

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> ■ Children are born healthy. ■ Children are healthy, thriving, and developmentally on track from birth to third grade. ■ Children are developmentally ready to succeed in school at time of school entry. ■ Children are prepared to succeed in grade 4 and beyond by reading proficiently by end of grade 3. 	<p>And addresses the following early childhood components:</p> <ul style="list-style-type: none"> ■ Physical Health ■ Social-Emotional Health ■ Family Supports and Basic Needs ■ Parent Education ■ Early Education and Care
<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</p> <p>70% of homes have both parents working full time - less time for reading and other media information 90% of parents have access to Smart Phones Almost 22% of children (450) age 0-5 live in poverty and 57% are low income (below 200% poverty). Dickinson ranked 20 out of 84 counties on social emotional indicators; Iron Co. ranked 50. Drug poisoning death rate/100,000 was 15 in DC and 11 in IC in 2014; MI rate was 18. 44% of 3rd grade students scored not proficient on M-STEP reading assessment and 45% on math assessment in 2015-1016.</p>	
<p>Goal related to the targeted problem(s): Families have the information and resources to support their children being healthy and developmentally on track.</p>	
<p>Objective # 1: Families and the community have a healthy attitude towards lifestyle choices and mental health Objective # 2: Community and service providers send consistent messages about the importance of families reading together daily and the five Strengthening Families Protective Factors</p>	
<p>Strategy 1: Communication activities are responsive to family preferences and are coordinated around the entire strategic plan.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Families are unaware of services • Poverty, unemployment, binge drinking and domestic violence rates high • Substance abuse creating impasses to healthy lifestyle choices • Lack of support services for young children <p>Performance Measures</p> <ul style="list-style-type: none"> • Continue to build leadership capacity in GSPC by focusing on Michigan Works partnership and employability certification for parents program - BAY COLLEGE, MICHIGAN WORK, 2019 • Engage community in new children’s museum by promoting GSPC and GSC leadership roles in children’s museum exhibit committee IMAGINATION FACTORY CHILDREN’S MUSEUM, 2019 • Utilize website analytic program to record effectiveness of website design and overall site analysis re: traffic, bounce rates and more ONGOING
<p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>	<p>System Characteristic(s) Addressed ■ Mindsets □ Components ■ Connections □ Regulations ■ Resources □ Power</p>

COMMUNICATION STRATEGY 1 ACTIVITIES: PAGE 2

Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures	STATUS
Strategy 1: CONTINUED Communication activities are responsive to family preferences and are coordinated around the entire strategic plan.	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> Families are unaware of services Poverty, unemployment, binge drinking and domestic violence rates high Low income, unemployment, lack of awareness re: support services - families are not aware of behavioral health services and support: substance abuse and mental health 		Performance Measures <ul style="list-style-type: none"> Publish a resource and service tool kit for families - Community Resource Tool Kit; monitor GSPC visits to children’s museum Social media - text messages, website and Facebook providing increase in PC and GSC attendance and knowledge Utilize website analytic program to record effectiveness of website layout and overall site analysis re: traffic, bounce rates and more Update, print and distribute 10,000 Great Start Help Cards and 48 BUDDY U.P. Tool Kits delivered to schools and child care centers 		
1:1 Recruit new GS Parents and Community Partners	B. Reisner, J. Ringel	FY18-21	NA	> 8 or more 1:1 Chats per Qt	□
1:2 Strengthen Great Start Website <ul style="list-style-type: none"> Redesign: greatstart4kids.org Feature child care website page 	B. Reisner	FY18-21	NA	August 2017 Post	X
1:3 Increase public awareness by Online Surveys, Website / Facebook interest and exposure	B. Reisner	FY18-21	NA	Web analytics - Quarter Statistics: > 200 Online Surveys completed	□
1:4 Identify business partners to sponsor donations for books	ACTION TEAM	FY18-21	NA	DPIL Children’s Museum Exhibit approved	□
1:5 Ongoing media communication of GS Newsletters and Community Report	B. Reisner	FY18-21	NA	Email NL Mo., YR End Report	□
1:6 Continue quality public awareness by speaking at local meetings; Kiwanis, Rotary, Lions, Schools	B. Reisner, J. Ringel	FY18-21	NA	Event Radio PSAs	□
1:7 Provide recognition to early childhood leaders and key community leader contributors to children and families	ACTION TEAM	FY18-21	Frames	10 Spotlight Awards per YR and 5 Community Leader Awards presented at October Children First Celebration Event	□

