

Instructions Due: September 15, 2021

IM-02-66 Rev. 7/21

**AUTHORITY: State School Aid Act, Sec. 32p** 

**COMPLETION: Voluntary.** 

(Consideration for funding will not be possible if

form is not filed.)

Michigan Department of Education
Office of Great Start
P.O. Box 30008
Lansing, Michigan 48909

Direct questions regarding this form to: Rachel Pritchard (517) 241-4766 or 517-275-1982 pritchardr@michigan.gov

Development and implementation of an application, with concomitant resources budgeted to fulfill the goals and objectives are required. Through the submission of the application in NexSys, the ISD as the entity with fiduciary responsibility for the Section 32p Grants (which includes both the GSC/GSPC as well as any designated early childhood/family programming and where applicable Home Visiting Funds), confirms that the work plan has been reviewed and the activities are supported and approved by the Great Start Collaborative.

## **APPLICATION INSTRUCTIONS:**

- -At least one goal under each outcome is required.
- -At least two parent led strategies are required and cannot be under the same outcome.
- -Incorporate the goals and strategies from the Strengthening Families Assessment throughout the plan.
- -Each goal should not only service the early childhood outcome, but also the components of the early childhood system.
- -Convene workgroups to achieve the early childhood outcomes while addressing the components of the early childhood system, including the required school readiness advisory committee.
- -Provide all required information under each outcome as outlined.

## Outcomes 2 and 3:

- -Complete the additional items under the required goals. Including selecting the appropriate strategies under outcome 2.
- -Other goals under each outcome may be selected, but are not necessary.

## PLAN PREPARATION AND UPLOADS

Once the Application and Work Plan is completed, submit in the approved manner, and upload it as an attachment into NexSys with the completed Budget information. Also attach the most recently approved and revised Action Agenda(s).

## **REVIEW PROCESS**

All plans will be reviewed by staff of MDE/OGS, and when necessary, its contractors. Incomplete plans or plans failing to meet specifications will not be reviewed or considered for funding. Only those plans meeting all identified criteria and not exceeding the total amount of funds available will be recommended for funding to the State Superintendent. All funding will be subject to approval by the State Superintendent. All ISDs that submit a plan will be notified of the State Superintendent's action and have the right to appeal.

**Staff Page:** 

| GSC Staff:                                  | FTE for<br>GSC/PC<br>work only: | Split funded position | If yes, list other funding sources:      | If yes, list other ISD/organization roles outside of Director/PL | Email:               | Phone number: |
|---|---------------------------------|-----------------------|--|--|----------------------|---------------|
| GSC Director/Coordinator:<br>Bridget Osborn | .83                             | ⊠ Yes □ No            | .1 32P Early<br>Childhood<br>Programming | PAT Supervisor   | bosborn@huronisd.org | 989.269.3485  |
|   |                                 |                       | .16 GSRP                                 | GSRP ECC   |                      |               |
| GSC Director/Coordinator:                   |                                 | ☐ Yes ☐ No            |  |  |                      |               |
| Parent Liaison:<br>Jessica Volmering        |                                 | ☐ Yes ⊠ No            |  |  |                      |               |
| Parent Liaison:                             |                                 | ☐ Yes ☐ No            |  |  |                      |               |
| Parent Liaison:                             |                                 | ☐ Yes ☐ No            |  |  |                      |               |
| Parent Liaison:                             |                                 | ☐ Yes ☐ No            |  |  |                      |               |

| ISD Lead Staff/ECAN Member: | Title:            | Email:               |
|-----------------------------|-------------------|----------------------|
| Bridget Osborn              | Great Start/Early | bosborn@huronisd.org |
|                             | Childhood         |                      |
|                             | Coordinator       |                      |

