

Goal A-1 (Agency language & jargon)

Early Childhood Action Agenda – Great Start Livingston Collaborative

<p>Targeting the following early childhood outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children are born healthy. <input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. 	<p>Addresses the following early childhood components:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pediatric and Family Health <input type="checkbox"/> Social and Emotional Health <input type="checkbox"/> Parenting Leadership <input type="checkbox"/> Child Care and Early Learning <input checked="" type="checkbox"/> Family Support
<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</p> <ul style="list-style-type: none"> • In Livingston County utilization of supports have remained relatively constant from 2010-2014, despite increasing poverty. • Inadequate prenatal care rates are better than the state, but equal to or higher than peer counties. • In the 2016 family survey, the top two sources of information for information about their child’s development were doctors and teachers/school staff. • In a survey of 133 families, 15% reported recent experiences where they needed services or supports for their child but were unable to get them. • Of the parents not getting services, reasons that parents reported not being able to access services included: <ul style="list-style-type: none"> ○ We were not eligible for services (45%) ○ I did not know where to get the services or supports (35%) ○ The cost was too high (25%) ○ I did not get a response about the service in time (25%) ○ There was a waiting list (20%) 	
<p>Goal A: Children and families have access to high quality early childhood services.</p>	
<p>Objective A-1: A family friendly enrollment, eligibility and program process is in place for families to access and navigate.</p>	
<p>Strategy 1: Embed family-friendly practices and language in community partners & agencies.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Agency language and jargon is difficult for families to understand (CONNECTION)
<p>Performance Measures (outcomes of strategy 1):</p> <ul style="list-style-type: none"> ➤ Partners and agencies are utilizing family-friendly practices and languages in their application process, making it easier for families to navigate and enroll. 	

Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Utilizing 4 completed Communication Tip Sheets, develop plan to continue to share and distribute with community partners. Possible avenues - Constant Contact, email, Facebook, etc.	Pediatric & Family Health Committee, GSL - Collaborative, Coordinator & Support Staff	September 2020	Staff Time GSL Meetings Collaborative Meetings Printed Materials	Suggestions distributed through: email, social media, community trainings, Facebook
2. Explore idea of streamlining tip sheets (i.e. Infographic; 4 pages into 2 pages)	Pediatric & Family Health Committee, GSL - Collaborative, Coordinator & Support Staff	March 2020	Staff Time GSL Meetings Printed Materials	Decision determined if infographic or streamlined version of tip sheets it needed
3. Determine the need for Family Engagement Tip Sheet. a. Complete Fast Five Survey & Send to community partners.	Pediatric & Family Health Committee, GSL - Collaborative, Coordinator & Support Staff	March 2020	Staff Time GSL Meetings	Need for Family Engagement Tip Sheet is determined
4. Determine possibility of partnering with Human Services Collaborative Body to provide another Core Competency Training for local partners, agencies and/or organizations in FY21. a. Explore possibility of partnering with another agency to offer training.	Pediatric & Family Health Committee, Parent & Family Committee, GSL - Collaborative, Coordinator & Support Staff	September 2020	Staff Time Materials	If need is determined, training is scheduled
5. Determine steps to integrate Tip Sheets into Best Practices with our community partners and/or agencies. I.e. staff meetings, trainings, professional development, etc. a. Determine best way to gather feedback	Pediatric & Family Health Committee, Parent & Family Committee, GSL - Collaborative, Coordinator	September 2020	Staff Time Printed Material	<ul style="list-style-type: none"> • Evaluation is created • Evaluations are completed by partners • Feedback provided to GSL

Goal A-2 (Eligibility Criteria)

Early Childhood Action Agenda – Great Start Livingston Collaborative

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<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s):</p> <ul style="list-style-type: none"> • 16% or 292 – 3-year-olds between 100% - 200% FPL • 26% or 475 – 3-year-olds living in ALICE (Asset Limited, Income Constrained, Employed) family households • 62 children on the Head Start Wait list, 12 income eligible and 50 over income <p>In a 2016 survey of 133 families...</p> <ul style="list-style-type: none"> • 15% reported recent experiences where they needed services or supports for their child but were unable to get them. • 8% of families reported that their childcare needs were not being met. • When asked “What are the TOP 3 ISSUES impacting children that you feel our community should focus on?”, 28% reported meeting basic needs of children and 22% indicated access to affordable childcare. • 19% of families indicated that they would not be able to afford to send their child to preschool. • Of the parents not getting services, reasons that parents reported not being able to access services included: <ul style="list-style-type: none"> ○ We were not eligible for services (45%) ○ I did not know where to get the services or supports (35%) ○ The cost was too high (25%) ○ I did not get a response about the service in time (25%) ○ There was a waiting list (20%) 		
<p>Goal A: Children and families have access to high quality early childhood services.</p>		
<p>Objective A-2: Resources and supports are in place to address gaps in the 0-8 service continuum.</p>		
<p>Strategy 1: Expand and leverage formal sources of support and services for children ages 0-8 to address the gaps.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Some eligibility requirements only serve children of a certain age. (i.e. Early On, Head Start) (REGULATION/COMPONENT) 	<p>Performance Measures (outcomes of strategy 1):</p> <ul style="list-style-type: none"> ➤ There are more services and supports available for children and families.

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. Create survey and send to community partners to identify Social-Emotional Health supports and services that are available to children ages 0-8 and their families. (Social-Emotional Health is the first key area selected to research service gaps)</p> <ul style="list-style-type: none"> Identify & invite key stakeholders. See Goal B-1 	GSL – Pediatric & Family Health Committee, GSL Staff	October 2019	Staff Time Committee Time Annual Survey Subscription	<p>Survey created & sent to Community Partners</p> <p>Key stakeholders are invited to be part of committee</p>
<p>2. Gather detailed program information on the selected Social-Emotional supports and services.</p> <ol style="list-style-type: none"> Are programs evidence-based? Are these programs reaching the families they are designed to? What is the eligibility range? What is the impact of existing programs/services? 	GSL – Pediatric & Family Health Committee, GSL Staff	January 2020	Staff Time Committee Time	<p>Detailed program information is gathered</p> <p>Next steps determined</p>
<p>3. Create Fast Five survey for parents regarding what service gaps they see or have encountered.</p>	GSL – Pediatric & Family Health Committee, Parent & Family Committee, GSL Staff	January 2020	Staff Time Committee Time	Survey sent to parents
<p>4. Determine usable/friendly format to assemble information and share with providers.</p>	GSL – Pediatric & Family Health Committee, Steering, Collaborative, Coordinator	February 2020	Staff Time Committee Time	Format identified & utilized
<p>5. Research & identify service gaps based on information found in activity 2 & 3.</p>	GSL – Parent & Family Committee, Early Childhood Committee, Pediatric & Family Health Committee, GSL - Collaborative, Steering, Coordinator, Support Staff	August 2020	Staff Time Committee Time	Service gaps identified