<p>Strategy 2: Leverage funds to sustain evidence-based Imagination Library and Reach Out and Read (ROR) early literacy programs and local Raise A Reader book distribution</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Books too expensive • ROR (Reach Out and Read) Medical Clinic staff report need for more books • Grade 3 Reading Proficiency Scores Low 		<p>Performance Measures (results from Strategy 2):</p> <ul style="list-style-type: none"> • GSC/GSPC leverages > \$10,000 annually • Through survey process, continue to increase the number of families reading with children daily 		
<p>■ Parent Led Strategy ■ Strategy came from Strengthening Families Assessment</p>		<p>System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power</p>			
<p>2:1 Commit to ongoing early literacy collaboration with IM-K Kiwanis Club</p>	<p>B. Reisner, J. Ringel</p>	<p>FY18-21</p>	<p>NA</p>	<p>Major Projects Kids In Action Classroom Readers Book Drive</p>	<p>X</p>
<p>2:2 Support enrollments in <i>Imagination Library</i> early literacy program by providing leadership for <i>Annual Children First Celebration Event and Kiwanis</i></p>	<p>Action Team and Early Literacy Council Team</p>	<p>FY18-21</p>	<p>NA</p>	<p>Leverage \$5,000</p>	<p>□</p>
<p>2:3 Promote initiatives leveraging funds to purchase new children’s books for <i>Reach Out and Read Programs</i> in Iron River and Iron Mountain (Aspirus Hospital and DCHS)</p>	<p>Action Team and Early Literacy Council Team</p>	<p>FY18-21</p>	<p>NA</p>	<p>Leverage \$1,000/yr ASPIRUS FOUNDATION \$5,000 GRANT</p>	<p>X</p>
<p>2:4 Promote initiatives that leverage funds to purchase new children’s books for 4 key early childhood initiatives: HOME VISITORS, CHILD CARD PROVIDERS, FAMILY RESOURCE CENTERS and RAISE A READER EVENTS</p>	<p>Action Team and Early Literacy Council Team</p>	<p>FY18-21</p>	<p>GREAT START 100 PLAQUES</p>	<p>Leverage \$2,000/yr KIWANIS DONATION</p>	<p>X</p>
<p>2:5 Invite legislators to major Great Start events, activities and meetings</p>	<p>Action Team</p>	<p>FY19-21</p>	<p>Action Leadership</p>	<p>6 Events visited by Michigan legislators annually</p>	<p>□</p>
<p>2:6 Initiate Great Start Incentive Program promoting social media sharing prize awards for outstanding leadership and service</p>	<p>B. Reisner, J. Ringel and Action Teams - Parent Leaders and Communication</p>	<p>FY19-21</p>	<p>Action Leadership New Reading Logs</p>	<p>>20 Great Start leaders pick up prizes at Monthly Parent Strong Meetings 2019</p>	<p>□</p>

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<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): Dickinson County has one of highest binge drinking rates in Michigan; Iron County is rated with high rate of poverty Increase in domestic violence relating to substance abuse % of Live Births to Women With Less Than Adequate Prenatal Care: 25.2 DC and 27.4 IC Rate of prenatal exposures to substances. Smoking: 24.6 DC and 32.5 IC Rate of 1,000 Children Ages 0 to 6 Who Are Substantiated Victims of Abuse or Neglect: 26.4 DC and 52.9 IC</p>		
<p>Goal related to the targeted problem(s): Families have access to resources, specialized services and information related to social-emotional health and behavioral health.</p>		
<p>Objective related to the goal: Families are aware of the services and supports that exist for behavioral health.</p>		
<p>Strategy 1: Engage parents and community partners by implementing user-friendly and practical forms of media that promote behavioral health services.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Early learning being effected by parents who are addicted • Families are not aware of behavioral health services and support • FRCs needed to train group facilitators and promote healthy lifestyle information; i.e., breastfeeding . . . • Lack of support services for children • Domestic violence, depression and addiction rates high in DC and IC • Transportation barriers for hard to reach families that are isolated 	<p>Performance Measures</p> <ul style="list-style-type: none"> • Increase partnerships / consortium with local businesses, schools, agencies and organizations to improve school readiness for children • Ongoing education provided to families by promoting the QUIT LINE • > 1,000 children impacted by BUDDY U.P. Tool Kits, Our Place Community Center Service Folders and Community Awareness Committee PSAs (radio and tv) • More parents, providers and community partners report they know what services are available