| This Goal, Objective(s) and Strategy(ies) targets the following early childhood outcome(s):    Children are born healthy.   Children are healthy, thriving, and developmentally on track from birth to third grade.   Children are perpared 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.   Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are developmentally ready to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are developmentally ready to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are developmentally ready to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are developmentally ready to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Children are prepared to succeed in fourth grade and beyond by reading proficiently by the medical insurance is also lower at 53.3% in thur no county compared to 16.2% of the state. The % of children, 0-18, with the region and more that the state rate of 18.3.4%. The neather and success should be state to the state trate of 18.3.4%. The neather and success should be state to the state trate of 18.3.4%. The state are sets of 19.4.5.7. In this data may be an influe |  |  |   |   |  |  |  |
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| 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.   Ramily Supports and Basic Needs   Paramit Education   Par    | □ Children are born healthy.   |  |   | □ Physical Health   |  |  |  |
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| Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.   Parent Education   Early Education and Care   | ☐ Children are developmentally ready to succeed in school at time of school entry.   |  |   | ☐ Family Supports and Basic Needs   |  |  |  |
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| Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R    Description of the parent Led Strategy   |  |  |   |   |  |  |  |
| Alignment with PDG B-5 Activities: Activity 1: PDG Needs Assessment Activity 2: PDG Strategic Plan Activity 3: Parental Knowledge, Choice, and Engagement Activity 4: Sharing Best Practice Activity 5: Improving Overall Quality Activity 6: Integrated Data for Program Use and Evaluation  Activities (small wins to carry out the strategy)  Persons or Groups Responsible  Monitor online form responses from expectant parents.  Workgroup Members  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback, and workgroup members  Time  Review online form and update as needed.  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback and workgroup members  Activity 2: PDG Strategic Plan Activity 3: Parental Knowledge, Choice, and Engagement  Activity 4: Sharing Best Practice Activity 5: Improving Overall Quality Activity 6: Integrated Data for Program Use and Evaluation  Target Dates  Resources Needed  Progress Measures (outputs of activities):  Time  Respond within 14 work hours to 95% of responses.  Review form and feedback at least 2x during the year, make recommended changes by Oct   |  | e expectant parents are con  | nected to service   | es and supports.  |  |  |  |
| Alignment with PDG B-5 Activities: Activity 1: PDG Needs Assessment Activity 2: PDG Strategic Plan Activity 3: Parental Knowledge, Choice, and Engagement Activity 4: Sharing Best Practice Activity 5: Improving Overall Quality Activity 6: Integrated Data for Program Use and Evaluation  Activities (small wins to carry out the strategy)  Persons or Groups Responsible  Monitor online form responses from expectant parents.  Workgroup Members  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback, and workgroup members  Time  Review online form and update as needed.  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback and workgroup members  Activity 2: PDG Strategic Plan Activity 3: Parental Knowledge, Choice, and Engagement  Activity 4: Sharing Best Practice Activity 5: Improving Overall Quality Activity 6: Integrated Data for Program Use and Evaluation  Target Dates  Resources Needed  Progress Measures (outputs of activities):  Time  Respond within 14 work hours to 95% of responses.  Review form and feedback at least 2x during the year, make recommended changes by Oct   | Maintain our prenatal central intake system to ensure Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information,  | Prioritized root causes rela<br>objective and addressed b<br>Huron County has limited of<br>intake systems for prenata<br>all expectant parents know   | ated to the<br>by this strategy:<br>options for central<br>Il moms and not  | Performance Measure  al We will respond to 100 system requests for he   | 0% of the online central intake  |  |  |
| Activity 4: Sharing Best Practice Activity 5: Improving Overall Quality Activity 6: Integrated Data for Program Use and Evaluation  Activities (small wins to carry out the strategy)  Persons or Groups Responsible  Monitor online form responses from expectant parents.  Review online form and update as needed.  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback, and workgroup members  Activity 6: Integrated Data for Program Use and Evaluation  Resources Needed  Progress Measures (outputs of activities):  Respond within 14 work hours to 95% of responses.  Review form and feedback at least 2x during the year, make recommended changes by Oct  | Maintain our prenatal central intake system to ensure Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  | Prioritized root causes rela<br>objective and addressed b<br>Huron County has limited of<br>intake systems for prenata<br>all expectant parents know<br>help.  | ated to the by this strategy: options for central moms and not where to go for  | Performance Measure  al We will respond to 100 system requests for he   | 0% of the online central intake<br>elp.  |  |  |
| Activities (small wins to carry out the strategy)  Persons or Groups Responsible  Monitor online form responses from expectant parents.  Review online form and update as needed.  GSC feedback, expectant parent feedback, and workgroup members  Persons or Groups Response Factorities (small wins to carry out the strategy)  Target Dates Resources Needed Progress Measures (outputs of activities):  Respond within 14 work hours to 95% of responses.  Feb 2022 and Sept 2022  Time Review form and feedback at least 2x during the year, make recommended changes by Oct  | Maintain our prenatal central intake system to ensure Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  | Prioritized root causes rela<br>objective and addressed b<br>Huron County has limited of<br>intake systems for prenata<br>all expectant parents know<br>help.  | ated to the by this strategy: options for central moms and not where to go for  | Performance Measure  al We will respond to 100 system requests for he   | 0% of the online central intake<br>elp.  |  |  |
| Responsibleactivities):Monitor online form responses from expectant parents.Workgroup MembersThrough Sept 2022Time Respond within 14 work hours to 95% of responses.Review online form and update as needed.GSC feedback, expectant parent feedback, and workgroup membersFeb 2022 and Sept 2022Time Review form and feedback at least 2x during the year, make recommended changes by Oct   | Maintain our prenatal central intake system to ensure Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  ☐ Parent Led Strategy  ☐ Strategy came from Strengthening Families Assessment   | Prioritized root causes rela<br>objective and addressed b<br>Huron County has limited of<br>intake systems for prenata<br>all expectant parents know<br>help.  System Characteristic(s) Address  | ated to the by this strategy: coptions for central moms and not where to go for sed  Mindsets   | Performance Measure  We will respond to 100 system requests for he  Components  Connections   | 0% of the online central intake elp.  ☐ Regulations ☑ Resources ☐ Power  |  |  |
