

2019-2020 Work Plan for Section 32p Block Grants:
Great Start Collaboratives, Great Start Parent Coalitions and Early Childhood Programming

Due Date 9/15/19

IM-02-66 Rev. 7/18
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
pritchardr@michigan.gov

Section 32p Grants 2019 - 2020 Work Plan & Application

Application Organization Huron
Date Completed 9/12/2019

Primary Contact

Name Rebecca Gettel
Phone 989-269-3485

Extension

Department General Education

Email rebeccal@huronisd.org

Two required parent led strategies are being fulfilled within:					
1	:	2	:	X	
3	:	4	:	SF	:
				X	

This application includes financial support for home visiting within EC Programming

The State School Aid Act in Section 32p requires convening of the Great Start Collaborative/Great Start Parent Coalition to ensure coordination and expansion of local early childhood infrastructure and programs, to make recommendations about community services, and provide early childhood programming for children from birth to age eight to ensure the early childhood outcomes and ensure the local Great Start system includes supports in all five component areas. In this Work Plan and Application each GSC must address all four early childhood outcomes, specifying the goals, objectives, strategies, etc. that the GSC has identified within the community's required Multi-Year Strategic Plan.

The Great Start Collaborative (GSC) approved Multi-Year Strategic Plan and Annual Work Plan are the guiding documents for the use of section 32p Grant funds. To meet this requirement, the community's Multi-Year Strategic Plan and Action Agenda should be PDF'd and uploaded to MEGS+.

Section 32p Grants 2019-2020 Work Plan & Application

The purpose of the Section 32p Grants is to ensure local coordination and expansion of infrastructure and programming, to support high-quality early childhood and child care programs, and contribute to outcomes for children. The purpose of Outcome 1 is to ensure that:

Outcome 1 Children are born healthy.

Highly effective GSCs and Great Start Parent Coalitions (GSPCs) work together to build and reform the local early childhood system to achieve better outcomes for young children and their families, ultimately ensuring the outcomes that were anticipated when the OGS was developed, and building the local system that can address the implementation of recommendations provided in the OGS boilerplate report, Great Start, Great Investment, Great Future.

Goal #1
Shared goals and understanding exists across the early childhood system related to babies born exposed to drugs.
Desired Result: Decrease the number of babies born that have been prenatally exposed to tobacco and/or harmful substances.
System Component(s) that this goal addresses: Physical Health, Family Supports and Basic Needs, Parent Education
Objective
Develop a shared understanding across the early childhood system about the barriers to children being born healthy in our community, specifically related to substance and tobacco use while pregnant.

Strategy 1	Prioritized Root Causes	Performance Measure (outcomes of Strategy 1)	
Engage collaborative members in the gathering of information about substance abuse while pregnant (as there is not much collected data about this issue). Collaboratively collect data and evidence related to this issue and examine potential root-causes.	<ul style="list-style-type: none"> -Fear of children being removed during pregnancy, other children in the home. Resistance to treatment. (Mindset and Regulation) -Few resources to address substance abuse or mental health concerns. (Resource) -Stigma for receiving mental health/counseling services or attending a drug treatment program. (Mindset) -Agencies who provide treatment have strict funding & insurance guidelines; therefore, some will not qualify for services despite a need being present. (Regulation) 	<ol style="list-style-type: none"> 1. Increased collaborative knowledge related to the number of babies born exposed to substances, as demonstrated by collected data. 2. Decision on next steps in year 2020-21, if any. 	
Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group leading the activities	Target Dates (When will each be completed?)	Progress Measures (outputs of Activities)
<ol style="list-style-type: none"> 1. Brainstorm ideas and methods for collecting data related to babies exposed to substances prenatally with the GSC. 2. Develop a Health and Wellness Workgroup 3. Collect & aggregate data with methods suggested by GSC. 4. Examine data for trends and consider root causes with GSC members 5. Survey parents in the community, focusing on those who may have been at-risk for 	<ol style="list-style-type: none"> 1. GSC members 2. GSC members 3. Health and Wellness Workgroup 4. Health and Wellness Workgroup, GSC members 5. Health and Wellness Workgroup, Parent Liaison 6. Health and Wellness Workgroup, GSC members 	<ol style="list-style-type: none"> 1. November 2019 2. November, 2019 3. March 2020 4. March 2020 5. May 2020 6. August 2020 	<ol style="list-style-type: none"> 1. List of methods for gathering data about babies exposed to substances prenatally. 2. Workgroup membership list. 3. Collected data showing number of babies exposed to substances prenatally. 4. Data profile created and brainstormed list of root causes. 5. Survey created & data collected from at-risk families in the community. 6. Meeting minutes reflect outcomes and next steps.