PEDIATRIC HEALTH STRATEGY 1 ACTIVITIES: PAGE 2

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 30%;"> <input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment </div> <div style="width: 65%;"> System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power </div> </div>					
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):	STATUS
1:1 Continue production of Video Bursts - important media tool to build awareness and increase communication to engage parents, collaborative members and community partners	ACTION TEAM	FY19-21	NA	Produce 5-10 new Video Bursts Annually	<input type="checkbox"/>
1:2 Collaborate with DCCC and ICCC to Update and Distribute HELP CARDS - valuable community resource	ACTION TEAM	FY18-21	Publish 3 versions of Help Cards: PDF 1 Page Format, Community Services and AODA	<ul style="list-style-type: none"> Annual editing of HELP CARDS Distribute > 10,000 / Yr 	<input checked="" type="checkbox"/>
1:3 Introduce and promote different types of media	ACTION TEAM / Hospital Community Awareness Committee	FY18-21	NA	<ul style="list-style-type: none"> Bi-Mo. postings: web+FB Radio PSAs TV PSAs 	<input checked="" type="checkbox"/>
1:4 Distribute End-Of-Year Survey to parents, providers and community partners to build capacity related to the evaluation of Great Start school and community services	ACTION TEAM	FY18-21	Software	<ul style="list-style-type: none"> Set goal of emailing assessment annually; response rate goal - 40% to 50% surveys returned completed 	<input checked="" type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

PEDIATRIC HEALTH - PAGE 3

<p>Strategy 2: Engage schools and community to understand and take action in response to solutions to substance abuse concerns</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Employers are reporting high absenteeism/failure to pass drug tests • Majority of mental health treatment does not serve children and youth 	<p>Performance Measures (results from Strategy 2):</p> <ul style="list-style-type: none"> • Present Lighten Up Lessons to > 20 classes per school year • Record the number of GSPC families visiting the new children’s museum
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<input type="checkbox"/> Parent Led Strategy <input checked="" type="checkbox"/> Strategy came from Strengthening Families Assessment	<p>System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input type="checkbox"/> Resources <input type="checkbox"/> Power</p>
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Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities): <input checked="" type="checkbox"/>	STATUS
<p>2:1 Provide support for the IMAGINATION FACTORY CHILDREN’S MUSEUM - efforts to implement cross-age mentoring, drug prevention and bully prevention lessons to grades 1,2,3 classrooms by - IMPACT Student Leaders, part of EMPOWERMENT TEAM sponsored by IF Children’s Museum - J. Gurchinoff, Project Advisor</p>	<p>ACTION TEAM, United Way, B. Reisner and J. Ringel - Co-directors of Imagination Factory Children’s Museum</p>	<p>FY18-21</p>	<p>BUDDY U.P. for PreSchool - Grade 3 Children</p>	<p><u>Post Assessment</u> indicates understanding of bully prevention, drug prevention and conflict resolution</p>	<input type="checkbox"/>
<p>2:1 Provide information on classroom management and stress management to elementary classrooms utilizing LIGHTEN UP - special program that brings service dogs into the classroom with curriculum teaching anger management and communication skills</p>	<p>ACTION TEAM, United Way, J. Estes, R. Manier, B. Nord, J. Gurchinoff, M. Ansay, K. Adrian, D. Flannery, C. VanDusen, A. Hayes, B. Reisner, J. Ringel</p>		<p>LIGHTEN UP CARDS AND BOOK</p>	<p><u>Post Assessment</u> records classrooms receiving Lighten Up Lessons report improved classroom climate; less disruptive behavior, more listening</p>	<input type="checkbox"/>
					<input type="checkbox"/>