| parents.  Review online form and update as needed.  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback, expectant parent feedback, expectant parent feedback, and workgroup members  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback, expectant parent feedback, and workgroup members  | Maintain our prenatal central intake system to ensure  Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG   | Prioritized root causes related objective and addressed be Huron County has limited of intake systems for prenatal all expectant parents known help.  System Characteristic(s) Addresses Needs Assessment    Activity  | ated to the by this strategy: options for central moms and not where to go for sed  Mindsets    2: PDG Strategic P  | Performance Measure  We will respond to 100 system requests for he  Components Connections  Ian Activity 3: Parental Kn   | 0% of the online central intake elp.  □ Regulations ☑ Resources □ Power elowledge, Choice, and Engagement  |  |  |
| Review online form and update as needed.  GSC feedback, expectant parent feedback, and workgroup members  GSC feedback, expectant parent feedback, and workgroup members  Feb 2022 and Sept 2022  Time  Review form and feedback at least 2x during the year, make recommended changes by Oct  | Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improving  | Prioritized root causes rela objective and addressed b Huron County has limited of intake systems for prenata all expectant parents known help.  System Characteristic(s) Address Needs Assessment  Activity and Overall Quality  Activity 6:  Persons or Groups   | ated to the by this strategy: options for central moms and not where to go for sed  Mindsets    2: PDG Strategic P : Integrated Data for  | Performance Measure  We will respond to 100 system requests for he  Components Connections  Ian Activity 3: Parental Kn or Program Use and Evaluation                         | 0% of the online central intake elp.  □ Regulations ☑ Resources □ Power  nowledge, Choice, and Engagement  on  Progress Measures (outputs of   |  |  |
| parent feedback, and workgroup members  Sept 2022  least 2x during the year, make recommended changes by Oct   | Maintain our prenatal central intake system to ensure  Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improving Activities (small wins to carry out the strategy)   | Prioritized root causes related objective and addressed be Huron County has limited of intake systems for prenata all expectant parents know help.  System Characteristic(s) Addresses Needs Assessment Activity and Overall Quality Activity 6:  Persons or Groups Responsible  | ated to the by this strategy: options for central moms and not where to go for sed  Mindsets    2: PDG Strategic P : Integrated Data for Target Dates                                 | Performance Measure  We will respond to 100 system requests for he  Components Connections  Ian Activity 3: Parental Knor Program Use and Evaluation Resources Needed         | 0% of the online central intake elp.  □ Regulations ☑ Resources □ Power  nowledge, Choice, and Engagement  on  Progress Measures (outputs of activities):  |  |  |
| workgroup members recommended changes by Oct   | Maintain our prenatal central intake system to ensure  Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improving  Activities (small wins to carry out the strategy)  Monitor online form responses from expectant        | Prioritized root causes related objective and addressed be Huron County has limited of intake systems for prenata all expectant parents know help.  System Characteristic(s) Addresses Needs Assessment Activity and Overall Quality Activity 6:  Persons or Groups Responsible  | ated to the by this strategy: coptions for central moms and not where to go for  sed  Mindsets   2: PDG Strategic P  : Integrated Data for  Target Dates  Through Sept 2022           | Performance Measure  We will respond to 100 system requests for he  Components Connections  Ian Activity 3: Parental Knor Program Use and Evaluation Resources Needed         | O% of the online central intake elp.  □ Regulations ☑ Resources □ Power  nowledge, Choice, and Engagement on  Progress Measures (outputs of activities):  Respond within 14 work hours to 95% of responses.  |  |  |
|  | Maintain our prenatal central intake system to ensure Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improving Activities (small wins to carry out the strategy)  Monitor online form responses from expectant parents. | Prioritized root causes rela objective and addressed b Huron County has limited of intake systems for prenata all expectant parents known help.  System Characteristic(s) Address  Needs Assessment  Activity ong Overall Quality  Activity 6:  Persons or Groups Responsible  Workgroup Members  GSC feedback, expectant                      | ated to the by this strategy: options for central moms and not where to go for sed  Mindsets    2: PDG Strategic P : Integrated Data for Target Dates  Through Sept 2022 Feb 2022 and | Performance Measure  We will respond to 100 system requests for he  Components Connections  Ian Activity 3: Parental Kn or Program Use and Evaluation  Resources Needed  Time | 0% of the online central intake elp.  □ Regulations ☑ Resources □ Power  nowledge, Choice, and Engagement on  □ Progress Measures (outputs of activities):  Respond within 14 work hours to 95% of responses.  Review form and feedback at                         |  |  |
| 2022   | Maintain our prenatal central intake system to ensure Strategy 1:  Maintain our online intake form and follow up service for expectant parents seeking information, programs, resources, and opportunities. R  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improving Activities (small wins to carry out the strategy)  Monitor online form responses from expectant parents. | Prioritized root causes rela objective and addressed b Huron County has limited of intake systems for prenata all expectant parents known help.  System Characteristic(s) Address  Needs Assessment  Activity ong Overall Quality  Activity 6:  Persons or Groups Responsible  Workgroup Members  GSC feedback, expectant parent feedback, and | ated to the by this strategy: options for central moms and not where to go for sed  Mindsets    2: PDG Strategic P : Integrated Data for Target Dates  Through Sept 2022 Feb 2022 and | Performance Measure  We will respond to 100 system requests for he  Components Connections  Ian Activity 3: Parental Kn or Program Use and Evaluation  Resources Needed  Time | O% of the online central intake elp.  Regulations ⊠ Resources □ Power  Nowledge, Choice, and Engagement  Progress Measures (outputs of activities):  Respond within 14 work hours to 95% of responses.  Review form and feedback at least 2x during the year, make |  |  |