substance/tobacco exposure/use,
about resources they currently
utilize & would find helpful in the
community.

6. Share findings at GSC meetings
and determine if this should be
prioritized in the 2020-21 action
agenda.

Section 32p Grants 2019-2020 Work Plan & Application

The purpose of the Section 32p Grants is to ensure local coordination and expansion of infrastructure and programming, to support high-quality early childhood and child care programs, and contribute to outcomes for children. The purpose of Outcome 2 is to ensure that:

Outcome 2 Children are healthy, thriving, and developmentally on track from birth to third grade.

Highly effective GSCs and Great Start Parent Coalitions (GSPCs) work together to build and reform the local early childhood system to achieve better outcomes for young children and their families, ultimately ensuring the outcomes that were anticipated when the OGS was developed, and building the local system that can address the implementation of recommendations provided in the OGS boilerplate report, Great Start, Great Investment, Great Future.

Goal #1
Early childhood programs and services utilize the strengthening families framework and are coordinated and aligned.
Desired Result: Decrease the confirmed cases of child abuse and neglect in Huron County.
NOTE: This is a Strengthening Families Goal identified by the Parent Coalition in our previous SF assessment.
System Component(s) that this goal addresses: Physical Health, Social-Emotional Health, Family Supports and Basic Needs, Parent Education
Objective
Increase families' awareness of the harmful effects of stress and trauma in their lives and the lives of their children (in alignment with the Strengthening Families goal identified through the Parent Coalition) and provide strategies to reduce parental stress and decrease traumatic events in their children's lives.

Strategy 1	Prioritized Root Causes	Performance Measure (outcomes of Strategy 1)	
Share educational information about stress and trauma with families in our community and offer strategies to reduce parental stress. Connect parents to resources that will help them strengthen their families in order to reduce potentially traumatic events for the children in the home.	-Families do not have awareness of the harmful effects that stress can have on themselves and their children. (Connection) -Families lacking resources are more at-risk for potentially traumatic events in the home (ACE risk increases). (Resources) -Families may not know how to access necessary resources for their families. (Connection) -Families may lack resources for dealing with potentially traumatic events that their children may experience. (Resources)	Increase the community-wide knowledge of stress and trauma, as demonstrated through parent feedback and surveys, as well as a reduced number of child abuse/neglect cases.	
Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group leading the activities	Target Dates (When will each be completed?)	Progress Measures (outputs of Activities)
1. Create resources to share educational information about stress & trauma with families in our community. - Brochures - Electronic resources (website) - App 2. Share information with GSC partners and encourage partners to share with families they interact with.	1. Parent Coalition members and Parent Liaison 2. Parent Coalition Members and Parent Liaison 3. Parent Liaison 4. Parent Coalition members, Parent Liaison, and CA/N representative 5. Parent Liaison and Parent Coalition members 6. Parent Liaison & GSC partners	1. October 2019 2. March 2020 3. November 2019 and September 2020 (pre/post survey) 4. May 2020 5. November 2019 6. November 2019 7. November 2019	1. Resources created. 2. Information is shared with families through GSC natural touches 3. Survey created, data collected. 4. Partnership with CAN council to share resources shows a collaborative approach to the education of community. 5. Exit surveys given at the event and the number of parents who

3. Survey parents in community about their knowledge related to stress & trauma and how it affects themselves and their children.

a. Provide a pre/post survey to community to gather feedback about how objective is going

4. Partner with local Child Abuse/Neglect council to share resources and increase outreach related to community education on stress and trauma.