Strategy 2: Promote current and/or implement new practices which enable non-eligible families to participate in alternative programs. (Informal sources of support and services for children ages 0-8 to address the gaps. Preference for evidence-based practices.)	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> Eligibility requirements create a gap between income and ability to pay. (COMPONENT/REGULATION) 		Performance Measures (outcomes of strategy 2): <ul style="list-style-type: none"> Practices are in place to enable more children (%) access to programs and/or services. 	
Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Identify current practices for non-income eligible families. (Ask reps at CMH, Head Start, DHHS Child Care Subsidy, <ol style="list-style-type: none"> Create partner and/or program list to ask. Create standard questions to ask partners at committee and partner meetings. (i.e. HSCB) 	GSL – Collaborative, Pediatric & Family Health Committee, Early Childhood Committee, Parent & Family Committee, GSL Coordinator, HSCB	March 2020	Staff Time GSL Meeting Time	Local current practices identified & documented
2. Work with agencies to develop new practices around referring to alternative services. <ol style="list-style-type: none"> Coordinate with Head Start to offer Livingston Promise Preschool Scholarships to children on the Head Start Over-Income Wait List Coordinate with community partners to participate in Livingston County Baby Fair and Annual Family Fun Literacy Event to share services, educational resources and supports with new parents and families. 	Livingston Promise, Head Start, CAP Council, GSL – Coordinator, Parent Liaison, Support Staff, Head Start/GSRP Director, Head Start Staff, Livingston County Early Literacy Collaborative	March 2020	Staff Time Funds – Scholarships	<ol style="list-style-type: none"> # Preschool Scholarships offered per year Baby Shower & Literacy Event held # of community providers # of participants

<p>3. Continue to host playgroups</p> <ul style="list-style-type: none"> a. Locations and schedule are determined along with parent volunteers to attend b. Recruit parent leaders to help plan and facilitate c. Develop partnerships with other community playgroups including community partners (i.e. Early On) d. Use a variety of recommended, research-based tools. i.e. Ready Rosie, Talking is Teaching, Heads In Hearts In, ASQ activities, etc. 	<p>Parents, Great Start Parent Coalition, Parent & Family Committee, GSL – Parent Liaisons, GSL partners</p>	<ul style="list-style-type: none"> a. December 2019 b. November 2019 c-d. December 2019 on ongoing 	<p>Volunteer Time Staff Time</p>	<ul style="list-style-type: none"> a. Locations are determined b. Parents are recruited c. Partnerships developed d. Research-based tools are utilized at playgroups
<p>4. Review Book Bin Project</p> <ul style="list-style-type: none"> a. Discuss with Parent Coalition if we want to continue this project (where are current locations) b. Partner with Talking is Teaching bookshelf campaign c. If yes, what does that look like; what are the next steps 	<p>Parents, Great Start Parent Coalition; GSL – Parent Liaisons, LESA – Assistant Superintendent of Early Literacy</p>	<ul style="list-style-type: none"> a. December 2019 b. March 2020 	<p>Staff Time Volunteer Time</p>	<ul style="list-style-type: none"> a. Decision made regarding Book Bins b. Next steps determined
<p>5. Support work to implement Talking is Teaching</p> <ul style="list-style-type: none"> a. Determine sectors/groups to target b. Support and implement parent trainings <ul style="list-style-type: none"> i. 3 session workshops c. Share Talking is Teaching message with families 	<p>Livingston Educational Service Agency Assistant Superintendent of Early Literacy, GSL – Coordinator, Parent Liaisons</p>	<p>September 2020</p>	<p>Staff Time GSL Member Time</p>	<ul style="list-style-type: none"> a. Trusted Messenger groups determined b. Parent workshops planned and held # participants c. Message shared # and locations
<p>6. Find and share ways to share on-line supports, workshops and/or resources with families</p>	<p>GSL – Pediatric & Family Health Committee, Early Childhood Committee, Collaborative, Parent Coalition</p>	<p>September 2020</p>	<p>Staff Time GSL Member Time</p>	<p>Plan in place to share on-line resources</p>

Strategy 3: Pursue evidence-based home visiting opportunities through local resources as well as state and federal funds.	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> There are not enough Home Visiting opportunities to serve children ages pre-natal to age 5. (COMPONENT) 		Performance Measures (outcomes of strategy 2): <ul style="list-style-type: none"> ➤ Additional home visiting opportunities are available for targeted children and families. 	
Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Continue to pursue funding through the Michigan Home Visiting Initiative Partnership to expand Healthy Families of America in Livingston County.	GSL Coordinator, LACASA/Healthy Families	November 2019	Funds - State of Michigan (32p and 32p4) Staff Time	Application & necessary information completed & submitted.
2. Continue efforts to maintain/increase availability of current evidence-based home visiting programs.	GSL Coordinator, LACASA/Healthy Families, Head Start/GSRP Director, MIHP Coordinator	Ongoing	Staff Time 32p Program Funds 32p(4) Home Visitation Grant	Program slots are available
3. Develop partnership with new Maternal Infant Health Program (through U-M) that is now in Livingston County.	GSL Coordinator, LACASA/Healthy Families, U-M MIHP Coordinator	June 2020		Referral plan developed
4. Increase participant pool by partnering with community partners throughout the county, such as WIC, schools, churches, etc. (Especially in the Fowlerville area)	GSL – Collaborative, Coordinator LACASA/Healthy Families, Fowlerville Schools Administrators, Fowlerville community leaders, Early On, Head Start/GSRP Director, courts, DHHS	September 2020	Staff Time Community Partner Engagement	Met with community partners including Fowlerville community partners & Fowlerville Schools Administrators Increased enrolled families in home visiting services, tracking Fowlerville enrollment

Possible Future Years:

- Research potential central intake process for home visiting.
- Identify agencies interested in revising practices to include alternative services.

Goal A-3 (Info-referral)

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<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</p> <ul style="list-style-type: none"> • In Livingston County utilization of supports have remained relatively constant from 2010-2014. • Poverty has decreased, however ALICE (Asset Limited, Income Constrained, Employed) households have increased from 23% to 26% (2014 – 2017) • Inadequate prenatal care rates are better than the state, but equal to or higher than peer counties. • In the 2016 family survey, the top two sources of information for information about their child’s development were doctors and teachers/school staff. • In a survey of 133 families, 15% reported recent experiences where they needed services or supports for their child but were unable to get them. • Of the parents not getting services, reasons that parents reported not being able to access services included: <ul style="list-style-type: none"> ○ We were not eligible for services (45%) ○ I did not know where to get the services or supports (35%) ○ I did not get a response about the service in time (25%) • System Scan data showed that lack of adequate connections and resources were barriers to families accessing services (see root causes listed for each strategy). 	
<p>Goal A: Children and families have access to high quality early childhood services.</p>	
<p>Objective A-3: A family friendly info and referral system is in place for families and providers to access information about services and upcoming programs/events.</p>	
<p>Strategy 1: Coordinate and share existing information and resources with parents and providers.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • There is no centralized source of information. (COMPONENT) • Current system is time consuming to navigate • Information is overwhelming. (COMPONENT)
<p>Performance Measures:</p> <ul style="list-style-type: none"> ➤ Families and providers are able to easily access information regarding resources, programs and services available in the county. 	

Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Launch the new Great Start Livingston website. a. Finalize pages. b. Work with contractor for training and technical assistance.	Parent & Family Committee, Steering, GSL – Coordinator, Parent Liaisons, Support Staff	December 2019	Staff Time GSL Meetings Funds – Contract Web Designer	New GSL website created
2. Refine new Great Start Livingston website. a. Add additional content to pages. (i.e. K Page, Resources)	Parent & Family Committee, Steering, GSL – Coordinator, Parent Liaisons, Support Staff	August 2020		Additional pages completed
3. Promote GSL new website, Parent Resources (for new parents) & Strengthening Families websites to Livingston County families and providers.	Parent & Family Committee, GSL - Parent Liaison, Parent Coalition, Coordinator & Support Staff	September 2020	Staff Time Funds – Create/print promotional materials	Google Analytics –Site visits
4. Continue to edit and update new website, Livingston Parent Resources (for new parents), Strengthening Families & Great Start Livingston websites. a. Review data on Google Analytics to direct content and updates.	Parent & Family Committee, GSL - Parent Liaison, Parent Coalition, Coordinator & Support Staff	September 2020	Staff Time Committee Time Volunteer Time	Sites are updated once per year
5. Continue to share resources, supports and events with families through a variety of methods. (i.e. email, social media, events, face to face, etc.) a. Playdates, workshops, home visiting services, etc. b. Coordinate with Pediatric & Family Health Committee regarding Social-Emotional Health supports and services.	GSL – Coordinator, Parent Liaisons, Support Staff	September 2020	Staff Time Funds – printed materials	Resources, activities, events are shared with families weekly or as available
6. Partner with Department of Health and Human Services (DHHS) a. Prepare family friendly information about child care subsidy b. Share information with families	GSL – Coordinator, Parent Liaisons, DHHS	March 2020	Staff Time Funds – materials	Information prepared and shared with families

<p>7. Continue to reach new parents by distributing the New Parent Bag.</p> <ul style="list-style-type: none"> a. Determine if current distribution avenue is still the best way to distribute New Parent Bags b. Utilize community partner resources or other avenues of funding. c. Identify potential relationships with medical community to distribute New Parent Bags d. Determine best way to use gathered data. 	<p>Pediatric & Family Health Committee, Parent Liaison, Support Staff</p>	<p>September 2020</p>	<p>Medical Community Champions Funds – Items for bag</p>	<p># Bags distributed # Evaluations completed # New medical partnerships</p>
<p>8. Reconnect with 211 representative to discuss effectiveness and utilization.</p>	<p>Parent & Family Committee, GSL Collaborative, 2-1-1 Rep, Livingston County United Way</p>	<p>February 2020</p>	<p>Staff Time GSL Meetings 2-1-1 Engagement</p>	<p>Communicated with 211 Rep</p>

Goal B-1 (Combined PD across entire EC system)

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<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</p> <ul style="list-style-type: none"> • System Scan data showed that lack of adequate connections and resources were barriers to families accessing services (see root causes listed for each strategy). • Many perspectives reported challenges with communication and collaboration between cross sector providers. • In Livingston County utilization of supports have remained relatively constant from 2010-2014, despite increasing poverty. • Inadequate prenatal care rates are better than the state, but equal to or higher than peer counties. • In the 2016 family survey, the top two sources of information for information about their child’s development were doctors and teachers/school staff. • In a survey of 133 families, 15% reported recent experiences where they needed services or supports for their child but were unable to get them. • Of the parents not getting services, reasons that parents reported not being able to access services included: <ul style="list-style-type: none"> ○ We were not eligible for services (45%) ○ I did not know where to get the services or supports (35%) ○ I did not get a response about the service in time (25%) ○ There was a waiting list (20%) 		
<p>Goal B: Cross-sector services, supports and opportunities are coordinated and aligned to support school readiness.</p>		
<p>Objective B-1: A system is in place for regular communication between cross sector service providers at the local level.</p>		
<p>Strategy 1a: Align and integrate shared trainings, events and networking opportunities across the entire cross-sector service system (for early childhood efforts).</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Lack of combined professional development and sharing opportunities across the cross-sector service system (i.e. CMH, Home Visiting, etc.) (CONNECTION) 	<p>Performance Measures (outcomes of strategy 1):</p> <ul style="list-style-type: none"> ➤ More service providers from cross-sector organizations are regularly communicating and sharing in training and events.

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. Develop relationships between cross-sector providers (all community partners connected to early childhood efforts) while planning community events (i.e. Livingston County Baby Fair, Community Connect, Backpacks for Kids/Connect for Kids) to:</p> <ol style="list-style-type: none"> a. Develop & strengthen relationships between partners. b. Encourage networking with partners. c. Have a structured relationship building. 	<p>GSL Steering, Parent Liaison, Parent Coalition, Child Abuse Prevention (CAP), Community Partners</p>	<p>Ongoing</p>	<p>Staff Time Funds Donations by Community Partners</p>	<p># agencies who participate</p>
<p>2. Review community partner list.</p> <ol style="list-style-type: none"> a. Identify key stakeholders who we are missing b. Develop relationships with potential partners. 	<p>GSL Steering, Coordinator, Support Staff, Parent Liaisons</p>	<p>March 2020</p>	<p>Staff Time Committee Time Space</p>	<ul style="list-style-type: none"> • Partner list updated • Key stakeholders missing are identified
<p>3. Recruit new partners to Collaborative and Sub-Committees.</p> <ol style="list-style-type: none"> a. Send individual invites 	<p>GSL Steering, GSL Sub-Committee Members, Coordinator, Support Staff, Parent Liaisons</p>	<p>May 2020</p>		<p>Invites sent</p>
<p>4. Schedule & plan an annual Meet & Greet opportunity within one of the Collaborative Meetings.</p>	<p>GSL Steering, Coordinator, Staff, Parent Liaisons</p>	<p>May 2020</p>		<p>Plan for Meet & Greet is created.</p>
<p>5. Promote partner trainings and events to Livingston County partners and agencies (i.e. CAP Conference, Community Sharing for Healthy Caring, Strengthening Families)</p> <ol style="list-style-type: none"> a. Highlight evidence based practices. b. Develop & strengthen relationships between partners. c. Encourage networking with partners. d. Have a structured relationship building presentation or discussion. 	<p>GSL – Coordinator, Support Staff, Collaborative, Parent Liaison</p>	<p>Ongoing</p>	<p>Staff Time Email, Social Media Printed Materials</p>	<p>Trainings and activities promoted</p>