| Advertise online form availability on GSC website, TA Monitors, and Social Media.           | Workgroup members                                 | Through Sept<br>2022   | Time  | Information available on GSC website, TA monitors, and social media. |
|---|---|--|---|--|
| Strategy 2:   | Prioritized root causes rela                      | ated to the  | Performance Measur                          | e(s):  |
| Information about maternal health will be shared  | objective and addressed by this strategy:         |  | Social Media and Trus                       | sted Advisors will include   |
| with expectant parents.   | •   | uron County has limited avenues for information for expectant parents each metting information to expectant parents. |   | ctant parents each month.  |
| ☑ Parent Led Strategy   | System Characteristic(s) Address                  | sed ⊠ Mindsets □   | Components   Connections                    | ☐ Regulations ⊠ Resources ☐ Power                                    |
| ☐ Strategy came from Strengthening Families Assessment                                      |   |  |   |  |
| Alignment with PDG B-5 Activities: ☐ Activity 1: PDG  | Needs Assessment ☐ Activity                       | 2: PDG Strategic Pla   | n ⊠ Activity 3: Parental K                  | nowledge, Choice, and Engagement                                     |
| ☐ Activity 4: Sharing Best Practice ☐ Activity 5: Improving                                 | ng Overall Quality   Activity 6:                  | Integrated Data for  | Program Use and Evaluati                    | on   |
| Activities (small wins to carry out the strategy)   | Persons or Groups Responsible                     | Target Dates   | Resources Needed                            | Progress Measures (outputs of activities):                           |
| Push out accurate information to expectant parents using the Great Start Facebook page.     | GS Parent Liaison and<br>Medical Providers on GSC | Through Sept<br>2022   | Time and medical information from providers | Monthly social media posts.  |
| Provide information using the Trusted Advisor displays which are located across the county. | GS Parent Liaison and<br>Medical Providers on GSC | Through Sept<br>2022   | Time and medical information from providers | Monthly posts to the Trusted Advisor displays.                       |
| GSPC members will advise on outreach to   | GSPC  | GSC Meeting  | Time  | Feedback provided at GSC   |