5. Host an event to educate parents about adverse childhood experiences/stress and trauma, the system of support within the community, and prepare parents to act as early childhood care coordinators/Trusted Advisors.

6. Increase the number of monitors distributed throughout the county from 23 to 42.

a. Currently, monitors are at libraries, elementary schools, child care centers, the court house, community mental health, public health, a hospital, health care clinic, doctors offices, and a grocery store. This grant will allow monitors to be installed at laundry mats, retail stores, additional human services agencies and health care providers, and others establishments.

b. Number of families served will include all families who view monitors throughout their daily events; number of monitors throughout the county being viewed by families=42.

7. Create a podcast geared for families with young children in Huron County designed to share information about the importance of early childhood learning and development, nurturing parenting strategies, services available to support families with young children, and where families can find high-quality early learning experiences throughout the county.

7. Parent Liaison

become members of the Trusted Advisor Network and become Care Coordinators. Anticipated number of parents attending the training will include parent coalition members (12) and additional community members, estimate of about 20 attendees total. Anticipated number of parents committing to be Trusted Advisors is 8.

6. Increase number of monitors distributed throughout the county.

7. The podcast will be monitored by the number of subscribers/listens/downloads.

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The purpose of the Section 32p Grants is to ensure local coordination and expansion of infrastructure and programming, to support high-quality early childhood and child care programs, and contribute to outcomes for children. The purpose of Outcome 3 is to ensure that:

Outcome 3 Children are developmentally ready to succeed in school at the time of school entry.

Highly effective GSCs and Great Start Parent Coalitions (GSPCs) work together to build and reform the local early childhood system to achieve better outcomes for young children and their families, ultimately ensuring the outcomes that were anticipated when the OGS was developed, and building the local system that can address the implementation of recommendations provided in the OGS boilerplate report, Great Start, Great Investment, Great Future.

Goal #1
Increase access to high quality early care and education services and supports
System Component(s) that this goal addresses: Physical Health, Social-Emotional Health, Family Supports and Basic Needs, Parent Education, Early Education and Care
Objective
1: Review and make recommendations regarding the components of the Great Start Readiness Program 2: Increase families' knowledge, understanding and utilization of childcare subsidy, and high quality childcare options via Great Start to Quality. 3: In collaboration with the region's Great Start to Quality Resource Center, link licensed and registered providers in the GSC/GSPC geographic area to Great Start to Quality for the purpose of achieving higher levels of quality.

Strategy 1	Prioritized Root Causes	Performance Measure (outcomes of 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.	<ul style="list-style-type: none"> - Child care and preschool programs seem to vary greatly in quality; some providers are not using developmentally appropriate practices, curriculum, screening and assessment best practices. (Component) - Some families feel that their input isn't valued because the decisions are made at the top level. (Mindset- Power) - Some providers lack time and resources to gather family input or don't know how to gather input. (Resource-Power) 	<ul style="list-style-type: none"> 1. Use of joint recruitment and enrollment by families increases. 2. Enhancements are made to GSRP based on input. 	
Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group leading the activities	Target Dates (When will each be completed?)	Progress Measures (outputs of Activities)
<ul style="list-style-type: none"> 1a. Recruit parents, providers, and community members who represent the diversity of the area and programs and services, to ensure equal representation and engagement. 1b. Engage families, childcare providers and community partners to discuss and potentially impact the current availability and/or need for wrap around care (i.e. child care) or care that is outside of traditional hours (summer, weekends, 2nd and 3rd shift, 	<ul style="list-style-type: none"> 1a. GSC members, Parent Liaison 1b. GSC members 2. Joint Recruitment and Enrollment Workgroup 	<ul style="list-style-type: none"> 1a. November 2019 1b. January 2020 2. March 2020 	<ul style="list-style-type: none"> 1a. Meeting requirements surrounding parent participation on the GSC 1b. Document outcome of conversations and new offerings. 2. Updated Joint Recruitment and Enrollment Policies and Procedures

inclement weather days, illness, before/after school, etc) for all children.