Strategy 1b: Align and integrate shared trainings, events and networking opportunities across the entire cross-sector service system (for parent education efforts).	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> • There is no centralized source of information (COMPONENT) • Some families lack information and knowledge of services to access them (RESOURCE) 		Performance Measures (outcomes of strategy 1): <ul style="list-style-type: none"> ➤ More service providers from cross-sector organizations are regularly providing and sharing parent education training and events. 	
Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Determine need for separate Parent Education page on website.	Parent & Family Committee	December 2019	Committee Time	Need determined
2. If needed, connect with community partners to identify parent education and/or leadership opportunities they can offer.	Parent & Family Committee, GSL Collaborative	September 2020	Committee Time Partner Time Staff Time	Parent education/leadership opportunities identified and shared

Potential Future Years

- Host a Strengthening Family training for cross-sector service providers
- Networking Group (Standing Meeting)
- Expand networking boundaries to new groups using ‘brown bag’ lunches. i.e. medical community, service clubs, ministerial, courts
 - Highlight developmental milestones.
 - Recognize community partners.
- Create Fact Sheet (showing how everyone fits goals)
- Plan one of the following to increase communication and networking opportunities for professionals in the 0-8 cross sector service system.
 - Appreciation Event
 - Quarterly/Annual luncheon/breakfast
 - Provider Café
 - Networking Group (Standing Meeting)
 - Host a training that would be relevant for both parents & professionals

NOTE: Barrier to cross-sharing – different cross-sector providers have various educational and professional levels.

Goal B-2 (Communication between K-12 & ECP)

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% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): System scan data showed the following: <ul style="list-style-type: none"> • Many perspectives reported challenges with transitions between early childhood programs and Pre-K to K. • Many challenges get in the way of Pre-K and K teachers collaborating. • Some teachers lack resources or supports to adequately prepare children. • In 2019 Parent & Family Survey, 158 parents (42.7%) indicated Kindergarten Readiness as the biggest concern or need regarding children. 					
Goal B: Cross-sector services, supports and opportunities are coordinated and aligned to support school readiness.					
Objective B-2: The early childhood and K-12 systems are aligned to support successful transitions to kindergarten.					
Strategy 1: Adopt policies and practices to support communication between early childhood providers and K-12 providers.		Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> • Lack of combined professional development and network opportunities between Pre-K and Kindergarten (CONNECTION) 		Performance Measures (outcomes of strategy 1): <ul style="list-style-type: none"> ➤ Processes and policies are in place to promote a smooth transition from pre-school to Kindergarten. 	
Activities (small wins promoting the strategy and addresses root causes)		Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Identify key Early Childhood and Kindergarten representatives and invite to be part of the committee. <ul style="list-style-type: none"> a. Invite to specific meeting/as needed 		Early Childhood Committee	February 2020	Staff Time Knowledge of release and sub policies and options	Additional Early Childhood and Kindergarten representatives are invited.

<p>2. Convene an annual Kindergarten Summit to connect early childhood and K-12 providers to provide education and collaboration about school readiness.</p> <ul style="list-style-type: none"> a. Determine topic & agenda b. Structured networking c. Professional development d. Review data 	<p>Early Childhood Committee, GSL Coordinator, LESA - Early Childhood Executive Director</p>	<p>February 2020</p>	<p>Staff Time Printed Materials Presenter Funds – Lunch, Presenter</p>	<p>Kindergarten Summit held with attendance by early childhood providers and K-12 representatives.</p>
<p>3. Review Transition Form</p> <ul style="list-style-type: none"> a. Continue to evaluate b. Review options to create a fillable PDF Form (assistance from LESA or outside contractor) c. Other items as needed 	<p>Early Childhood Committee, GSL – Coordinator, Support Staff, LESA – Head Start/GSRP Director</p>	<p>February 2020</p>	<p>Staff Time</p>	<p>Transition Form is reviewed and edited</p>
<p>4. Encourage early childhood providers to complete Transition Form for incoming schools and Kindergarten teachers to assist with a successful transition to Kindergarten</p> <ul style="list-style-type: none"> a. Transition Forms in Kindergarten Roundup packets for parents b. Encourage EC providers to include during conferences c. Identify champion/lead contact in each district 	<p>Early Childhood Committee, GSL Coordinator, LESA – Head Start/GSRP Director, Child Connect for Family Success (CCFFS), Regional Resource Center (RRC)</p>	<p>May 2020</p>	<p>Staff Time Engagement - Early Childhood Directors, Curriculum Directors GS Regional Resource Center</p>	<p># Completed transition forms</p>
<p>5. Engage elementary school principals and kindergarten teachers by encouraging utilization of completed Transition Forms.</p> <ul style="list-style-type: none"> a. Discuss in Principal Meetings, K Summit, K Round Up b. Incorporate in District K Transition Plan 	<p>Early Childhood Committee, GSL Coordinator, LESA – Early Childhood Executive Director, Elementary Principals, District Curriculum Directors</p>	<p>May 2020</p>	<p>Staff Time Engagement – Elementary Principals, Curriculum Directors</p>	<p>Elementary Principals & Kindergarten Teachers are utilizing Transition Forms EC Director met with principals</p>

6. Partner with Child Connect to offer more coursework and professional development (preference for evidence-based) specific to Kindergarten Readiness.	Early Childhood Committee, CCFFS	September 2020	Staff Time Child Connect for Family Success	Kindergarten Readiness coursework offered to providers Professional Development aligned with School Readiness
7. Review Kindergarten Readiness Flyer with school district (K teachers, Curriculum Directors) and early childhood providers	Early Childhood Committee, Great Start Staff	November 2019	Staff Time	Kindergarten Flyer reviewed and next steps determined
Strategy 2: Implement a Community-Wide Kindergarten Transition Plan.	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> Different administrators have different goals and priorities (MINDSET) Lack of a consistent K Readiness Transition practice (REGULATION) 		Performance Measures (outcomes of strategy 2): <ul style="list-style-type: none"> Community-wide Kindergarten Transition Plan is in place to promote a smooth transition from pre-school to Kindergarten. 	
Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Continue working with pilot district (Fowlerville) to develop a community Kindergarten Transition Plan. <ul style="list-style-type: none"> On-line communication via Google Groups Invite additional community members to be part of team Annual meeting in February Additional support from Great Start Livingston as needed 	GSL – Coordinator, Support Staff, Fowlerville Community Transition Team, Early Childhood Committee	August 2020		
2. Identify next district to support the development of their Transition Team and Transition Plan <ul style="list-style-type: none"> Transition team members identified Develop timeline of meetings/trainings Share Kindergarten Transition Framework Gather needs of team 	Early Childhood Committee, GSL – Coordinator, Support Staff, Transition Teams in district	December 2019	Staff Time Printed Materials Committee Time	Team and next steps identified