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<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): 40 child care providers in DC and IC do not offer weekend or evening child care services No child care centers provide services for special needs children % Preschool Enrollment Rates (census): 3-5 year old children: DC-48%; IC-43%; MI 45%</p>		
<p>Goal related to the targeted problem(s): Families have access to quality child care for children of all ages and needs.</p>		
<p>Objective related to the goal: Objective # 1: Families place a greater value on quality child care; Objective # 2: Increase the availability of evening, weekend and special needs child care</p>		
<p>Strategy 1: Identify and encourage individuals, caregivers and providers to obtain child care licensing and star ratings; and promote providers serving unique needs of families</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Majority of child care providers reporting waiting lists - infants & toddlers • Only 30% of families have stay at home parent to provide child care • Families using non-licensed care to take care of young children • Parents report a lack of knowledge re: understanding Star Rating System 	<p>Performance Measures</p> <ul style="list-style-type: none"> • Measure the number of visitors on websites viewing GS2Q Rating information • Increase the number of licensed providers through Family Resource Center program offerings - Caregiver Academy, Education Presentations, support groups and trainings • Use of joint recruitment and enrollment by families increases • Enhancements are made to GSRP based on input • Increased family knowledge and understanding of child care subsidy • Increased family utilization of GSQ Website to search for child care

CHILD CARE AND SOCIAL-EMOTIONAL HEALTH STRATEGY 1 ACTIVITIES: PAGE 2

<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power				
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):	STATUS
1:1 Visit all Child Care Providers and Distribute - • Resource Tool Kits (Collaborate with GSQ) • Children’s Books	Misty Lefebvre, B. Reisner and ACTION TEAM	FY18-21	NA	Visit all 40 providers in DC and IC - distribute resources	<input checked="" type="checkbox"/>
1:2 Improve relationships with child care providers by awarding APPRECIATION PLAQUES	ACTION TEAM	FY18	Community Contributions / Award Plaques	• Increase in cc providers taking training sessions • Increase in child care providers entering website child care provider page	<input checked="" type="checkbox"/>
1:3 Investigate social-emotional initiatives featuring panels, incentives, prizes and dynamic speakers	ACTION TEAM	FY18-21	Incentives, Awards, Stipends	Continue to increase child care provider participation in the Star Rating System; 3 additional providers star rated	<input checked="" type="checkbox"/>
1:4 Collaborate with Northpointe Mental Healthcare to encourage participation in MOM POWER GROUPS	Michelle Rexses, Jennifer McCarty, FRC Coordinators	FY19-21	NA	> 3 presentations at Parent Strong Meetings and FRCs - Education Presentation	<input type="checkbox"/>
1:5 Collaborate with Imagination Factory Children’s Museum to promote GSPC and GSQ Child Care Provider family involvement	Casey McCormick, Jenny Baker, FRC Coordinators	FY19-21	NA	> Interest shown by child care providers to bring children to new Imagination Factory Children’s Museum	<input checked="" type="checkbox"/>
1:6 Enhance collaboration with 4 local libraries to promote social-emotional health - parent education	4 district librarians, health department leaders, ACTION TEAM	FY18-21	NA	> 3 coordinated events held focusing on SE health	<input checked="" type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

