

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> <li>■ Children are born healthy.</li> <li>■ Children are healthy, thriving, and developmentally on track from birth to third grade.</li> <li>■ Children are developmentally ready to succeed in school at time of school entry.</li> <li>■ Children are prepared to succeed in grade 4 and beyond by reading proficiently by end of grade 3.</li> </ul>	<p>And addresses the following early childhood components:</p> <ul style="list-style-type: none"> <li>■ Physical Health</li> <li>■ Social-Emotional Health</li> <li>■ Family Supports and Basic Needs</li> <li>■ Parent Education</li> <li>■ Early Education and Care</li> </ul> <div style="text-align: right;"><input checked="" type="checkbox"/> =ONGOING</div>
<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b>                  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><b>Goal related to the targeted problem(s):</b>                  Families have the information and resources to support their children being healthy and developmentally on track.</p>	
<p><b>Objective # 1:</b> Families and the community have a healthy attitude towards lifestyle choices and mental health  <b>Objective # 2:</b> Community and service providers send consistent messages about the importance of families reading together daily and the five Strengthening Families Protective Factors</p>	
<p><b>Strategy 1:</b>                  Communication activities are responsive to family preferences and are coordinated around the entire strategic plan.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Families are unaware of services</li> <li>• Poverty, unemployment, binge drinking and domestic violence rates high</li> <li>• Substance abuse creating impasses to healthy lifestyle choices</li> <li>• Lack of support services for young children</li> </ul>
<p><b>Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Continue to build leadership capacity in GSPC by focusing on Michigan Works partnership and employability certification for parents program - BAY COLLEGE, MICHIGAN WORK, 2019</li> <li>• 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</li> <li>• Utilize website analytics / surveys to record effectiveness of website design and overall site analysis re: traffic, bounce rates and more</li> </ul>	
<p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>	<p><b>System Characteristic(s) Addressed</b>   ■ Mindsets   □ Components   ■ Connections   □ Regulations   ■ Resources   □ Power</p>

## COMMUNICATION STRATEGY 1 ACTIVITIES: PAGE 2

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

<p><b>Strategy 2:</b> 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><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>Books too expensive</li> <li>ROR (Reach Out and Read) Medical Clinic staff report need for more books</li> <li>Grade 3 Reading Proficiency Scores Low</li> </ul>		<p><b>Performance Measures (results from Strategy 2):</b></p> <ul style="list-style-type: none"> <li>GSC/GSPC leverages &gt; \$30,000 annually for Imagination Library enroll.</li> <li>Over 1,500 books purchased from Virtual Book Drive funds</li> </ul>		
<p>■ Parent Led Strategy ■ Strategy came from Strengthening Families Assessment</p>		<p><b>System Characteristic(s) Addressed</b>   <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><b>2:1 Commit to ongoing early literacy collaboration with IM-K Kiwanis Club</b></p>	<p>B. Reisner, J. Ringel</p>	<p>FY18-21</p>	<p>NA</p>	<p>Major Projects Kids In Action March Classroom Readers May Book Drive</p>	<p><input checked="" type="checkbox"/></p>
<p><b>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></b></p>	<p>Action Team and Early Literacy Council Team</p>	<p>FY18-21</p>	<p>NA</p>	<p>Children First Celebration Leverages &gt;\$5,000</p>	<p><input checked="" type="checkbox"/></p>
<p><b>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, Bellin Hospital and DCHS)</b></p>	<p>Action Team and Early Literacy Council Team</p>	<p>FY18-21</p>	<p>NA</p>	<p>Leverage &gt; \$2,000/yr- ROR ASPIRUS FOUNDATION \$5,000 GRANT 2019 VIRTUAL BOOK DRIVE</p>	<p><input checked="" type="checkbox"/></p>
<p><b>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</b></p>	<p>Action Team and Early Literacy Council Team</p>	<p>FY18-21</p>	<p>KIWANIS BOOKS PLAQUES</p>	<p>Leverage \$2,000/yr KIWANIS DONATION</p>	<p><input checked="" type="checkbox"/></p>
<p><b>2:5 Invite legislators to major Great Start events, activities and meetings</b></p>	<p>Action Team</p>	<p>FY19-21</p>	<p>Action Leadership</p>	<p>3 GSC/GSPC events per year visited by Michigan legislators annually</p>	<p><input type="checkbox"/></p>
<p><b>2:6 Initiate Great Start Incentive Program promoting social media sharing prize awards for outstanding leadership and service</b></p>	<p>B. Reisner, J. Ringel and Action Teams - Parent Leaders and Communication</p>	<p>FY20-21</p>	<p>Action Leadership New Reading Logs</p>	<p>&gt;20 Great Start leaders pick up prizes at monthly GSPC Meetings</p>	<p><input type="checkbox"/></p>

