective Factors benefits *Offer incentives for bringing parents to GSC
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Agencies are understaffed and overworked	
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Lack of a personal connection between providers and family members	*EC Community invest in Strengthening Families trainings *Use SF materials and language at all EC gatherings (Model)
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	High staff turnover	
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Lack of preparation time	
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Past negative experiences with providers	

Mega-Headlines	Headlines	Root Causes	Strategies
B. Some services are not responsive to family needs nor reflect family input	Some families are not provided family friendly or quality services due to past negative experiences with providers or provider's negative attitudes	Providers lack sensitivity or empathy	
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not communicating with each other about their programs and services	Communication among groups is not happening (Timing of events)	
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not communicating with each other about their programs and services	Access requirements and criteria rules change and are not conveyed to all parties	*Can agencies other than CMH arrange for free transport via bus through an inter-agency agreement?
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not coordinating services for families	Volunteers are not aware of opportunities to help families	*Reach out to retired community for volunteer services
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not coordinating services for families	No central dispatch for services	
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not communicating with each other about their programs and services	Unclear qualifications criteria	
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not coordinating services for families	Lack of positive promotion in several medias	
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not coordinating services for families	Focus on individuals rather than families	
C. There are barriers to collaboration between agencies and coordination of services	Some providers lack effective communication with families	Parent/Provider communications are low	
C. There are barriers to collaboration between agencies and coordination of services	Some providers lack effective communication with families	Stigmas prevent families from asking questions	
C. There are barriers to collaboration between agencies and coordination of services	Some providers lack effective communication with families	Provider focus on forms rather than family	
C. There are barriers to collaboration between agencies and coordination of services	Some providers lack effective communication with families	Parent/Provider communications need strengthening	
C. There are barriers to	Relationships and connections	Disconnect between agencies	

Mega-Headlines	Headlines	Root Causes	Strategies
collaboration between agencies and coordination of services	between some agencies are not effective		
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not communicating with each other about their programs and services	211 not fully informed	
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not coordinating services for families	HIPPA restrictions don't allow for sharing of information	
C. There are barriers to collaboration between agencies and coordination of services	Some providers lack effective communication with families	Lack of a personal connection between providers and family members	
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not communicating with each other about their programs and services	Service providers are not aware of all services	*Improve 211 service *Grow membership of GSC
C. There are barriers to collaboration between agencies and coordination of services	Some providers are not communicating with each other about their programs and services	Agencies are not sharing information	*Create a "cheat sheet" contact in each agency that providers and administrators can direct questions to
C. There are barriers to collaboration between agencies and coordination of services	Relationships and connections between some agencies are not effective	Events and info sharing between agencies occurs during school hours prohibiting teachers from attending and gaining information	*Hold a resource symposium at times that allow teachers and providers to attend
C. There are barriers to collaboration between agencies and coordination of services	Some service providers are not communicating with each other about their programs and services	Service providers are not aware of all services	*Hold quarterly Lunch & Learn for front line/educators/childcare providers * Use technology
C. There are barriers to collaboration between agencies and coordination of services	Some service providers are not communicating with each other about their programs and services	Agencies are not sharing information	
C. There are barriers to collaboration between agencies and coordination of services	Some service providers are not communicating with each other about their programs and services	Families and service providers don't know about all the supports available	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some parents and educators do not have consistent expectations and standards of kindergarten readiness	Staff needs training on developmentally appropriate expectations of children and families	
D. There is a lack of coordination between families and early	Most preschool and kindergarten teachers are not coordinating for kindergarten	Teachers have providers name and contact info but are not aware of service offered and	

Mega-Headlines	Headlines	Root Causes	Strategies
education providers in ensuring children are ready to succeed in kindergarten	transitions	qualifiers	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some parents and educators do not have consistent expectations and standards of kindergarten readiness	Teachers don't have sufficient time and knowledge to connect families with all services available	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Most preschool and kindergarten teachers are not coordinating for kindergarten transitions	Some families are not engaged in preparing their children for school	*Provide educational opportunities and materials for families detailing K-readiness skills *Distribute through Real Estate agency/Social media/Doctors/Dentists/Libraries/Post Offices/SCHD/Banks/ City Admin bldgs.
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Most preschool and kindergarten teachers are not coordinating for kindergarten transitions	Not all childcare providers are trained on how to support kindergarten readiness	*Include tuition assistance for PD for Private childcare providers *Boost ads on Facebook
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Most preschool and kindergarten teachers are not coordinating for kindergarten transitions	Personal communication skills lacking for both providers and parents	*Enhance current PD with communication skills training
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some families do not have the resources to identify delays and fully engage in preparing children for school success	Busy work and family schedules prohibit some families from participating in readiness	*Encourage families to become a network and support one another
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some families do not have the resources to identify delays and fully engage in preparing children for school success	Stigmas prevent parents from asking questions	
D. There is a lack of coordination between families and early	Some parents and educators do not have consistent expectations and standards of	Lack of communication between agencies, schools, families, and community	