Strategy 2	Prioritized Root Causes	Performance Measure (outcomes of Strategy 2)	
<p>Increase community awareness of the importance of quality early child care and how it supports child development. Promote the use of greatstarttoquality.org to locate this quality care and tips on how to pay for it (ie: the child care subsidy).</p>	<ul style="list-style-type: none"> - Some early childhood and family support services are not available to all families. Some barriers include: location, hours of operation, cost, intake processes, eligibility, and limited availability. (Regulation) - Affordable preschool, child care, and early learning supports are not available to all families. (Resources) - Huron County is a “child care desert” and does not have many providers available to families. 	<ul style="list-style-type: none"> 1. Increased family knowledge and understanding of child care subsidy. 2. Increased family utilization of greatstarttoquality.org to search for child care. 	
Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group leading the activities	Target Dates (When will each be completed?)	Progress Measures (outputs of Activities)
<ul style="list-style-type: none"> 1. Continue to support Regional Resource Center in their efforts to promote the child care subsidy and utilization of greatstarttoquality.org. <ul style="list-style-type: none"> a. Attend RRC meetings. b. Distribute and promote promotional materials and information. c. Create and provide surveys and materials to providers via mail. 2. Develop promotional materials that emphasize the importance of early care and how it makes a big difference in the child’s future successes. 3. Encourage GSC members to share information about child care, the child care subsidy and GreatStarttoQuality.org with the families they serve; share created materials with GSC members so they can share with families. 4. Engage cross-sector providers and community stakeholders in sharing information with parents and the community. <ul style="list-style-type: none"> a. The importance of quality child care, (Is this the right place for my child-brochure) and its link to child development and school readiness, b. Accessing the GSQ website to find quality care. c. Promote state-wide child care and preschool database, Great Start CONNECT, for easy identification of provider options and their quality rating. 	<ul style="list-style-type: none"> 1. GSC members and staff 2. Staff (Parent Liaison) 3. GSC members and staff 4. GSC members & staff 	<ul style="list-style-type: none"> 1. January 2020 2. October 2019 3. January 2020 4. March 2020 	<ul style="list-style-type: none"> 1. Report in the number of quality providers - look for an increase in quality childcare in our county 2. Materials created based on factual information about quality child care 3. Track how many materials are given out to GSC partners and follow up to ensure they are given to families. 4. Survey parents about ease of enrollment in quality childcare and finding information.

Strategy 3	Prioritized Root Causes	Performance Measure (outcomes of Strategy 3)	
Collaborate with the Great Start to Quality Resource Center in the recruitment and engagement of licensed and registered providers to both participate in Great Start to Quality, as well as achieve higher levels of quality.	- Child care and preschool programs seem to vary greatly in quality; some providers are not using developmentally appropriate practices, curriculum, screening, and assessment best practices. (Component)	1. Increased provider connection to GSQ. 2. Increased provider participation in GSQ.	
Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group leading the activities	Target Dates (When will each be completed?)	Progress Measures (outputs of Activities)
<p>1. Continue to engage GSC members in promoting Great Start to Quality (GSQ), the Self-Assessment Survey process, STAR rating system, and the Resource Center's efforts to increase providers' use of the system.</p> <ul style="list-style-type: none"> - Promote the GSQ Tiered Rating system through one on one conversations with licensed providers. - Promote GSQ sponsored training. - Recruit parents and providers who represent the diversity of the area and programs and services targeted, to ensure equal representation and engagement. - Identify existing touchpoints with providers to have conversations. Set up meetings where touchpoints don't exist. - Update & distribute Huron County school readiness brochure which includes the star ratings for each provider. <p>2. Gather input and feedback from providers (with a focus on providers who do not already utilize GSQ) about why they do or do not use GSQ, barriers to utilization, etc. by hosting training events for providers.</p>	<p>1. GSC members and staff 2. Staff</p>	<p>1. November 2019 2. September 2020</p>	<p>1. A minimum of one new organization promoting GSQ efforts each quarter. 2. Collect feedback from provider participants at event(s).</p>

Strategy 4	Prioritized Root Causes	Performance Measure (outcomes of Strategy 4)	
Facilitate an ISD-wide plan with a vision to improve child outcomes, to minimize achievement gaps and help all stakeholders to see the "big picture" of how preschool strategically fits into the local GSC early childhood efforts (for the first year, we will be focusing on GSRP).	<p>Preschool programs vary in quality related to use of developmentally appropriate practices, curriculum, screening, assessment, and data use. GSRPs vary in implementation of early childhood best practices and GSRP requirements. (Power and Connection)</p> <p>Not all stakeholders understand the benefits of GSRP, the requirements, and the impact on children, schools, and the community. (Mindset and</p>	Increase GSRP compliance with requirements and best practices.	