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<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b>                  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><b>Goal related to the targeted problem(s):</b>                  Families have access to resources, specialized services and information related to social-emotional health and behavioral health.</p>		
<p><b>Objective related to the goal:</b>                  Families are aware of the services and supports that exist for behavioral health.</p>		
<p><b>Strategy 1:</b>                  Engage parents and community partners by implementing user-friendly and practical forms of media that promote behavioral health services.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Early learning being effected by parents who are addicted</li> <li>• Some families are not aware of behavioral health services and support</li> <li>• Lack of support services for children</li> <li>• Some parents believe that smoking does not have long term health effects</li> <li>• Transportation barriers for hard to reach families that are isolated</li> </ul>	<p><b>Performance Measures</b></p> <ul style="list-style-type: none"> <li>• 3 doctors at Family and Pediatric Medical Clinics will utilize Help Cards and Service Tool Kits to educate more than 100 patients about community services, resources and support</li> <li>• 3 community partners utilize new Homeless Support Cards to help educate students, schools, families, agencies . . . about where to get support for individuals and families that are homeless</li> <li>• &gt; 1,000 children impacted by BUDDY U.P. Tool Kits, Our Place Community Center Service Folders and Community Awareness Committee PSAs (radio and tv)</li> <li>• More than 12 helping professionals contribute service agency Fact Sheets published in new behavioral health Service Tool Kits</li> <li>• Community GS partner, Great Lakes Recovery/Communities That Care reports an increase in clients accessing behavioral health services</li> </ul>

## PEDIATRIC HEALTH STRATEGY 1 ACTIVITIES: PAGE 2

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 30%;"> <p><input checked="" type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p> </div> <div style="width: 65%;"> <p><b>System Characteristic(s) Addressed</b>   <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</p> </div> </div>					
Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):	STATUS
<b>1:1 Continue production of Video Bursts - important media tool to build awareness and increase communication to engage parents, collaborative members and community partners</b>	ACTION TEAM	FY19-21	NA	Produce 5-7 new Video Bursts Annually	<input checked="" type="checkbox"/>
<b>1:2 Collaborate with DCCC and ICCC to Update and Distribute HELP CARDS - valued community resource; 6 agencies blend funding to cover printing expense</b>	ACTION TEAM	FY18-21	Publish 3 versions of Help Cards: (1)PDF 1 Page Format; (2) Community Services; and (3) AODA Support	<ul style="list-style-type: none"> <li>Help Cards are revised annually</li> <li>10,000 Help Cards are distributed in both counties</li> </ul>	<input checked="" type="checkbox"/>
<b>1:3 Introduce and promote different types of media</b>	ACTION TEAM / Hospital Community Awareness Committee	FY18-21	NA	<ul style="list-style-type: none"> <li>Bi-Mo. postings: web+FB</li> <li>Radio PSAs</li> <li>TV PSAs</li> </ul>	<input checked="" type="checkbox"/>
<b>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</b>	ACTION TEAM	FY18-21	Software	<ul style="list-style-type: none"> <li>Email assessment annually; response rate goal - 30% to 40% surveys returned completed</li> </ul>	<input checked="" type="checkbox"/>
<b>1:5 Publish and pilot Service Tool Kits and Homeless Support Cards</b>	ACTION TEAM/OUR PLACE CC	FY19-21	Folders, Printing	<ul style="list-style-type: none"> <li>Service Tool Kit and Homeless Support Cards distributed in both counties</li> </ul>	<input checked="" type="checkbox"/>
<b>1:6 Collaborate with hospitals: Bellin, Aspirus, DCHS Pediatricians; schools, home visitors and community agencies to assess effectiveness of Help Cards and Service Tool Kits</b>	ACTION TEAM/OUR PLACE CC VOLUNTEERS	FY19-21	Surveys: Online and Hard Copy	<ul style="list-style-type: none"> <li>Data collected to affirm increase in awareness</li> <li>Ongoing progress of resources is assessed</li> <li>Ongoing effectiveness of resources is assessed</li> </ul>	<input checked="" type="checkbox"/>