CHILD CARE & SOCIAL EMOTIONAL HEALTH - PAGE 3

Strategy 2: Promote School Readiness Advisory Committee (SRAC) membership by continuing ongoing quarterly meetings	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> • Need for Community-Based Child Care Centers • SRAC reports a lack of teacher and principal participation at meetings 		Performance Measures (results from Strategy 2): <ul style="list-style-type: none"> • Engage a child care center in becoming community-based - utilizing GSRP Curriculum • SRAC Meetings increase connections among early childhood educators and provide valuable updated information re: policies and procedures 		
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power				
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):	STATUS
2:1 Schedule SRAC Meetings - promote partnerships with childcare centers to offer Community-Based Child Care Programs	SRAC ACTION TEAM, Casey McCormick	FY18-21	NA	Recruit new members: teachers, school administrators, providers, caregivers; host SRAC Meetings 3-4 times per YR	□
2:2 Recruit parents, providers and community members who represent diversity of the area and programs and services to ensure equal representation and engagement on the SRAC; promote CB Programs	SRAC ACTION TEAM	FY18-19	SRAC information on community-based programs	Promote community-based child care programs; recruit new members for SRAC - focus on diversity	□
2:3 Engage families to discuss and potentially impact the current availability and/or need for - wrap around care; i.e., child care or care that is not offered through GSRP/HS	B. Reisner, J. Ringel, FRC Coordinators, M. Lefebvre	FY18	NA	Increase SRAC engagement from local schools by providing utilization of conference calls and video conferencing	X
2:4 Recruit parents and providers who represent the diversity of the area and programs and services targeted to ensure equal representation and engagement	B. Reisner, J. Ringel, FRC Coordinators, M. Lefebvre	FY18-19	NA	Engage caregivers and newly identified families in need of child care - Goal set at > 6 new families	□
2:5 Collaborate and coordinate with the GSPC to develop and implement strategies and opportunities to increase families knowledge, understanding and/or utilization of childcare subsidy, high quality childcare options within their community and GSC	J. Ringel, FRC Coordinators, M. Lefebvre, SRAC Leaders	FY18-19	NA	2 or more presentations are given at Parent Strong Meetings; also feature FRC presenter on topic of high quality child care	□

FY18 Early Childhood Action Agenda - Dickinson Iron Great Start Collaborative:

PARENT LEADERSHIP

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<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): Transportation barriers exists primarily in Iron County; i.e., lack of gas money, no cars and no public transportation Public transportation in Dickinson County is only available during weekdays and no evenings; cost not affordable for low income families % of Births to Mothers Without a High School Diploma/GED: 8.4 DC and 15.5 IC</p>					
<p>Goal related to the targeted problem(s): Families have easy access to early childhood services.</p>					
<p>Objective related to the goal: Families have local support to help them navigate the system and access services.</p>					
<p>Strategy 1: Implement comprehensive early learning and support services at 3 FAMILY RESOURCE CENTERS</p>		<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Many families are unaware of services • Those in need of transportation are not asking for rides or help • Geographical isolation barriers exist • Parents are unable to complete forms 		<p>Performance Measures</p> <ul style="list-style-type: none"> • Collaborate with community partners to increase the number parents participating in prenatal education opportunities • Collaborate with Great Start partners to host quarterly parent health education presentations • Build interest in Children’s Museum start up by featuring Museum Exhibits at all 3 FRCs • Incorporate Strengthening Families TRAINING Modules <u>and</u> regular parent SURVEYS into monthly parent meeting agendas • Increase in individual and family counseling sessions for substance abuse and mental health (post-assessment) 	
<ul style="list-style-type: none"> ■ Parent Led Strategy ■ Strategy came from Strengthening Families Assessment 		<p>System Characteristic(s) Addressed ■ Mindsets ■ Components □ Connections □ Regulations ■ Resources □ Power</p>			
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures	STATUS
1:1 Implement FRC Kick Off Events	J. Ringel and B. Reisner and FRC Coordinators	FY18	Food, Shirts, PSAs, Newspaper Ads, Furniture, Signage ...	Completion of Kick Off Events - MI Legislators in attendance; news photos	X
1:2 Implement Neighborhood Groups by developing curriculum to assist in identifying caregivers, parent leaders and to disseminate valuable resources	J. Ringel and B. Reisner, Lynda Reid, Parent Engagement Leaders	FY20	Group Facilitator Training - Curriculum Binders	Complete Curriculum and Training: est. start up goals	□