Connection)

Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group leading the activities	Target Dates (When will each be completed?)	Progress Measures (outputs of Activities)
<p>1. Revise GSRP Policies and Procedures Manual to address areas that may be unclear, not consistently adhered to, or where the law has changed, and create a protocol for sharing information to people who need it. Required policies include: assurances, child recruitment, closure procedures, communication, funding application, community partnerships, fiscal policy and review, monitoring subrecipients including ISD operated program, parent advisory committee, philosophy, professional learning, program evaluation, record-keeping, school readiness advisory, sliding scale of tuition, distribution of funds, and written agreements.</p> <p>a. Improve ISD system for monitoring sub-recipients and ISD GSRP for program requirements and quality.</p> <p>b. Enhance system for monitoring and supporting implementation of curriculum and assessment across the ISD.</p> <p>c. Update procedures for ISD oversight of recruitment strategies, prioritization of children and enrollment/eligibility documentation.</p> <p>d. Update ISD processes for addressing program non-compliance.</p> <p>e. Update protocols for using program evaluation and child outcome data for continuous improvement.</p> <p>f. Update processes to ensure ISD operated GSRP is using the same fiscal and program operating protocol as subrecipients.</p> <p>2. Update plan and protocol for promoting GSRP and sharing data regarding the benefits of preschool with the community.</p>	<p>1. ECC, ECS, GSRP Supervisors, and SRA</p> <p>2. ECC, ECS, GSRP Supervisors, and SRA</p>	<p>1. November 2019</p> <p>2. September 2020</p>	<p>1. Updated policies and procedures manual in place and training provided.</p> <p>2. Examples of information shared reflected in meeting minutes.</p>

Section 32p Grants 2019-2020 Work Plan & Application

The purpose of the Section 32p Grants is to ensure local coordination and expansion of infrastructure and programming, to support high-quality early childhood and child care programs, and contribute to outcomes for children. The purpose of Outcome 4 is to ensure that:

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

Highly effective GSCs and Great Start Parent Coalitions (GSPCs) work together to build and reform the local early childhood system to achieve better outcomes for young children and their families, ultimately ensuring the outcomes that were anticipated when the OGS was developed, and building the local system that can address the implementation of recommendations provided in the OGS boilerplate report, Great Start, Great Investment, Great Future.

Goal #1	
Increase community awareness of the benefits and importance of reading to your child aloud, from birth and daily.	
System Component(s) that this goal addresses:	Parent Education
Objective	
Provide educational resources and materials to emphasize that reading at home to your child is a critical strategy parents can utilize with their children.	

Strategy 1	Prioritized Root Causes	Performance Measure (outcomes of Strategy 1)	
Encourage parents and providers within the community to take an active role in their child’s learning by promoting the benefits of reading with your child, as well as sharing resources to help parents learn how to read more effectively with their child(ren).	<ul style="list-style-type: none"> - The system has changed what is expected of children in kindergarten causing kindergarten teachers (k-12 world) to think pre-k programs do not fully prepare children for the academic aspects of kindergarten. (Mindset) - Some families are not fully aware of the importance of early childhood activities, that learning begins at birth, how children develop, and their influence on their child’s development. (Resource) - Families may lack the necessary resources and time to read to their children daily. - Parents may not be literate or struggle with reading themselves. 	Increased resources available to encourage and guide parents as they read to their children.	
Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group leading the activities	Target Dates (When will each be completed?)	Progress Measures (outputs of Activities)
1. Share resources with parents that stress the importance of reading to your child daily, aloud and from birth. a. Use website, www.greatstarthuron.com , social media, Remind and app to share this information easily. b. Create printed materials to distribute to parents. 2. Educate members of the Parent Coalition and GSC about the	1. Parent Liaison 2. Parent coalition members, GSC members, staff 3. PAT staff 4. Parent Liaison	1. December 2019 2. May 2020 3. September 2019 4. October 2019	1. Monitor how frequently the website/social media/app is accessed. Monitor how many paper resources are distributed. 2. Survey members after attending events to determine how what they knew about early literacy changed (how effective was the education they received?). 3. Track the number of playgroups hosted, the focus of each and how well they were