## PEDIATRIC HEALTH - PAGE 3

<b>Strategy 2:</b> Engage schools and community to understand and take action in response to solutions to substance abuse concerns	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> <ul style="list-style-type: none"> <li>Employers are reporting high absenteeism/failure to pass drug tests</li> <li>Majority of mental health treatment does not serve children and youth</li> </ul>	<b>Performance Measures (results from Strategy 2):</b> <ul style="list-style-type: none"> <li>Present Lighten Up Lessons to &gt; 20 classes per school year</li> <li>Record the number of GSPC families visiting the new children's museum</li> </ul>
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Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities): <input checked="" type="checkbox"/>	STATUS
<b>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</b>	ACTION TEAM, United Way, B. Reisner, J. Gurchinoff, J. Ringel, GSPC Parent Leaders, Youth Empowerment Team Leaders, Jim LaJoie - Superior Health Foundation...	FY19-21	BUDDY U.P. for Preschool - Grade 3 Classes; 5 Child Care Providers - Centers	<u>Post Assessment</u> indicates understanding of bully prevention, drug prevention and conflict resolution	<input type="checkbox"/>
<b>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</b>	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		LIGHTEN UP CARDS AND BOOK	<ul style="list-style-type: none"> <li>More than 600 students impacted by Lighten Up classroom visits (&gt;20/Yr)</li> <li><u>Post Assessment</u> records classrooms receiving Lighten Up Lessons report improved classroom climate; less disruptive behavior, more listening</li> </ul>	<input checked="" type="checkbox"/>

## PEDIATRIC HEALTH - PAGE 4

<p><b>Strategy 3:</b> Increase the capacity of other agencies and organizations to provide behavioral health and/or substance abuse programs.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Employers are reporting high absenteeism/failure to pass drug tests</li> <li>• Majority of mental health treatment does not serve children and youth</li> </ul>	<p><b>Performance Measures (results from Strategy 3):</b></p> <ul style="list-style-type: none"> <li>• Continue to engage new leaders in helping to succeed in the Drug Task Force Mission</li> <li>• Implement DTF Community Forums that educate public about the impact of addiction and allows for public voice</li> <li>• Gaps in services are identified - will prioritize for action in year two</li> </ul>
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<input type="checkbox"/> Parent Led Strategy  <input type="checkbox"/> Strategy came from Strengthening Families Assessment	<p><b>System Characteristic(s) Addressed</b>    <input type="checkbox"/> Mindsets    <input checked="" type="checkbox"/> Components    <input checked="" 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):	STATUS
<p><b>3:1 Utilize COMMUNITY AWARENESS DCHS Forums to identify gaps in services and service access issues</b></p>	<p>R. Manier, B. Nord, Geno Basanese, Cherie Fila, J. Rizzo, H. Mann</p>	<p>FY20-21</p>	<p>Video production company</p>	<p>Community Awareness Committee resumes meeting in Fall, 2019 - PSAs</p>	<p><input checked="" type="checkbox"/></p>
<p><b>3:2 Investigate, advocate and promote healthy activities for families - support primary prevention programs and resources - collaborate with Health D.</b></p>	<p>ACTION TEAM, Health Departments</p>	<p>FY19-21</p>	<p>NA</p>	<p>Keep focus: healthy families-media / events (web articles, video bursts, event action)</p>	<p><input checked="" type="checkbox"/></p>