PARENT LEADERSHIP STRATEGY 1 ACTIVITIES: PAGE 2

<p>Strategy 1: CONTINUED Implement comprehensive early learning and support services at 3 FAMILY RESOURCE CENTERS</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Many families are unaware of services • Those in need of transportation are not asking for rides or help • Geographical isolation barriers exist • Parents are unable to complete forms 		<p>Performance Measures</p> <ul style="list-style-type: none"> • Participants utilizing the FRCs complete a short evaluation; i.e., Thank you for coming to the FRC. Based on your visits, (1) Did you receive more information about local services that could help your family? (2) Did having the FRC close to you make it easier for you to get help? (3) If the FRC was not here, would you have gone without the help you received? • Build interest in Children’s Museum start up by featuring Museum Exhibits at all 3 FRCc • Incorporate Strengthening Families TRAINING Modules <u>and</u> regular parent SURVEYS into monthly parent meeting agendas 		
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures	STATUS
<p>1:3 Engage young children in creative play by rotating FRC Children Museum Exhibits</p>	<p>J. Ringel and B. Reisner and MUSEUM ACTION TEAM</p>	<p>FY20-21</p>	<p>Sponsors / Truck</p>	<p>Rotate @ FRC every 2 Mo; parents and sponsors construct 3 or more exhibits</p>	<p align="right"><input type="checkbox"/></p>
<p>1:4 Promote families reading together by providing Book Mailboxes at FRCs</p>	<p>ACTION TEAM and FRC Coordinators</p>	<p>FY18</p>	<p>3 New Book Mailboxes - 3 FRCs</p>	<p>Supply 3 new book mailboxes at FRCs - secure funding contributions</p>	<p align="right">X</p>
<p>1:5 Improve Great Start system building by disributing On-Line and Email Post Parent Surveys</p>	<p>ACTION TEAM</p>	<p>FY19</p>	<p>Surveys - FY19 new survey for reading - Reading Log Project</p>	<p>Distribute Parent Surveys at parent meetings - compile data quarterly and annually-announce results at GSPC Meetings</p>	<p align="right"><input type="checkbox"/></p>
<p>1:6 Engage and collaborate with Family Engagement leadership to enhance Parent Coalition by improving impact of parent leaders</p>	<p>ACTION TEAM</p>	<p>FY18</p>	<p>NA</p>	<p>Schedule meetings with Family Engagement staff to identify needs and idea sharing</p>	<p align="right">X</p>

PARENT LEADERSHIP STRATEGY 2 ACTIVITIES: PAGE 3

Strategy 2: Increase the number of active parent leaders and trusted advisors to enhance parent-led initiatives and trainings	Prioritized root causes related to the objective and addressed by this strategy: <ul style="list-style-type: none"> • Families are using non-licensed caregivers to take care of young children • Parent leaders report a lack of quality time to spend with family • Over 70% of homes have both parents working full time 	Performance Measures (results from Strategy 2): <ul style="list-style-type: none"> • 20% more parents will attend monthly parent meetings • > 10 family members received health screenings for mental health and substance abuse; and took home Service Tool Kits • Continue ongoing family driven plan to increase protective factors and get parents ready for Strengthening Families Training Year Two-Three • Record attendance rates by using information collected on PARENT JOIN US Cards • 5 PC leaders attend GSC Meetings on a regular basis • 10 PC leaders actively mentor new parent members • >100 parents complete on-line website surveys
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<input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power
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Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):	STATUS
2:1 Engage/ parent leaders by implementing Group Facilitation and Cafe Trainings	J. Ringel and B. Reisner	FY20	Curriculum Binders	> 5 parents trained per Qt; host minimum of 1 training per FRC site	<input type="checkbox"/>
2:2 Implement Neighborhood Groups to empower parents as leaders	J. Ringel and B. Reisner, Lynda Reid, ACTION TEAM	FY20	Curriculum Binders	> 3 new Neighborhood Groups start ups	<input type="checkbox"/>
2:3 Encourage and inspire parents as leaders by promoting attendance at GSC Meetings	J. Ringel and ACTION TEAM	FY19-21	Art Supplies, Incentives	<i>4 new parents attend GSC Meetings on a regular basis</i> • Monthly parent meeting attendance increased by 30% • 3 Family members report positive outcomes from seeing local counselors	<input checked="" type="checkbox"/>
2:4 Reach ‘families with the greatest needs and hard to reach families’ by continuing sponsorship of winter ANNUAL FAMILY CELEBRATION EVENT	J. Ringel and ACTION TEAM	FY18-21	Incentives, Food, Awards, Activities	Implement annually during winter; Distribute personalized invitations to ‘hard to reach families’	<input checked="" type="checkbox"/>