| This Goal, Objective(s) and Strategy(ies) targets the following                                    | . A  | Addresses the following early childhood components: |                                      |                                  |  |
|--|--|---|--------------------------------------|----------------------------------|--|
| ☐ Children are born healthy.   |  |   | ☑ Physical Health                    |                                  |  |
| ☐ Children are healthy, thriving, and developmentally on track from birth to third grade.          |  |   | ⊠ Social-Emotional Health            |                                  |  |
| ☐ Children are developmentally ready to succeed in school at time of school entry.                 |  |   | oxtimes Family Supports and Basic Ne | eds                              |  |
| ☐ Children are prepared to succeed in fourth grade and beyond be                                   | •  | of third grade                                      | □ Parent Education                   |                                  |  |
| and beyond to  | by reading proficiently by the end t   |   | ☐ Early Education and Care           |                                  |  |
| % and # of children not reaching targeted outcome(s  | •  |   |                                      |                                  |  |
| According to Kids Count Huron County, 41.2% of house   | •  |   |                                      |                                  |  |
| mortality rate of 6.6%. 95.3% of ages 0-18 have healt  | th insurance with 41.2% insu   | red by Medicaid.                                    | 7.1% of babies are consid            | ered low birth weight, and 74.6% |  |
| are fully immunized as toddlers.  Goal related to the targeted problem(s):                         |  |   |                                      |                                  |  |
| Improve maternal and child health outcomes thro  | ough an active collaborati   | on with WIC the                                     | e GSC and GSPC                       |                                  |  |
| Objective(s) related to the goal:  | oubil all active collaborati   | on with wie, the                                    | e doc and dor e.                     |                                  |  |
| Increase supports to individuals and families arou   | and nutrition and physical   | activity, including                                 | ng referrals to WIC prog             | rams and services.               |  |
|  | . ,  |   |                                      |                                  |  |
| Strategy 1:  | Prioritized root causes rela   |   | Performance Measure                  |                                  |  |
| Actively partner with WIC staff to share information using the GSC website, social media page, and | <b>objective and addressed b</b><br>While we do have WIC Part  |   | Increase in referrals to             | WIC.                             |  |
| Trusted Advisor displays.  | we could strengthen the pa   | •   |                                      |                                  |  |
| Trusteu Auvisor displays.  | them as we work to ensure  | •   |                                      |                                  |  |
|  | families are served. Some  |   |                                      |                                  |  |
|  | unaware of the nutrition, p  | hysical activity,                                   |                                      |                                  |  |
|  | and WIC program resource   | s available.  |                                      |                                  |  |
| ☐ Parent Led Strategy  | System Characteristic(s) Addressed ☐ Mindsets ☐ Components ☐ Connections ☐ Regulations ☒ Resources ☐ Power |   |                                      |                                  |  |
| ☑ Strategy came from Strengthening Families Assessment   |  |   |                                      |                                  |  |
| Alignment with PDG B-5 Activities: ☐ Activity 1: PDG   | Needs Assessment ☐ Activity  | 2: PDG Strategic Pla                                | an 🗵 Activity 3: Parental Kno        | owledge, Choice, and Engagement  |  |
| ☐ Activity 4: Sharing Best Practice ☐ Activity 5: Improvin   | g Overall Quality $\square$ Activity 6:  | Integrated Data for                                 | r Program Use and Evaluation         | า                                |  |
| Activities (small wins to carry out the strategy)  | Persons or Groups  | Target Dates  | Resources Needed                     | Progress Measures (outputs of    |  |
|  | Responsible  |   |                                      | activities):                     |  |
| Ensure WIC staff participation on GSC.   | GSC, WIC staff   | Quarterly   | Time                                 | Attendance at GSC meetings.      |  |
|  |  | meetings,   |                                      |                                  |  |
|  |  | through Sept  |                                      |                                  |  |
| Chara information each month as a striking   | CCC MIC C+off  | 2022  | Time                                 | Monthly posts                    |  |
| Share information each month on nutrition, physical activity, and WIC resources on social media    | GSC, WIC Staff   | Through Sept.                                       | Time                                 | Monthly posts.                   |  |
|  |  | 2022  |                                      |                                  |  |
| and trusted advisor displays.  |  | 2022  |                                      |                                  |  |