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<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b>                  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><b>Goal related to the targeted problem(s):</b>                  Increase access to high quality early care and education services and support</p>		
<p><b>Objective related to the goal:</b>  <b>Objective # 1:</b> Review and make recommendations regarding the components of the GSRP  <b>Objective # 2:</b> Increase families’ knowledge, understanding and utilization of childcare subsidy, and high quality childcare options via Great Start to Quality  <b>Objective # 3:</b> In collaboration with the GSQ UPRRC, link licensed and registered providers in GSC/GSPC geographic area to GSQ to enhance childcare quality</p>		
<p><b>Strategy 1:</b>                  Facilitate a School Readiness Advisory Committee (SRAC) that meets on a regular basis; members comprised of required and recommended leaders representing the diversity of the GSC/GSPC area, ready to advise and support the GSRP staff.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Majority of child care providers reporting waiting lists - especially for infants and toddlers</li> <li>• Families using non-licensed care for children</li> <li>• Parents report a lack of knowledge re: understanding Star Rating System</li> </ul>	<p><b>Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Use of joint recruitment and enrollment by families increases</li> <li>• Enhancements are made to GSRP based on input</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Led Strategy</li> <li><input type="checkbox"/> Strategy came from Strengthening Families Assessment</li> </ul>	<p><b>System Characteristic(s) Addressed</b>   <input checked="" type="checkbox"/> Mindsets   <input type="checkbox"/> Components   <input checked="" type="checkbox"/> Connections   <input checked="" type="checkbox"/> Regulations   <input type="checkbox"/> Resources   <input type="checkbox"/> Power</p>	



## CHILD CARE & SOCIAL EMOTIONAL HEALTH - PAGE 2

Activities	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):	STATUS
<b>1:1 Schedule SRAC Meetings - promote partnerships with childcare centers to offer Community-Based Child Care Programs</b>	SRAC ACTION TEAM, Casey McCormick	FY18-21	NA	<ul style="list-style-type: none"> <li>• Increase SRAC engagement from local schools by providing committee members the opportunity to utilize video conferencing; record 2 additional schools in attendance</li> <li>• Continue to engage childcare providers to participate more in GSC/ GSPC meetings and events</li> <li>• Completed recruitment process at GS events and childcare provider visits</li> </ul>	<input checked="" type="checkbox"/>
<b>1:2 Recruit parents, providers and community members to assist in promoting Community-Based Programs</b>	SRAC ACTION TEAM	FY18-19	SRAC information on community-based programs	Promote community-based programs; visit childcare centers that qualify	<input checked="" type="checkbox"/>
<b>1:3 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 community and GSC</b>	J. Ringel, FRC Coordinators, M. Lefebvre, SRAC Leaders	FY19	NA	<ul style="list-style-type: none"> <li>• 2 or more presentations are given at GSPC</li> <li>• Feature Parent University presenters on topic of high quality child care</li> </ul>	<input checked="" type="checkbox"/>
<b>Strategy 2:</b> <b>Provide information on quality child care to parents who have children in local child care facilities and to all child care providers</b>	<b>Prioritized root causes</b> <ul style="list-style-type: none"> <li>• Parents do not understand how to access child care services</li> <li>• Child care providers and parents report special interest in website and Facebook media communication</li> </ul>			<b>Performance Measures</b> <ul style="list-style-type: none"> <li>• Increased provider connection to GSQ+GSC/PC</li> <li>• Increased provider participation in GSQ Star Rating System</li> <li>• Increased number of providers taking GSQ classes in-person and online</li> </ul>	<input type="checkbox"/>