<p>3. Support development of Community Kindergarten Transition Plan</p> <p>a. Include activities and timeline</p> <p>b. Determine resources needed</p>	<p>GSL staff, Early Childhood Committee, Transition Teams in district</p>	<p>April 2020</p>	<p>Staff and Committee Time</p>	<p>Transition Plan developed</p>
<p>4. Determine if we will continue Ready for Kindergarten Bags.</p> <p>a. Fowlerville only or include Pinckney also, but do not mail to children in Fowlerville.</p> <p>b. What items to include (incorporate parent feedback)</p> <p>c. Consider First Day of Kindergarten book being distributed with Talking is Teaching cards.</p>	<p>Early Childhood Committee, Transition Teams in district, GSL Coordinator and Staff</p>	<p>May 2020</p>	<p>Funds to purchase materials Staff time</p>	
<p>5. Continue to discuss and incorporate the results from 2019 Annual Parent Survey (knowledge parents would like to know before their child started Kindergarten).</p>	<p>Early Childhood Committee, Parent & Family Committee GSL staff</p>	<p>September 2020</p>	<p>Staff and Committee Time</p>	<p>Results reviewed Incorporate into our work</p>

Potential Future Years

- Skype visits between preschool classrooms and Kindergarten classrooms
- Field trips – Preschool students visit Kindergarten class with their teacher
- Invite Early Childhood Providers to Elementary Open Houses/activities and invite Principals & K Teachers into preschool classrooms
- Convene a K Readiness Forum/Education night for parents with K Teachers, Preschool Teachers, principals and/or district representatives
- Provide tablets for early childhood providers to borrow to complete K Transition Form
- Provide developmental activities (on hand outs) connected to school readiness. (i.e. Ingham displays outside preschool classroom)

Goal C (Family Input)

Early Childhood Action Agenda - Great Start Livingston Collaborative

<p>Targeting the following early childhood outcomes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Children are born healthy. <input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. 	<p>Addresses the following early childhood components:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pediatric and Family Health <input checked="" type="checkbox"/> Social and Emotional Health <input checked="" type="checkbox"/> Parenting Leadership <input type="checkbox"/> Child Care and Early Learning <input checked="" type="checkbox"/> Family Support 	
<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</p> <ul style="list-style-type: none"> • System Scan data showed (see root causes listed for each strategy)... <ul style="list-style-type: none"> ○ Many families felt their input was listened to and others felt that the amount of input varied and could be improved. ○ Many perspectives reported challenges with have time and practices to consistently and effectively gather family input. ○ Core parents who participated in Strengthening Families Assessment in FY18 reported: <ul style="list-style-type: none"> ▪ Need for more consistent organization in the orientation process ▪ Need to continue to build their parent leadership skills and determine their appropriate role as a parent leader • In 2019 Parent & Family Survey of 384 families – What are your biggest concerns and/or needs regarding children ages Birth to 8? <ul style="list-style-type: none"> ○ 44.3% – Finding Low Cost/Free Family Activities ○ 42.7% – Kindergarten Readiness ○ 32.7% – Social/Emotional Expectations ○ 31.9% – CPR Training ○ 28.4% – Child Development/Milestone Information ○ 25.9% – Parenting Education 		
<p>Goal C: Services, supports and opportunities are responsive to evolving needs of children and families.</p>		
<p>Objective C-1: Increase the amount of input from families regarding decisions about their child and services.</p>		
<p>Strategy 1: Parents assist in the growth and recruitment of Great Start Livingston parents.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Programs don't require family input (POWER) • Lack of consistent organization to provide Great Start Livingston orientation for incoming parents (COMPONENTS) 	<p>Performance Measures (outcomes of strategy 1):</p> <ul style="list-style-type: none"> ➤ Consistent recruitment and orientation process for incoming parents is defined and implemented.

Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Recruit additional parents for Great Start Parent Coalition <i>(Based on Strengthening Families goal)</i> <ol style="list-style-type: none"> a. Determine where and who to recruit b. Revise Parent Recruitment card & utilize c. Refine and continue to implement the Parent Coalition Orientation Process <ol style="list-style-type: none"> i. Incorporate parent mentors ii. Follow up process 	Parents, Great Start Parent Coalition, Parent & Family Committee, GSL – Parent Liaisons, Coordinator, Support Staff	September 2020	Staff Time	Parents are recruited and invited Attendance is tracked and used for follow-up Card is printed & shared through the GSPC Orientation is refined
2. Recruit additional parents for Great Start Livingston committees (Pediatric & Family Health, Parent & Family, Early Childhood & Community Partners). <ol style="list-style-type: none"> a. Review and update as needed information document for committee members and parents 	Parents, GSL – Parent Liaisons, Parent Coalition, Coordinator, Support Staff	December 2019 (document reviewed/updated) September 2020	Staff Time	Document is reviewed & updated Parents are invited to participate in committees

Potential Future Years:

- Marketing campaign for parent involvement – ‘Parents Rock’

<p>Strategy 2: Empower parents to provide input.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> Families lack confidence providing input. (MINDSET) Parents have not had opportunity to develop leadership skills (RESOURCE) 		<p>Performance Measures (outcomes of strategy 3):</p> <ul style="list-style-type: none"> ➤ More parents engage in the work of Great Start Livingston. 	
<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>1. Encourage parent participation in Parent Leadership and Educational trainings (i.e. PAM, Challenge for Children Conference, Community Sharing for Healthy Caring, Early Childhood Support Network, Strengthening Families and other trainings, etc.) <i>(Based on Strengthening Families goal)</i></p> <ol style="list-style-type: none"> Explore other leadership training opportunities through state and local organizations. Mentor parents/build relationship prior to training. Prepare parents for what to expect at trainings. Give parents plenty of advance notice. Follow up with parents for summary of what they learned. Ask to provide written summary or present at Collaborative Meeting. Identify other parents as possible back-ups to plan for unexpected cancellation. 	<p>Parents, Parent & Family Committee, GSL – Parent Liaisons, Parent Coalition, Coordinator</p>	<p>September 2020</p>	<p>Available trainings Staff Time Funds – Training cost, Parent honorarium, Mileage Parent participation</p>	<p># Parents who attend Parent Leadership training</p> <p>Parents take a more active role in GSC Committees and GSPC</p>
<p>2. Empower parent members to support families <i>(Based on Strengthening Families goal)</i></p> <ol style="list-style-type: none"> Encourage and support parent as leaders Provide opportunities for parents to grow and contribute 	<p>Parents, GSL – Parent Liaisons, Parent Coalition, Coordinator, Support Staff</p>	<p>September 2020</p>	<p>Time – Staff and Parents</p>	<p>Parent leaders supported</p> <p>Parents find their role in the GSL work</p>