| Strategy 2: Utilize the GSPC and WIC participants to help other parents understand the benefits of available services, resources, and programs.  Parent Led Strategy  Strategy came from Strengthening Families Assessment  | Some parents seem unaware of the various options available to them. |                      | Performance Measure(s):  Parent interactions, social media comments and shares of informational posts.  Components □ Connections □ Regulations □ Resources □ Po |   |  |  |
|---|---|----------------------|---|---|--|--|
| Alignment with PDG B-5 Activities:   Activity 1: PDG Needs Assessment   Activity 2: PDG Strategic Plan   Activity 3: Parental Knowledge, Choice, and Engagement  Activity 4: Sharing Best Practice   Activity 5: Improving Overall Quality   Activity 6: Integrated Data for Program Use and Evaluation |   |                      |   |   |  |  |
| Activities (small wins to carry out the strategy)   | Persons or Groups Responsible                                       | Target Dates         | Resources Needed  | Progress Measures (outputs of activities):                  |  |  |
| Obtain electronic parental testimonials and resources that we can add to social media and Trusted Advisor displays.   | GSC, GSPC, WIC Staff  | Through June<br>2022 | Time<br>Digital Files   | Monthly Posts shared  |  |  |
| Engage parent partners to share information about WIC, nutrition, and physical activity   | GSCP  | Through June<br>2022 | Honorarium for Great<br>Start Parent Coalition<br>members   | Monthly posts shared  |  |  |
| Ask WIC staff to share information about and encourage participation in the GSPC  | GSC, GSPC, WIC Staff  | Through June<br>2022 | Time  | Parents who join, saying they learned about the GSCP at WIC |  |  |