## CHILD CARE AND SOCIAL-EMOTIONAL HEALTH STRATEGY 2 ACTIVITIES: PAGE 3

<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
<b>2:1 Distribute parent and provider resources to child care providers -</b> • Resource Tool Kits (Collaborate with GSQ) • Children’s Books • Buddy U.P. Totes - include <i>Peace Walk (cc provider facilitates), No Buddy Eats Alone and Buddy Notes (draw pictures)</i>	Misty Lefebvre, B. Reisner and ACTION TEAM	FY18-21	Tote Bags, Children’s Books, Buddy Notes	• Visit 39 (FY18) providers in DC and IC - distribute resources • Distribute Buddy U.P. Totes to 5 child care centers • Child care providers report positive results from implementing peace walks and/or buddy notes	<input checked="" type="checkbox"/>
<b>2:2 Improve relationships/rapport with child care providers by recognizing their dedication to children</b>	ACTION TEAM	FY18	Community Contributions / Award Plaques	• More child care providers completing GSQ child care trainings	<input checked="" type="checkbox"/>
<b>2:3 Designate a child care provider page on <a href="http://greatstart4kids.org">greatstart4kids.org</a> website</b>	ACTION TEAM	FY18	Incentives, Awards, Stipends	• Increase in child care providers entering website child care provider page • Website visits increased	<input checked="" type="checkbox"/>
<b>2:4 Promote further engagement and relationships by visiting child care providers two times each year</b>	Michelle Rexses, Brit Anderson, FRC Coordinators	FY18-21	NA	> 3 presentations at GSPC Meetings and FRCs - Education Presentation	<input checked="" type="checkbox"/>
<b>2:5 Collaborate with Imagination Factory Children’s Museum to promote parent and GSQ Child Care Provider participation</b>	J. Ringel, B. Reisner, M. Lefebvre, J. Gurchinoff	FY19-21	NA	> Interest shown by child care providers to bring children to new Imagination Factory Children’s Museum	<input checked="" type="checkbox"/>

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

# PARENT LEADERSHIP

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> <li>■ Children are born healthy.</li> <li>■ Children are healthy, thriving, and developmentally on track from birth to third grade.</li> <li>■ Children are developmentally ready to succeed in school at time of school entry.</li> <li>■ Children are prepared to succeed in grade 4 and beyond by reading proficiently by end of grade 3.</li> </ul>		<p>And addresses the following early childhood components:</p> <ul style="list-style-type: none"> <li>■ Physical Health</li> <li>■ Social-Emotional Health</li> <li>■ Family Supports and Basic Needs</li> <li>■ Parent Education</li> <li>■ Early Education and Care</li> </ul>			
<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b>                  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><b>Goal related to the targeted problem(s):</b>                  Families have easy access to early childhood services.</p>					
<p><b>Objective related to the goal:</b>                  Families have local support to help them navigate the system and access services.</p>					
<p><b>Strategy 1:</b>  <b>Implement comprehensive early learning and support services at FAMILY RESOURCE CENTERS</b>  <i>Contemporary Center, Windsor Center and Our Place Community Center</i></p>		<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Many families are unaware of services</li> <li>• Transportation barriers</li> <li>• Geographical isolation exists</li> <li>• Parents sometimes withdraw socially</li> </ul>		<p><b>Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Great Start hosts PARENT UNIVERSITY presentations</li> <li>• Children’s Museum start up by featuring Museum Exhibits at all 3 FRCs</li> <li>• Incorporate Strengthening Families TRAINING Modules <u>and</u> cafe groups into monthly parent meeting agendas</li> <li>• 10 Parent University presentations offered</li> <li>• All GSPC meetings provide specialized child care services</li> <li>• Parents report improved communication from new media action plan: texting, website page and Facebook postings</li> </ul>	
<ul style="list-style-type: none"> <li>■ Parent Led Strategy</li> <li>■ Strategy came from Strengthening Families Assessment</li> </ul>		<p><b>System Characteristic(s) Addressed</b>    ■ 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 Articles	Completion of Kick Off Events - MI Legislators in attendance; news photos	X
1:2 Implement PARENT UNIVERSITY	J. Ringel and B. Reisner, GSPC	FY19	Presenters, Flyers, News Releases	Design presentation schedule for one quarter	□

**PARENT LEADERSHIP STRATEGY 1 ACTIVITIES: PAGE 2**

<b>STRATEGY 1: CONTINUED</b>					
<b>Activities</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures</b>	<b>STATUS</b>
<b>1:3 Engage young children in creative play by rotating FRC Children Museum Exhibits</b>	J. Ringel and B. Reisner and MUSEUM ACTION TEAM	FY20-21	Sponsors / Truck	Rotate @ FRC every 2 Mo; parents and sponsors construct 3 or more exhibits	<input type="checkbox"/>
<b>1:4 Promote families reading together by providing Book Mailboxes at Family Resource Centers</b>	ACTION TEAM and FRC Coordinators	FY18	3 New Book Mailboxes - 3 FRCs	Supply 3 new book mailboxes at FRCs - secure funding contributions	<b>X</b>
<b>1:5 Improve Great Start system building by disributing On-Line and Email Post Parent Surveys</b>	ACTION TEAM	FY19	Surveys - FY19 new survey for reading - Reading Log Project	Distribute Parent Surveys at parent meetings - compile data quarterly and annually- announce results at GSPC Meetings	<input type="checkbox"/>
<b>1:6 Engage and collaborate with Family Engagement leadership to enhance Parent Coalition by improving impact of parent leaders</b>	ACTION TEAM	FY18	NA	Schedule meetings with Family Engagement staff to identify needs and idea sharing	<b>X</b>