Strategy 3: Services are designed to gather & use family input.	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> • Programs don't require family input (POWER) • Some early childhood providers don't know how to get family input (RESOURCE) 		Performance Measures (outcomes of strategy 1): <ul style="list-style-type: none"> ➤ More partners and cross-sector service agencies are gathering and utilizing parent input. 	
Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Encourage community partners to incorporate practices with their staff during meetings, trainings and professional development. (<i>Refer to Goal A – Agency Language & Jargon</i>) <ul style="list-style-type: none"> a. Develop follow up evaluation to gather feedback b. Provide feedback to GSL c. Discuss next steps 	Pediatric & Family Health Committee, Parent & Family Committee, GSL – Collaborative Coordinator	September 2020	Staff Time Printed Materials	Evaluation is created Evaluation completed by partners Feedback provided to GSL
2. Explore need for parent focus group or outside engagement with parents regarding: <ul style="list-style-type: none"> a. Next steps about results about parents denying services. b. Prepare response for parents/providers and share 	Parent & Family Committee, GSL Steering, Parent Liaisons, Parent Coalition, Coordinator & Support Staff	September 2020	Parent Volunteers Funds - Parent Honorariums, Dinner & Facilitator Staff Time	Need for a focus group is determined Response prepared and shared with parents and providers
3. If held, share results of focus group with GSL Community Partners <ul style="list-style-type: none"> a. Review and determine next steps 	GSL Community Partners	September 2019	Staff Time Committee Time	Results shared Next steps determined

Potential Future Years:

- (POWER) Encourage/train providers to engage parents and give them suggestions on how to do this.
- Based on information received at Parent Focus Group:
 - PD for professionals and providers (both early childhood & cross-sector service)
 - Train Parent Coaches/gather testimonials
- Look into video/webinars where parents can provide input (Go to Meeting) or pre-recorded options

<p>Strategy 4: Great Start Livingston will create a consistent, feasible process to gather family input regarding overall needs/concerns via a variety of surveys.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Programs don't require family input (POWER) • Some early childhood providers don't know how to get family input (RESOURCE) 		<p>Performance Measures (outcomes of strategy 2):</p> <ul style="list-style-type: none"> ➤ Parent Voice will direct the work of Great Start Livingston. 	
<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>1. Parents will create and distribute annual Parent Survey to parents across various demographics through social media, community events, partners, email.</p> <ol style="list-style-type: none"> Parent Coalition review Optional standard survey on GSL website Create survey summary Share statement with families about survey results 	<p>Parent & Family Committee, GSL – Parent Liaisons, Parent Coalition, Coordinator, Support Staff</p>	<p>February 2020</p>	<p>Staff Time GSL Meeting Time Printed Surveys Engagement - Parents & Partner Agencies</p>	<p>Survey created & distributed</p> <ul style="list-style-type: none"> • # surveys completed
<p>2. Parents and other committee members will review results of Annual Parent Survey and determine next steps.</p>	<p>Parent & Family Committee, GSL – Parent Coalition, Parent Liaisons, Coordinator, Support Staff</p>	<p>August 2020</p>	<p>Staff Time GSL Meeting Time Resources as needed</p>	<p>Results reviewed and next steps determined</p>
<p>3. Send 'Fast 5" surveys as needed consisting of short surveys of no more than 5 questions to families of young children to gather instant data on a specific topic.</p> <ol style="list-style-type: none"> As a follow-up to after Collaborative or Parent Coalition meeting In preparation to program design Send survey via social media, email and/or natural touches 	<p>Parent & Family Committee, GSL – Parent Liaisons, Parent Coalition, Coordinator, Support Staff, Community Partners</p>	<p>Ongoing/As-Needed</p>	<p>Staff Time GSL Meeting Time Parent Engagement Survey Gizmo</p>	<p>Surveys created # Surveys Sent # Responses received</p>

<p>Strategy 5: Based on parent feedback, Great Start Livingston will partner with other agencies to offer parent trainings to Livingston County parents.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Programs don't require family input. (POWER) • Some families lack information and knowledge of services to access them. • Not all community members across various sectors have a shared understanding of early childhood experiences as part of kindergarten readiness. 		<p>Performance Measures (outcomes of strategy 4):</p> <ul style="list-style-type: none"> ➤ Parent trainings are offered and evaluations are completed by parents and summarized by staff. 	
<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>1. Partner with MSU Extension to offer Parent Education classes</p> <p> a. Dinner & Childcare</p> <p>2. Determine the need and resources for additional trainings throughout the fiscal year</p> <p> a. CPR, Talking is Teaching, other MSU Extension parent education classes.</p>	<p>Parent & Family Committee, GSL – Parent Liaisons, Parent Coalition, Coordinator, Support Staff, MSU Extension staff</p>	<p>October 2019</p> <p>September 2020</p>	<p>Staff Time Printed Materials Funds - Child Care, dinner, books Engagement - Parents & Partner Agencies</p>	<ul style="list-style-type: none"> • Parent training is held. • # of parents attending training. <p>Need for additional trainings is determined</p>

Goal D (Quality Guidelines)

Early Childhood Action Agenda - Great Start Livingston Collaborative

<p>Targeting the following early childhood outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children are born healthy. <input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. 	<p>Addresses the following early childhood components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pediatric and Family Health <input checked="" type="checkbox"/> Social and Emotional Health <input type="checkbox"/> Parenting Leadership <input checked="" type="checkbox"/> Child Care and Early Learning <input type="checkbox"/> Family Support 	
<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</p> <ul style="list-style-type: none"> • The percent of children with all parents in the workforce increased 68.4% to 69.4% from 2012 to 2016. • Many providers do not participate in the Quality STAR Rating system. There are 44 of 123 providers participating for a rate of 36%. Only 7 group homes (58%), 13 family homes (32%), and 24 licensed centers (34%) participate in the rating system. • Of the 123 childcare and preschool settings, 36% participate in the five star rating system. Of those participating; 4.5% are five star rated, 27% are four star rated, 55% are three star rated, 11% are 2 start rated and 2% one star rated. • In a 2016 survey of 133 families... <ul style="list-style-type: none"> ○ 8% of families reported that their childcare needs were not being met. ○ When asked “What are the TOP 3 ISSUES impacting children that you feel our community should focus on?” 22% indicated access to affordable childcare. ○ 19% of families indicated that they would not be able to afford to send their child to preschool. • As of July 2018 for MiRegistry <ul style="list-style-type: none"> ○ 264 Training events scheduled for month of August ○ 405 Approved trainers in MiRegistry ○ 9,238 individuals created MiRegistry accounts in 2018 		
<p>Goal D: Quality early childhood experiences increase school readiness.</p>		
<p>Objective D-1: Early childhood programs meet quality guidelines.</p>		
<p>Strategy 1: Offer professional development and networking opportunities throughout the year for local early childhood providers.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Early childhood/preschool providers lack resources to make quality changes. (RESOURCE) 	<p>Performance Measures:</p> <ul style="list-style-type: none"> ➤ Early childhood providers are attending trainings and implementing quality practices.