PARENT LEADERSHIP STRATEGY 3 ACTIVITIES: PAGE 4

<p>Strategy 3: Using parent input, implement programs supporting parents being leaders in their own families.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> Schools and early childhood providers are not consistently providing information on school readiness and 3rd grade reading proficiency Parent leadership training history: orientation training FY16 and beginning two day SF Training FY17 SF = Strengthening Families EC = Employability Certification 	<p>Performance Measures (results from Strategy 2):</p> <ul style="list-style-type: none"> Link 3rd Grade Reading Proficiency Scores to the rise in the number of <i>families reading together daily</i> - a GS Parent Coalition Goal Reach 3 year goal of having the FRCs under the leadership of parents who are Trusted Advisors: FY18 - 25%; FY19 - 50%; FY20 - >75%
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<p><input checked="" type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>	<p>System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power</p>
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Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):	STATUS
3:1 Complete Strengthening Families Assessment - Summer, 2018	J. Ringel and ACTION TEAM	FY18	TA Consultant	Participate in SF Assessment FY18 Program - recruit >10 core parent leaders to participate in SF Assessment	X
3:2 Promote 'raising a reader' by implementing Grocery Store Book Mailboxes	J. Ringel and ACTION TEAM	FY21	If no funding for new book mailboxes for grocery stores, utilize other book mailboxes or rotate book mailboxes monthly	Completion of book mailboxes at 3 or more grocery stores - 6 grocery stores interested	□
3:3 Address poverty and economic issues by implementing Parent Employability Certification Training - recruit parents with greatest needs	J. Ringel, B. Reisner, Michigan Works and EC Consortium	FY20	Employability Consortium funds workshops, binders	Program Assessment • Track parents graduating • Show data: hiring success	◻
3:4 Investigate activities for children with special needs; utilize Brain Fit and Children In Motion presenters and resources	J. Ringel, B. Reisner and FRC Coordinators, Deborah Choszczyk, Debbie Flannery	FY20	Posters, Stipend Fees	Complete 2 or more presentations for special needs children - at FRCs	◻

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> ■ Children are born healthy. ■ Children are healthy, thriving, and developmentally on track from birth to third grade. ■ Children are developmentally ready to succeed in school at time of school entry. ■ Children are prepared to succeed in grade 4 and beyond by reading proficiently by end of grade 3. 	<p>And addresses the following early childhood components:</p> <ul style="list-style-type: none"> ■ Physical Health ■ Social-Emotional Health ■ Family Supports and Basic Needs ■ Parent Education ■ Early Education and Care 	
<p>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)): 85% of children at North Elementary School in Iron Mountain were reading proficient by end of third grade - 2016; other 5 school districts scored reading proficiency ratings of 55% or lower; Michigan averaged 46% and DC and IC together were averaged at 56% MSTEP-42.7% of Children Did Not Achieve Proficiency in 3rd Grade Math and 46.2% in 4th grade</p>		
<p>Goal related to the targeted problem(s): Families have the information or resources to support early learning needs of their children.</p>		
<p>Objective related to the goal: Families have the resources, books and support to read daily to their children.</p>		
<p>Strategy 1: Early Literacy Council will coordinate across communities to implement <u>10</u> Major Early Literacy Initiatives.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Families have limited number of books • Schools/EC providers not consistent in providing early literacy info. to parents • Children’s books too expensive • Parents not reading with children daily • Child care providers report an increase in the cost of books and learning tools 	<p>Performance Measures</p> <ul style="list-style-type: none"> • Improve third grade reading proficiency by >5% for all schools • Imagination Library post evaluation shows increase in daily reading • FRCs report children actively utilizing FRC book mailboxes • Parents at parent leadership meetings report increased understanding of the importance of early literacy • Leverage over \$30,000 annually for Imagination Library enrollments • Imagination Library On-Line Post Assessment indicates more children are reading daily • Ongoing early literacy initiatives guarantee putting > 40,000 books in the hands of children in DC and IC • Over 2,500 families and community members receive books at Great Start’s 8 major community events
<ul style="list-style-type: none"> ■ Parent Led Strategy ■ Strategy came from Strengthening Families Assessment 	<p>System Characteristic(s) Addressed ■ Mindsets ■ Components ■ Connections ■ Regulations ■ Resources □ Power</p>	