importance of literacy in early childhood through education events/meetings.

a, Children's Services Breakfast - Library Focus

b. Parent Coalition meeting - speaker on early literacy

3. Promote literacy through a Parents as Teachers literacy-based playgroup.

4. Promote the importance of reading to your child through monitors distributed throughout the county.

attended.

4. Were literacy-focused flyers published on monitors? Track frequency and number.

Section 32p Grants 2019-2020 Work Plan & Application Early Childhood Programming

Program 1

Program Title	Service Provider	Age Group	Focus of Service: i.e., parent/child	Proposed Number of Families	Proposed Number of Children	Proposed Number of Children that could be entered into MSDS	Indicators of Risk
Parents As Teachers	Huron Intermediate School District - Cheryl O'Mara, BSW	Prenatal to age 5	Parent and child	6	6	6	Low income, special needs, at-risk for abuse and neglect, teen parents, first time parents, immigrant families, low literate families or parent with mental health or substance abuse issues.
Is this an evidence-based model?			If this is not an evidence-based model, what is the plan to transition to an evidence-based model?		What parent/child level outcomes are anticipated based on the model being implemented with fidelity?		
Yes					<p>Short-term outcomes:</p> <ol style="list-style-type: none"> 1. Increase in healthy pregnancies and birth outcomes. 2. Increase in parents' knowledge of their child's emerging development and age-appropriate child development. 3. Improved parenting capacity, parenting practices, and parent-child relationships. 4. Early detection of developmental delays and health issues. 5. Improved family health and functioning. <p>Intermediate outcomes:</p> <ol style="list-style-type: none"> 1. Improved child health and development. 2. Prevention of child abuse and neglect. 3. Increased school readiness. 4. Increased parent involvement in children's care and education. 		
How does this model align with the Strengthening Families framework?							
<p>PAT helps parents understand child development; supports children's learning; screens children for developmental delays and health concerns, assesses families' needs, and connects families with needed resources; as well as empowers parents to make the best choices for their families. These strategies align with the Strengthening Families model and address the Five Protective Factors: 1) Increasing knowledge of parenting and child development, 2) Increasing social and emotional competence of children, 3) Providing concrete support in times of need, 4) Fostering parental resilience, and 5) Building social connections.</p>							
How does this model connect to the Early Childhood Outcomes, and specifically to which goal(s) of that outcome highlighted in this application?							
<p>The PAT model affects all four Great Start Early Childhood Outcomes as much research has been conducted and the results have shown evidence that families who have participated in PAT have babies more likely to be born healthy and children with improved health, development, and school readiness skills.</p>							
<p>PAT specifically addresses Goal 2 within the Huron County GSC/PC Workplan for 2020: Decrease the confirmed cases of child abuse and neglect in Huron County. By providing services to families in our county about how to be the best parent they can be, a family's risk factors for child abuse or neglect are decreased. PAT provides valuable resources to build up protective factors within a family, such as knowledge of parenting and child development and parental resilience through regular visits. These protective factors have been shown to reduce the risk of child abuse or neglect.</p>							
How does implementing this model integrate with the Strategic Plan? What data within the Strategic Plan supported the selection of the chosen							

model?