Mega-Headlines	Headlines	Root Causes	Strategies
education providers in ensuring children are ready to succeed in kindergarten	kindergarten readiness	members	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some parents and educators do not have consistent expectations and standards of kindergarten readiness	No one has been designated to compile the written info to distribute	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some parents and educators do not have consistent expectations and standards of kindergarten readiness	Written expectations and standards are not provided to system participants (parents, schools, agencies)	*GSC have printed materials distributed by preschools, daycares, doctors, libraries, GSC newsletter, Kindergarten Round-up
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some parents and educators do not have consistent expectations and standards of kindergarten readiness	Unclear qualification criteria	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some parents and educators do not have consistent expectations and standards of kindergarten readiness	Parents are receiving inaccurate and/or incomplete information	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some families do not have the resources to identify delays and fully engage in preparing children for school success	Delays are undetected by family members	*Create commercials for radio/Facebook –video *Offer developmental info at car seat checks, at dentist and doctor offices, health dept., libraries, DHHS *Use a catchy mascot
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some families do not have the resources to identify delays and fully engage in preparing children for school success	Many delays go undetected by parents without knowledge of what is developmentally appropriate for their child	*Create transition packets *Increase playgroup numbers *Get developmental wheels out to parents *Increase social media through apps *Offer links to websites via Facebook
D. There is a lack of coordination between families and early education providers in	Some families do not have the resources to identify delays and fully engage in preparing children for school success	Support programs are designed and targeted for children with extreme delays	

Mega-Headlines	Headlines	Root Causes	Strategies
ensuring children are ready to succeed in kindergarten			
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some families do not have the resources to identify delays and fully engage in preparing children for school success	Not all childcare providers have been trained on how to identify delays	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some families do not have the resources to identify delays and fully engage in preparing children for school success	Cost prohibitive	
D. There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten	Some parents and educators do not have consistent expectations and standards of kindergarten readiness	Staff needs training on developmentally appropriate expectations of children and families	*Increase family and staff training options on what is developmentally appropriate per age group

Appendix C: Mega-Headlines & Headlines

Mega-Headline A: Some families have limited access to services and community resources.

Resources

Headline A-1: Individuals without affordable, reliable personal transportation are challenged by the large size of Sanilac County, limited and costly public transportation services, and conflicting personal schedules.

Regulations

Headline A-2: Some agencies' requirements are costly, cumbersome and limit access.

Program Components

Headline A-3: Some families are not accessing community services that are available.

Resources

Headline A-4: Some families in Sanilac County are experiencing under employment and a lack of opportunity to access living wage and full-time jobs.

Resources

Headline A-5: Some individuals lack resources including knowledge and/or awareness of services provided within their community and how to access them.

Resources

Headline A-6: Some individuals living situations especially those in domestic abuse and drug use have led to difficulty accessing services leading to greater need of community supports.

Mindsets

Headline A-7: Some people/families are afraid to access community resources due to feeling that there is a stigma.

Regulations

Headline A-8: Some organizations have regulations (mental, dental, vision, medical, and education) that result in family needs being unmet.

Program Components

Headline A-9: The range of and amount of services are not meeting the needs of families.

Program Components

Headline A-10: Some programs do not have times or locations that are convenient for families.

Mega-Headline B: Some services are not responsive to family needs or reflect family input.

Mindsets

Headline B-1: Some families are not provided family friendly or quality services due to past negative experiences with provider or provider's negative attitudes.

Power

Headline B-2: Many agencies lack resources for gathering input for families.

Power

Headline B-3: Some families do not participate in opportunities to provide input.

Power

Headline B-4: Some organizations are not adequately seeking family input.

Power

Headline B-5: Gathering input from families is inconsistent among agencies.

Mega-Headline C: There are barriers to collaboration between agencies and coordination of services.

Connections

Headline C-1: Relationships and connections between some agencies are not effective.

Connections

Headline C-2: Some providers are not communicating with each other about their programs and services.

Connections

Headline C-3: Some providers are not coordinating services for families.

Resources

Headline C-4: Some providers lack effective communication with families.

Mega-Headline D: There is a lack of coordination between families and early education providers in ensuring children are ready to succeed in kindergarten.

Mindsets

Headline D-1: Some parents and educators do not have consistent expectations and standards of kindergarten readiness.

Connections

Headline D-2: Most preschool and kindergarten teachers are not coordinating for kindergarten transitions.

Resources

Headline D-3: Some families do not have the resources to identify delays and fully engage in getting children ready for school.

Mega-Headline E: There is a lack of knowledge of prenatal services throughout the community.

Connections

Headline E-1: The connections between pregnant teens and local prenatal supports are minimal.

Connections

Headline E-2: Local Health professionals and School Counselors are not aware of available prenatal supports.

Resources

Headline E-3: There are not any birthing hospitals in Sanilac County which creates a disconnect between pregnant mothers and local supports.

Appendix D: Strategic Plan Key

Strategic Plan Key

PC – Parent Coalition

GSC – Great Start Collaborative

GS2QRC – Great Start to Quality Resource Center

SRAC – School Readiness Advisory Committee

SF – Strengthening Families

PF – Protective Factors

GSD – Great Start Director

GS-MC – Great Start Membership Committee

L & L – Lunch and Learn event

EC – Early Childhood

CoS – Continuum of Services document

CBO – Community Based Organization (Childcare/preschool providers)

ECS – Early Childhood Specialist

ECC – Early Childhood Contact

LCC – Licensed Childcare Provider

PSSP – Great Start Preschool Scholarship Program

OB – Obstetric Doctor

LICC – Local Interagency Coordinating Council