	<ul style="list-style-type: none"> Professional development is not offered at convenient times (COMPONENT) Many childcare providers are not engaged in quality programs such as Start Rating System (COMPONENT) or training (RESOURCE) 			
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. Trainings are listed on the Michigan Registry, Great Start to Quality, and Child Connect websites and market directly to providers via mail, email and social media.</p> <p>a. Review results from Kindergarten Observation Survey (KOS), MKEO, Parent Survey and Provider Survey.</p> <p>b. Topics are connected to results from the Kindergarten Observation Survey (KOS), MKEO, Parent Survey and Provider Survey. (i.e. Social & Emotional Health, Child Care & Early Learning)</p> <p>c. Promote network meetings at trainings.</p>	Great Start to Quality Resource Center, Child Connect for Family Success	Ongoing	Staff Time Funds – Postage & Printed Materials	Increased provider awareness of trainings offered & increased attendance
<p>2. A network of local early childhood and preschool directors meet on a regular basis to share information and resources related to program quality improvement.</p>	Child Connect for Family Success, Preschool/Early Childcare Directors	Monthly: Oct. 2018 – September 2019	Staff Time Printed Materials	Network meets at least 9 times annually.
<p>3. Offer CDA training for early childhood providers</p> <p>a. Training provided by Community Partner – Child Connect for Family Success</p>	Child Connect for Family Success, GSL Coordinator	June 2019	Staff Time Funding (Livingston County United Way, Kellogg Foundation, etc.) - Materials	25 Students complete CDA program

Potential Future Years

- Conduct an annual tour (offered to all providers) of a local high quality early childhood program

<p>Strategy 2: Encourage more licensed child care providers to engage in the Quality Rating System.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Lack of knowledge of Great Start to Quality System (RESOURCE) • Providers feel there is no incentive to entering the Quality Rating System (MINDSET) 		<p>Performance Measures:</p> <ul style="list-style-type: none"> ➤ More Livingston County licensed child care providers are participating in the Quality Rating System. 	
<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>1. Increase parent knowledge about the Great Start to Quality rating system and the importance of quality.</p> <ul style="list-style-type: none"> a. Share information in person at events (i.e. Community Connect), at Parent Coalition meetings, via email and social media) b. Partner with home visitors (Health Families, and Early On) to provide parents with information about GS2Q 	<p>GSL – Parent Liaisons, Parent Coalition, Great Start to Quality Resource Center, Healthy Families Home Visitors, Early On</p>	<p>September 2020</p>	<p>Staff Time Promotional Materials Access to Parents</p>	<p>Information is shared with parents at various community events (CAP Kids Fair, Community Connect, Backpacks for Kids)</p>
<p>2. Meet with providers to discuss and promote the benefits of high quality standards.</p> <ul style="list-style-type: none"> a. Identify providers to target (i.e. capacity, child care subsidy.) <ul style="list-style-type: none"> i. Individual meetings ii. Group meetings iii. GS2Q follow-up 	<p>Great Start to Quality Resource Center, GSL Coordinator</p>	<p>September 2020</p>	<p>Staff Time</p>	<p># providers met with to discuss quality standards</p> <p>Increased provider connection to Great Start to Quality</p> <p>Increased provider participation in Great Start to Quality</p>

Goal D: Increase access to high quality early care and education services and supports – State Mandated
 (Quality early childhood experiences increase school readiness – Great Start Livingston)

- Objectives:**
1. Review and make recommendations regarding the components of the Great Start Readiness Program.
 2. Increase families’ knowledge, understanding, and utilization of child care subsidy, and high quality child care 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.

<p>Strategy 1: 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.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • STATE MANDATED 	<p>Performance Measures:</p> <ul style="list-style-type: none"> ➤ Use of joint recruitment and enrollment by families increases. ➤ Enhancements are made to GSRP based on input.
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<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>School Readiness Advisory Committee</p> <ol style="list-style-type: none"> 1. Recruit parents, providers and community members who represent the diversity of the area and programs and services, to ensure equal representation and engagement. 	<p>Early Childhood Committee/School Readiness Advisory Committee</p>	<p>December 2019 and September 2020</p>	<p>Staff Time</p>	<p>School Readiness Advisory Committee</p> <ul style="list-style-type: none"> • Represents diversity of area, programs & services
<ol style="list-style-type: none"> 2. Engage families, child care 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 outside of traditional hours (summer, weekends, 2nd 3rd shift, inclement weather days, illness, before/after school, etc.) for all children. 	<p>Early Childhood Committee/School Readiness Advisory Committee</p>	<p>September 2020</p>	<p>Staff Time</p>	<p>Families will be brought together to discuss, information will be collected and shared with Early Childhood Committee and Steering Committee to determine next steps.</p>

<p>Strategy 2 a: Refer to Goal A, Objective A-3, Strategy 1, Activities 6 Coordinate and share existing information and resources with parents and providers.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • STATE MANDATED • There is no centralized source of information (COMPONENT) • Information is overwhelming (COMPONENT) 		<p>Performance Measures:</p> <ul style="list-style-type: none"> ➤ Increase family knowledge and understanding of child care subsidy. 	
<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>1. Partner with Department of Health and Human Services (DHHS) a. Prepare family friendly information about child care subsidy b. Share information with families</p>	<p>Early Childhood Committee, GSL – Coordinator, Parent Liaisons, DHHS</p>	<p>March 2020</p>	<p>Staff Time Funds – materials</p>	<p>Information prepared and shared with families</p>
<p>Strategy 2 b: Refer to Goal D, Objective D-1, Strategy 2, Activity 1 Encourage more licensed child care providers to engage in the Quality Rating System.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • STATE MANDATED • Lack of knowledge of Great Start to Quality System (RESOURCE) • Providers feel there is no incentive to entering the Quality Rating System (MINDSET) 		<p>Performance Measures:</p> <ul style="list-style-type: none"> ➤ Increased family utilization of GreatStarttoQuality.org to search for child care 	
<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>1. Increase parent knowledge about the Great Start to Quality rating system and the importance of quality. a. Share information in person at events (i.e. Community Connect), at Parent Coalition meetings, via email and social media) b. Partner with home visitors (Health Families, and Early On) to provide parents with information about GS2Q</p>	<p>Early Childhood Committee, GSL – Parent Liaisons, Parent Coalition, Great Start to Quality Resource Center, Healthy Families Home Visitors, Early On</p>	<p>Ongoing</p>	<p>Staff Time Promotional Materials Access to Parents</p>	<p>Information is shared with parents at various community events (CAP Kids Fair, Community Connect, Backpacks for Kids)</p>

<p>Strategy 3: Refer to Goal D, Objective D-1, Strategy 2, Activity 2 Encourage more licensed child care providers to engage in the Quality Rating System.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • STATE MANDATED • Lack of knowledge of Great Start to Quality System (RESOURCE) • Providers feel there is no incentive to entering the Quality Rating System (MINDSET) 		<p>Performance Measures:</p> <ul style="list-style-type: none"> ➤ Increased provider connection to Great Start to Quality ➤ Increased provider participation in Great Start to Quality 	
<p>Activities (small wins promoting the strategy and addresses root causes)</p>	<p>Persons or Groups Responsible</p>	<p>Target Dates</p>	<p>Resources Needed</p>	<p>Progress Measures (outputs of activities):</p>
<p>1. Meet with providers to discuss and promote the benefits of high quality standards.</p> <p style="margin-left: 20px;">a. Identify providers to target (i.e. capacity, child care subsidy.)</p> <p style="margin-left: 40px;">i. Individual meetings</p> <p style="margin-left: 40px;">ii. Group meetings</p> <p style="margin-left: 40px;">iii. GS2Q follow-up</p>	<p>Great Start to Quality Resource Center, Early Childhood Committee, GSL Coordinator</p>	<p>Ongoing</p>	<p>Staff Time</p>	<p># providers met with to discuss quality standards</p> <p>Increased provider connection to Great Start to Quality</p> <p>Increased provider participation in Great Start to Quality</p>