The Great Start Strategic Planning process lead the collaborative to understand that not all children are cared for by adults with whom they can build good relationships with, feel safe and secure with, and who engage them in learning activities. In addition, When compared with the state, Huron County has more children 0-5 and Kdg-2nd grade receiving special education services. The following data points were reviewed:

- 1) Confirmed victims of child abuse/neglect rose 172.7% from 2013-2015.
- 2) 36% of incoming kindergarten students did not meet the benchmark for early literacy.
- 3) 40% of incoming kindergarten students did not meet the benchmark for early math.
- 4) 7% of children 0-5 are in Special Education.
- 5) 19% of children in k-grade 2 are in Special Education.

The following root cause was identified by the GSC: Some families are not fully aware of the importance of early childhood activities, that learning begins at birth, how children develop, and their influence on their child's development. (Resource)

The GSC decided they would utilize the Strengthening Families framework to improve the system of support to families. One activity designed to support families is by providing and promoting evidence based parent support services, specifically Parents As Teachers since it is designed to prevent child abuse and neglect, increase child health, development, and school readiness, and increase parent involvement in children's care. The performance measure established is: Increase the number of parents participating in evidence based programming.

Section 32p Grants 2019-2020 Strengthening Families Assessment

A Strengthening Families Assessment from the Center for the Study of Social Policy has been modified to support Great Start Parent Coalitions (GSPCs) in inbedding the Strengthening Families Protective Factors into local communities. GSPCs are required to complete this assessment which includes creating an action plan to address the findings in the assessment. Please respond to the following to inform MDE-OGS of your current status in this process:

Which Year did you complete the Strengthening Families Assessment?	FY16: No FY17: No FY18: No FY19: Yes
Is your GSPC ready to complete the Strengthening Families Assessment again in FY20?	Yes

Goal #1
The GSPC strives to reinforce that parents are the first teachers and key decision makers in their children’s lives through every interaction and communication.
Objectives
Increase parental resilience through Parent Coalition meetings and other events that will build meaningful connections.

Strategy 1	Prioritized Root Causes	Performance Measure (Outcomes of Strategy 1)	
Continue to recruit members to the Parent Coalition through flyers, social media presence, website, in-person recruitment and word-of-mouth. Host regular meetings and plan meaningful activities to build upon the strength of promoting parents as their children’s first teacher.	Parent Coalition is still young as it started “from scratch” last fall, but is growing. Some providers are unfamiliar with Strengthening Families and the 5 Protective Factors. (mindset) Some families have limited awareness and/or understanding of resources & supports that are available and how they relate to the 5 Protective Factors. (connection) Some parents might not know the integral role they play as their child’s first teacher and key decision maker.	Parent members in the Parent Coalition will feel more empowered and confident in the role as their child’s first teacher and key decision maker.	
Activities (What needs to be completed by September 30, 2020 to meet this strategy?)	Person/Group Leading the Activities	Target Dates (When will each be completed?)	Progress Measures (Outputs of Activities)
1. Meet regularly with parents to build and maintain a strong Parent Coalition. 2. Recruit new members to the Parent Coalition. a. Flyers b. Social media c. Website d. In-person e. Word-of-Mouth f. Monitors 3. Reinforce the important role that parents play in their children’s lives in each interaction with them.	1. Parent Liaison, PC members 2. Parent Liaison, PC members 3. Parent Liaison & PC members 4. Parent Liaison	1. October 2019 - May 2020 2. May 2020 3. Ongoing 4. December 2019	1. Parent coalition meetings scheduled and occurring regularly (approx. every 6 weeks) 2. New members recruited to Parent Coalition. 3. Parent Coalition members feel heard, validated and respected. This will be measured by their continuing presence at PC meetings. 4. Survey Parent Coalition members about their confidence as a parent and role as key-decision maker.

- a. Always be respectful and supportive.
- b. Honor their experiences
- c. Assume positive intent.
- 4. Share information with parents about their important role that they play as their child's first teacher
 - a. Website
 - b. Parent Coalition meetings
 - c. Social Media

Section 32p Grants 2019-2020 Staff & Governance

Name	Title	Time Designated	Phone	Email
Rebecca Gettel	Director/Coordinator	.75 FTE: 200 days X 7.5 hours per day	9892693485	rebeccal@huronisd.org
Abigail Chapman	Parent Liaison	100 days X 7.5 hours per day	989-269-3493	achapman@huronisd.org