| This Goal, Objective(s) and Strategy(ies) targets the following early childhood outcome(s): |  |                           | Addresses the following early childhood components: |  |  |
|---|--|---------------------------|---|--|--|
| ☐ Children are born healthy.  |  |                           | ☐ Physical Health                                   |  |  |
|   |  | ☑ Social-Emotional Health |   |  |  |
| ☐ Children are healthy, thriving, and developmentally on track from birth to third grade.   |  |                           | □ Family Supports and Basic Ne                      | eds  |  |
| ☐ Children are developmentally ready to succeed in school at t                              | •  |                           | ☑ Parent Education                                  |  |  |
| ☐ Children are prepared to succeed in fourth grade and beyond                               | by reading proficiently by the end         | of third grade.           | □ Early Education and Care                          |  |  |
| % and # of children not reaching targeted outcome(  | s), broken down by demogra                 | aphics when poss          | sible (Targeted Problem(s)                          | )):  |  |
| Data for fall of kindergarten, 2021, indicates that abo                                     | •  |                           |   |  |  |
| lunch, special education, students who did not exper  |  |                           | , ,   | <u> </u>   |  |
| a high-quality preschool program increases a child's s                                      | · · · · · · · · · · · · · · · · · · ·      |                           |   |  |  |
| Goal related to the targeted problem(s):  |  |                           |   |  |  |
|   |  |                           |   |  |  |
| Objective(s) related to the goal:   |  |                           |   |  |  |
| Ensure families know how to access high   |  | •                         |   |  |  |
| Help families understand the value of a q   | uality childhood experience                | ces.                      |   |  |  |
| Strategy 1: The school readiness advisory   | Prioritized root causes rela               | ated to the               | Performance Measu                                   | re(s):   |  |
| committee will help families understand the value   | objective and addressed by this strategy:  |                           | Increase in parents getting information about PreK  |  |  |
| of a quality PreK experience.   | -Some families do not understand the value |                           | options, quality care, and education.               |  |  |
|   | and impact of quality child                | hood experiences          |   |  |  |
| ☑ Parent Led Strategy   | System Characteristic(s) Address           | sed □ Mindsets □          | ☐ Components ☐ Connections                          | ☐ Regulations ☐ Resources ☐ Power  |  |
| ☐ Strategy came from Strengthening Families Assessment                                      | , , , , , ,                                |                           | ·   | , and the second |  |
|   |  |                           |   |  |  |
| Alignment with PDG B-5 Activities: ☐ Activity 1: PDG  | Needs Assessment ☐ Activity                | 2: PDG Strategic Pl       | an Activity 3: Parental Kn                          | owledge, Choice, and Engagement  |  |
| ☐ Activity 4: Sharing Best Practice ☐ Activity 5: Improving                                 | ng Overall Quality 🗆 Activity 6:           | Integrated Data fo        | or Program Use and Evaluatio                        | n  |  |
| Activities (small wins to carry out the strategy)   | Persons or Groups                          | Target Dates              | Resources Needed                                    | Progress Measures (outputs of  |  |
|   | Responsible                                |                           |   | activities):   |  |
| School readiness advisory committee meets three-  | GSC, GSPC, Parent Liaison                  | Advisory                  | Honorarium, child                                   | Parents, providers, and  |  |
| four times each year and is comprised of the  |  | meetings are              | care coverage, and                                  | community members who  |  |
| required and recommended members. In addition,  |  | scheduled for             | mileage for GSC                                     | represent the diversity of the   |  |
| the group will partner with key members of Family   |  | 9/24/21,                  | Parent Members                                      | area and programs and services   |  |
| Participation Groups across the county. They will   |  | 10/12/2021,               |   | are represented with equal   |  |
| review reflected needs of the community and   |  | 2/11/2022, and            |   | representation and engagement.   |  |
| provide guidance to the GSC regarding barriers.   |  | 5/13/2022.                |   |  |  |
| Parents will create testimonials, building on the   | GSC , GSPC, Parent                         | Through June,             | Time  | Parent testimonials shared each  |  |
| success of word-of-mouth recommendations relied   | Liaison                                    | 2022                      |   | month.   |  |

| upon in our county, to help parents understand the importance of quality care and education. |  |                         | Social Media and TA Display access                                |   |  |
|--|--|-------------------------|---|---|--|
| Strategy 2: The GSC/GSPC and RC will engage  | Prioritized root causes related to the   |                         | Performance Measure(s):   |   |  |
| community partners to help families find quality   | objective and addressed  | by this strategy:       | Increased multiagen   | cy recruitment and enrollment   |  |
| childcare.   | -Non-income eligible fam struggle with the cost of   |                         | for families of all inco  | ome levels.   |  |
|  | -Limited number of licensed child-care   |                         | Respond to 100% of referrals from "Need Help" form for childcare. |   |  |
|  | for care/preschool options and report using word-of-mouth recommendations from friends and family. |                         | •   | Increased family utilization of greatstarttoquality.org to search for childcare and school aged care. |  |
| ☐ Parent Led Strategy  | System Characteristic(s) Addro   | essed                   | Components   Connections  | ☐ Regulations ☐ Resources ☐ Power   |  |
| ☑ Strategy came from Strengthening Families Assessment                                       |  |                         |   |   |  |
| Alignment with PDG B-5 Activities: ☐ Activity 1: PDG   | Needs Assessment   Activi  | ty 2: PDG Strategic Pla | n 🗆 Activity 3: Parental Kn                                       | owledge, Choice, and Engagement   |  |
| ☐ Activity 4: Sharing Best Practice ☐ Activity 5: Improvir                                   | ng Overall Quality $\Box$ Activity   | 6: Integrated Data for  | Program Use and Evaluatio   | n   |  |
| Activities (small wins to carry out the strategy)  | Persons or Groups<br>Responsible   | Target Dates            | Resources Needed  | Progress Measures (outputs of activities):  |  |
| GSC and GSPC members will provide feedback to  | GSC, ECS, Teaching   | Monthly,                | ECS Support   | ECS documentation, PQA-R  |  |
| improve program quality so that more children  | Teams  | through June,           | Time  | Growth, Kindergarten readiness  |  |
| enter kindergarten ready to learn.   |  | 2022                    |   | data  |  |
| Promote Great Start to Quality use with community and family members.                        | GSC, GSPC, GSQ   | June, 2022              | Time<br>Social Media and TA<br>Display Access                     | Monthly posts   |  |
|  |  |                         |   |   |  |