EARLY LITERACY COUNCIL - PAGE 2

<p>Strategy 1: CONTINUED Early Literacy Council will coordinate across communities to implement TEN Major Early Literacy Initiatives.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Families have limited number of books • Schools/EC providers not consistent in providing early literacy info. to parents • Children’s books too expensive • Parents not reading with children daily • Child care providers report an increase in the cost of books and learning tools 		<p>Performance Measures</p> <ul style="list-style-type: none"> • Improve third grade reading proficiency by >5% for all schools • Imagination Library post evaluation shows increase in daily reading • FRCs report children actively utilizing FRC book mailboxes • Parents at parent leadership meetings report increased understanding of the importance of early literacy 		
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures	STATUS
1:1 Implement popular March Reading Month	B. Reisner and ACTION TEAM	FY18-21	Books, Cards	50 readers visit > 60 classes	<input checked="" type="checkbox"/>
1:2 Schedule March Book Drives	ACTION TEAM and Kiwanis	FY18-21	Stickers, Boxes	> 8,000 to 10,000 books collected annually	<input checked="" type="checkbox"/>
1:3 Implement Reading Logs for GSPC Families	J. Ringel, S. LaBrash, S. Mielcarek	FY19	Reading Logs / Diaries	> 50 parents complete reading logs	<input type="checkbox"/>
<p>1:4 Distribute Raise A Reader Books</p> <ul style="list-style-type: none"> • Home Visitors • All-Community Events • Parent Strong Meetings FOCUS: HIGH NEED FAMILIES 	ACTION TEAM	FY18-21	Children’s Books	Focus on high need families- put > 2,000 books in the hands of children via home visitors, events and GSPC	<input checked="" type="checkbox"/>
1:5 Leverage funds to support Imagination Library	Maria Johns	FY18-21	GSC PLEDGE: \$10,000 / YR to DPIL	\$10,000 registers 400 children annually for DPIL	<input checked="" type="checkbox"/>
1:6 Leverage funds to support Reach Out and Read	J. Ringel and B. Reisner, MDs: A. Whaley, B. Schroeder, M. Ansay	FY18-21	PLEDGE \$2,000 / YR	\$5,000 Aspirus Foundation	<input checked="" type="checkbox"/>
1:7 Provide leadership to supply Book Mailboxes	J. Ringel and B. Reisner and ACTION TEAM	FY18-21	Children’s Books	Distribute > 2,000 books for book mailboxes in DC and IC	<input checked="" type="checkbox"/>
1:8 Engage DIISD staff to co-sponsor BOOKS ON BUS	B. Reisner, Vickie Schulte, DIISD staff	FY18-21	4 Buses: B.O.B. Books and Totes	Supply 8 book bags with 35 books annually; 300 books	<input checked="" type="checkbox"/>
<p>1:9 Continue Early Literacy Council Meetings</p> <ul style="list-style-type: none"> • Promote Early Literacy Classes for Parents 	S. Mielcarek, ACTION TEAM, Tamara Juul, Julie Wonders	FY20	NA	Schedule ELC Meetings 2-4 times per Yr, as needed; Promote Parent EL Class	<input checked="" type="checkbox"/>

EARLY LITERACY COUNCIL - PAGE 3

<p>Strategy 1: CONTINUED Early Literacy Council will coordinate across communities to implement TEN Major Early Literacy Initiatives.</p>	<p>Prioritized root causes related to the objective and addressed by this strategy:</p> <ul style="list-style-type: none"> • Families have limited number of books • Schools/EC providers not consistent in providing early literacy info. to parents • Children’s books too expensive • Parents not reading with children daily • Child care providers report an increase in the cost of books and learning tools 		<p>Performance Measures</p> <ul style="list-style-type: none"> • Improve third grade reading proficiency by >5% for all schools • Imagination Library post evaluation shows increase in daily reading • FRCs report children actively utilizing FRC book mailboxes • Parents at parent leadership meetings report increased understanding of the importance of early literacy 		
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures	STATUS
<p>2:1 Enhance and integrate with DIISD, Department of Early Childhood to support Raise A Reader Home Visitor Programs</p>	<p>ACTION TEAM</p>	<p>FY18-21</p>	<p>Community Contributions to Early Literacy Community Partnership Program</p>	<p>Distribute books to DIISD and local health departments for Raise A Reader Program; collaborate to increase family engagement and families reading together</p>	<p style="text-align: right;"><input checked="" type="checkbox"/></p>
					<p style="text-align: right;"><input type="checkbox"/></p>
					<p style="text-align: right;"><input type="checkbox"/></p>