**PARENT LEADERSHIP STRATEGY 2 ACTIVITIES: PAGE 3**

<b>Strategy 2:</b> The GSPC will continue to support parents as leaders	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> <ul style="list-style-type: none"> <li>• Most parents are working outside of the home</li> <li>• Parent leaders report a lack of quality time to spend with family and friends</li> <li>• Parents report less time on home computers and phones</li> </ul>	<b>Performance Measures (results from Strategy 2):</b> <ul style="list-style-type: none"> <li>• More parents attend monthly parent meetings</li> <li>• &gt; 10 family members received health screenings for mental health and substance abuse</li> <li>• 3 new parents attend GSC meetings</li> <li>• 10 GSPC leaders actively mentor new parent members</li> </ul>
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<input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	<b>System Characteristic(s) Addressed</b> <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
<b>2:1 Engage/ parent leaders by implementing Group Facilitation and Cafe Trainings</b>	J. Ringel and B. Reisner	FY20	Curriculum Binders	Parents attend more GSPC meetings	<input type="checkbox"/>
<b>2:2 Encourage and inspire parents as leaders by promoting attendance at GSC Meetings</b>	J. Ringel and ACTION TEAM	FY19-21	Art Supplies, Incentives	Parents attend more GSC meetings	<input checked="" type="checkbox"/>
<b>2:3 Reach ‘families with the greatest needs and hard to reach families’ by continuing sponsorship of winter ANNUAL FAMILY CELEBRATION EVENT</b>	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"/>
<b>2:4 GSPC leaders show interest in mentoring new parent members</b>	J. Ringel and ACTION TEAM	FY19-21	Mentor Certificates	<ul style="list-style-type: none"> <li>• Parents take on mentoring roles</li> <li>• GSPC membership increases</li> </ul>	<input checked="" type="checkbox"/>

**PARENT LEADERSHIP STRATEGY 3 ACTIVITIES: PAGE 4**

<p><b>Strategy 3:</b> Using parent input, implement programs supporting parents being leaders in their own families.</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>Schools and early childhood providers are not consistently providing information on school readiness and 3rd grade reading proficiency</li> <li>Parent leadership training history: orientation training FY16 and beginning two day SF Training FY17</li> </ul> <p>SF = Strengthening Families EC = Employability Certification</p>	<p><b>Performance Measures (results from Strategy 2):</b></p> <ul style="list-style-type: none"> <li>Employability Certification Training implemented by MI Works</li> <li>Parent University features presentations on brain development</li> <li>Strengthening Families curriculum utilized at GSPC meetings</li> <li>Blueprints distributed and book mailboxes built by parents and distributed to neighborhoods</li> <li>Strengthening Families Assessment completed</li> <li>Some parents participating in Employability Certification Training interview for new jobs</li> </ul>
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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><b>System Characteristic(s) Addressed</b>   <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
<p><b>3:1 Complete Strengthening Families Assessment - Summer, 2018</b></p>	<p>J. Ringel and ACTION TEAM</p>	<p>FY18</p>	<p>TA Consultant</p>	<p>Participate in SF Assessment FY18 Program - recruit &gt;10 core parent leaders to participate in SF Assessment</p>	<p align="right"><b>X</b></p>
<p><b>3:2 Promote ‘raising a reader’ by implementing Grocery Store Book Mailboxes</b></p>	<p>J. Ringel and ACTION TEAM</p>	<p>FY21</p>	<p>If no funding for new book mailboxes for grocery stores, utilize other book mailboxes or rotate book mailboxes monthly</p>	<p>Completion of book mailboxes at 1 or more grocery stores</p>	<p align="right"><input type="checkbox"/></p>
<p><b>3:3 Address poverty and economic issues by implementing Parent Employability Certification Training - recruit parents with greatest needs</b></p>	<p>J. Ringel, B. Reisner, Michigan Works and EC Consortium</p>	<p>FY20</p>	<p>Binders</p>	<p>Program Assessment</p> <ul style="list-style-type: none"> <li>Track parents graduating</li> <li>Show data: hiring success</li> </ul>	<p align="right"><input checked="" type="checkbox"/></p>