| nis Goal, Objective(s) and Strategy(ies) targets the following early childhood outcome(s):   |  |   | Addresses the following early childhood components:  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|
| ☐ Children are born healthy.   | ☐ Physical Health  |   |  |  |  |  |  |  |
| ☐ Children are healthy, thriving, and developmentally on track fr  | om hirth to third grade  |   | ☑ Social-Emotional Health  |  |  |  |  |  |
| ☐ Children are developmentally ready to succeed in school at time of school entry.   |  |   | ☐ Family Supports and Basic Needs  |  |  |  |  |  |
|  |  | ما مقاله المناطعة   | ☑ Parent Education   |  |  |  |  |  |
| □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed in fourth grade and beyond     □ Children are prepared to succeed | i by reading proficiently by the en  | d of third grade.   | □ Early Education and Care   |  |  |  |  |  |
| % and # of children not reaching targeted outcome(s  | s), broken down by demogra   | aphics when pos   | sible (Targeted Problem(s)   | ():  |  |  |  |  |
| In Huron County, Spring 2021, 43.3% of Grade 3 stude   | ents were proficient on the I  | M-STEP ELA test,  | compared to 42.8% Statev   | vide. Within the county, individual  |  |  |  |  |
| school rates of Grade 3 proficiency ranged from a low  |  | •   | _ ,  |  |  |  |  |  |
| 44.3%, 47.4%, 11.8%, 28.6%, 65.8%, and 33.3%. The  |  | **************************************  |  |  |  |  |  |  |
| district, and the belief is that COVID negatively impac  |  | wever, even wit   | hout the impact of COVID,  | we obviously have widely varying   |  |  |  |  |
| levels of success preparing children to succeed in Gra<br>Goal related to the targeted problem(s):   | de 4 reading.  |   |  |  |  |  |  |  |
| Early childhood educators, care providers, and familie   | es will access onnortunities a   | and resources tie   | ed to literacy learning  |  |  |  |  |  |
| Objective(s) related to the goal:  |  |   | .a to iteracy rearring.  |  |  |  |  |  |
| Objective(3) related to the goal.  |  |   |  |  |  |  |  |  |
|  | Offer resources and learning specific to literacy instruction so that families are partners with early childhood educators.  |   |  |  |  |  |  |  |
|  |  | Create and distribute packs that make it easy for parents to engage in positive literacy experiences with their child(ren). |  |  |  |  |  |  |
|  |  | tive literacy exp   | periences with their child   | l(ren).  |  |  |  |  |
| Create and distribute packs that make it easy for  | parents to engage in posi  | ,   |  |  |  |  |  |  |
| Create and distribute packs that make it easy for Strategy 1:  | parents to engage in posi  | ated to the   | Performance Measure  |  |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at  | Prioritized root causes rela objective and addressed b   | ated to the<br>y this strategy:   | Performance Measure  | (s):   |  |  |  |  |
| Create and distribute packs that make it easy for Strategy 1:  | Prioritized root causes rela<br>objective and addressed b<br>Parents report not having I   | ated to the<br>y this strategy:<br>iteracy resource   | Performance Measure  S Parent feedback on use  |  |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at  | Prioritized root causes rela<br>objective and addressed b<br>Parents report not having I<br>in the home and not knowi  | ated to the<br>y this strategy:<br>iteracy resource<br>ing HOW to help  | Performance Measure  S Parent feedback on use  | (s):   |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at  | Prioritized root causes rela objective and addressed b Parents report not having I in the home and not know their children develop early   | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in  | Performance Measure  S Parent feedback on use  | (s):   |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  | Prioritized root causes related by Parents report not having I in the home and not know their children develop early developmentally appropriate   | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.                                | Performance Measure  S Parent feedback on use  | e of PreK Family Exploration Packs   |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  Parent Led Strategy   | Prioritized root causes related by Parents report not having I in the home and not know their children develop early developmentally appropriate   | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.                                | Performance Measure  S Parent feedback on use  | (s):   |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  | Prioritized root causes related by Parents report not having I in the home and not know their children develop early developmentally appropriate   | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.                                | Performance Measure  S Parent feedback on use  | e of PreK Family Exploration Packs   |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  Parent Led Strategy   | Prioritized root causes rela objective and addressed b Parents report not having l in the home and not knowi their children develop early developmentally appropria  | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.  sed                           | Performance Measure  Parent feedback on use  Components Connections  | e of PreK Family Exploration Packs  Regulations Resources Power  |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  | Prioritized root causes related by Parents report not having I in the home and not know it their children develop early developmentally appropriated by System Characteristic(s) Address Needs Assessment Activity   | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.  sed                           | Performance Measure  Parent feedback on use  Components Connections  Plan Activity 3: Parental Kn  | e of PreK Family Exploration Packs  Regulations Resources Power  owledge, Choice, and Engagement   |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improvin   | Prioritized root causes related by Parents report not having I in the home and not know it their children develop early developmentally appropriated by System Characteristic(s) Address System Characteristic(s) Address Persons or Groups  | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.  sed                           | Performance Measure  Parent feedback on use  Components Connections  Plan Activity 3: Parental Knor Program Use and Evaluation   | e of PreK Family Exploration Packs  Regulations Resources Power  owledge, Choice, and Engagement  n  Progress Measures (outputs of   |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  ☐ Parent Led Strategy ☑ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: ☐ Activity 1: PDG ☐ Activity 4: Sharing Best Practice ☐ Activity 5: Improvin  Activities (small wins to carry out the strategy)  | Prioritized root causes related by Parents report not having I in the home and not know it their children develop early developmentally appropriated by System Characteristic(s) Address System Characteristic(s) Address Overall Quality Activity 6:  Persons or Groups Responsible                         | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.  Sed                           | Performance Measure  Parent feedback on use  Components Connections  Plan Activity 3: Parental Kn  or Program Use and Evaluatio  Resources Needed                        | e of PreK Family Exploration Packs  Regulations Resources Power  owledge, Choice, and Engagement  n  Progress Measures (outputs of activities):  |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improvin  Activities (small wins to carry out the strategy)  Create Family Exploration Packs that provide  | Prioritized root causes related by Parents report not having I in the home and not know it their children develop early developmentally appropriated by System Characteristic(s) Address System Characteristic(s) Address Overall Quality Activity 6:  Persons or Groups Responsible  HISD General Education | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.  sed                           | Performance Measure  Parent feedback on use  Components Connections  Plan Activity 3: Parental Knor Program Use and Evaluatio  Resources Needed  Time                    | e of PreK Family Exploration Packs  Regulations Resources Power  owledge, Choice, and Engagement  Progress Measures (outputs of activities):  Number of packs distributed                                    |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improvin  Activities (small wins to carry out the strategy)  Create Family Exploration Packs that provide Talking is Teaching information and resources to   | Prioritized root causes related by Parents report not having I in the home and not know it their children develop early developmentally appropriated by System Characteristic(s) Address System Characteristic(s) Address Persons or Groups Responsible  HISD General Education Team, Literacy               | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.  Sed                           | Performance Measure  Parent feedback on use  Components Connections  Plan Activity 3: Parental Kn  or Program Use and Evaluatio  Resources Needed  Time  Trusted Advisor | e of PreK Family Exploration Packs  Regulations Resources Power  owledge, Choice, and Engagement  n  Progress Measures (outputs of activities):  Number of packs distributed Feedback from parents regarding |  |  |  |  |
| Create and distribute packs that make it easy for  Strategy 1: Help parents better support literacy learning at home.  □ Parent Led Strategy □ Strategy came from Strengthening Families Assessment  Alignment with PDG B-5 Activities: □ Activity 1: PDG □ Activity 4: Sharing Best Practice □ Activity 5: Improvin  Activities (small wins to carry out the strategy)  Create Family Exploration Packs that provide  | Prioritized root causes related by Parents report not having I in the home and not know it their children develop early developmentally appropriated by System Characteristic(s) Address System Characteristic(s) Address Overall Quality Activity 6:  Persons or Groups Responsible  HISD General Education | ated to the y this strategy: iteracy resource ing HOW to help y literacy skills in ate ways.  sed                           | Performance Measure  Parent feedback on use  Components Connections  Plan Activity 3: Parental Knor Program Use and Evaluatio  Resources Needed  Time                    | e of PreK Family Exploration Packs  Regulations Resources Power  owledge, Choice, and Engagement  Progress Measures (outputs of activities):  Number of packs distributed                                    |  |  |  |  |

| Distribute Family Exploration Packs to eligible 4 year old children.  | HISD General Education<br>Team, Literacy<br>Consultants, GSPC                    | November or<br>December | Time Trusted Advisor Funds to purchase materials for packs. | Number of packs distributed<br>Feedback from parents regarding<br>impact and quality |
|---|--|-------------------------|---|--|
| Engage families in Parents as Teachers services to reinforce literacy learning at home.                         | PAT provider   | Through Sept<br>2022    | Time Trained provider Staffing Funds                        | PAT Data records for outcome indicators  |
| Strategy 2:   | Prioritized root causes related to the objective and addressed by this strategy: |                         | Performance Measure(s):                                     |  |
| ☐ Parent Led Strategy ☐ Strategy came from Strengthening Families Assessment                                    |  |                         |   | Regulations  Resources Power   |
| Alignment with PDG B-5 Activities: ☐ Activity 1: PDG☐ ☐ Activity 4: Sharing Best Practice ☐ Activity 5: Improvi |  | ·                       | ·   |  |
| Activities (small wins to carry out the strategy)   | Persons or Groups<br>Responsible   | Target Dates            | Resources Needed  | Progress Measures (outputs of activities):   |
|   |  |                         |   |  |