NOTE; New Language in School Readiness Advisory Committee: Required goals in Work Plan

Goal E (Lack of a clear definition)

Early Childhood Action Agenda - Great Start Livingston Collaborative

<p>Targeting the following early childhood outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children are born healthy. <input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. 	<p>Addresses the following early childhood components:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pediatric and Family Health <input checked="" type="checkbox"/> Social and Emotional Health <input type="checkbox"/> Parenting Leadership <input checked="" type="checkbox"/> Child Care and Early Learning <input type="checkbox"/> Family Support
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% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): In a 2016 survey of 133 families...

- When asked “What are the TOP 3 ISSUES impacting children that you feel our community should focus on?”
 - 41% indicated the social emotional health of children
 - 25% indicated educating parents on child development
 - 23% indicated preparing children for kindergarten
- 19% of families indicated that they would not be able to afford to send their child to preschool.
- 16% of families indicated that they don’t know what to look for to know if their child is on track to go to kindergarten.
- 74% of families indicated that children need to go to preschool to be ready for school
- The top two sources of information for information about their child’s development were doctors and teachers/school staff.
- On the Kindergarten Observation Survey in Livingston County, the % of children proficient has increased from 2013-2017. There is still room for improvement: 15.0% of children rank proficient in all 15 areas; 52% rank proficient in at least 12 areas (80% or more of the areas proficient); 79.97% of children rank proficient overall (score 80% or higher in overall score.)

Goal E: There is community support of quality early learning experiences impacting school readiness.

Objective E-1: Community partners have a shared understanding of the importance of school readiness.

<p>Strategy 1: Promote/share the common school readiness message.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Lack of a clear definition of school readiness/no standardized set of Kindergarten Readiness Criteria (REGULATION – <i>policy of practice</i>) 	<p>Performance Measures (outcomes of strategy 1):</p> <ul style="list-style-type: none"> ➤ Community members understand and support the importance of quality early learning experiences/early education and how it relates to school readiness.
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Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Based on a shared school readiness message; <ol style="list-style-type: none"> Align definitions and message with school expectations (i.e. following Head Start framework, work sampling and TS Gold) Incorporate message with school readiness materials (Great Start Livingston and community partners) Include with Kindergarten Transition Framework 	Early Childhood Committee, Elementary Principals, Curriculum Directors, EC Directors, Kindergarten Transition Team, GSL – Coordinator & Parent Liaisons	September 2020	Staff Time	School Readiness message is incorporated into school readiness materials and information.
2. Research need for a marketing plan for the school readiness message to parents, providers and businesses across the early childhood cross-sector system <ol style="list-style-type: none"> Research possibility of elementary school videos or picture books Create social media posts based on domain 	Early Childhood Committee, Kindergarten Transition Team, GSL Team	March 2020	Time – Staff & Committee Funds – Marketing Consultant	Need is determined and next steps are developed.

● **Potential Future Years:**

- Go-Pro in day in the life of a kindergarten child or other video opportunities
- Elementary Principal/Kindergarten Teacher Home Visit prior to start of school

Objective E-2: Community members have a shared understanding of how developmental milestones impact school readiness.				
Strategy 2: Increase knowledge of developmental milestones and delays utilizing evidence-based resources.		Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> ● Some community members do not understand how early childhood education supports developmental milestones and success later in life. (RESOURCE) 		Performance Measures (outcomes of strategy 2): <ul style="list-style-type: none"> ➤ More community members (parents and cross-sector early childhood service agencies) understand the importance of developmental milestones.
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. Distribute developmental milestone & Early On information to parents via e-mail, newsletter and social media and select locations throughout the county (242 Church, libraries, etc.)</p>	<p>Pediatric & Family Health Committee, Early On, GSL – Parent Liaisons, Coordinator, Support Staff</p>	<p>Quarterly:</p> <ul style="list-style-type: none"> • December 2019 • March 2020 • June 2020 • September 2020 	<p>Staff Time Printed Material</p>	<p>Information shared via e-mail, social media and newsletter</p>
<p>2. Share developmental milestone information and Early On contact information with local cross-sector service agencies.</p> <ol style="list-style-type: none"> a. Align with Strengthening Families framework. 	<p>Pediatric & Family Health Committee, WIC, Healthy Families, Early On, CMH, DHHS, GSL – Collaborative, Coordinator, Parent Liaisons, Support Staff</p>	<p>Quarterly:</p> <ul style="list-style-type: none"> • December 2019 • March 2020 • June 2020 • September 2020 	<p>Staff Time Materials GSL Meetings</p>	<p>Information shared - via e-mail, social media, meetings and newsletter</p>
<p>3. Continue to implement ASQ Screener.</p> <ol style="list-style-type: none"> a. Promote Online option b. Develop plan to work with Community partners 	<p>Pediatric & Family Health Committee, GSL – Parent Liaison, Coordinator</p>	<p>Quarterly:</p> <ul style="list-style-type: none"> • December 2019 • March 2020 • June 2020 • September 2020 	<p>Time – Staff & Committee</p>	<p>Parents are utilizing online ASQ Screener</p>
<p>4. Follow up with parents after completion of ASQ Screener</p> <ol style="list-style-type: none"> a. Review materials and resources b. Share appropriate referrals c. Share Developmental milestone resources d. Connect to Parent Coalition 	<p>Pediatric & Family Health Committee, GSL – Parent Liaison, Coordinator</p>	<p>Quarterly:</p> <ul style="list-style-type: none"> • December 2019 • March 2020 • June 2020 • September 2020 	<p>Time – Staff & Committee Materials</p>	<p>Materials and resources are reviewed</p> <p>Parents receive appropriate follow-up based on their child’s ASQ results</p>
<p>5. Review aggregate ASQ data</p> <ol style="list-style-type: none"> a. Set up regular data report schedule b. Identify trends and needs c. Share with committees and/or Collaborative d. Determine next steps 	<p>Pediatric & Family Health Committee, GSL – Parent Liaison, Coordinator</p>	<p>Quarterly:</p> <ul style="list-style-type: none"> • December 2019 • March 2020 • June 2020 • September 2020 	<p>Time – Staff & Committee</p>	<p>Report schedule determined</p> <p>Data gathered and reviewed</p> <p>Next steps determined</p>