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> <li>■ Children are born healthy.</li> <li>■ Children are healthy, thriving, and developmentally on track from birth to third grade.</li> <li>■ Children are developmentally ready to succeed in school at time of school entry.</li> <li>■ Children are prepared to succeed in grade 4 and beyond by reading proficiently by end of grade 3.</li> </ul>		<p>And addresses the following early childhood components:</p> <ul style="list-style-type: none"> <li>■ Physical Health</li> <li>■ Social-Emotional Health</li> <li>■ Family Supports and Basic Needs</li> <li>■ Parent Education</li> <li>■ Early Education and Care</li> </ul>				
<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b>                  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><b>Goal related to the targeted problem(s):</b>                  Families have the information or resources to support early learning needs of their children.</p>						
<p><b>Objective related to the goal:</b>                  Families have the resources, books and support to read daily to their children.</p>						
<p><b>Strategy 1:</b>                  Early Literacy Council will coordinate across communities to implement <u>10</u> Major Early Literacy Initiatives.</p>		<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• Families have limited number of books</li> <li>• Schools/ child care providers not consistent in providing early literacy info. to parents</li> <li>• Price of children’s books increasing</li> <li>• Some parents not reading with children daily</li> </ul>		<p><b>Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Improve third grade reading proficiency by &gt;5% for all schools</li> <li>• Imagination Library online survey shows increase in daily reading</li> <li>• Increase in books supplied for book mailboxes</li> <li>• Early literacy initiatives record &gt;40,000 books per year put in hands of children in Dickinson and Iron Counties</li> <li>• Over 2,500 families and community members receive books at Great Start’s major community events</li> </ul>		
<ul style="list-style-type: none"> <li>■ Parent Led Strategy</li> <li>■ Strategy came from Strengthening Families Assessment</li> </ul>		<p><b>System Characteristic(s) Addressed</b>   ■ Mindsets   ■ Components   ■ Connections   ■ Regulations   ■ Resources   □ Power</p>				
<p><b>Supply all FRCs with children’s books and 1 book mailbox at each Family Resource Center</b></p>		<p>J. Ringel and B. Reisner</p>	<p>FY18</p>	<p>Children’s Books and Book Mailboxes</p>	<p># of books taken from FRC Book Mailboxes</p>	<p><input type="checkbox"/></p>

## EARLY LITERACY COUNCIL - PAGE 2

<b>STRATEGY 1 Continued</b>					
<b>Activities</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures</b>	<b>STATUS</b>
<b>1:1 Implement popular March Reading Month</b>	B. Reisner and ACTION TEAM	FY18-21	Books, Cards	50 readers visit > 60 classes	<input checked="" type="checkbox"/>
<b>1:2 Schedule Annual Book Drive</b>	ACTION TEAM and Kiwanis	FY18-21	Stickers, Boxes	> 8,000 to 10,000 books collected annually	<input checked="" type="checkbox"/>
<b>1:3 Implement Reading Logs for GSPC Families</b>	J. Ringel, S. LaBrash, S. Mielcarek	FY19	Reading Logs / Diaries	> 50 parents complete reading logs	<input type="checkbox"/>
<b>1:4 Distribute Raise A Reader Books</b> <ul style="list-style-type: none"> <li>• Home Visitors</li> <li>• All-Community Events</li> <li>• Parent Strong Meetings</li> <li>FOCUS: HIGH NEED FAMILIES</li> </ul>	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"/>
<b>1:5 Leverage funds to support Imagination Library</b>	Maria Johns	FY18-21	Pledge Cards, Website Posting	Leverage > \$10,000 / Year	<input checked="" type="checkbox"/>
<b>1:6 Leverage funds to support Reach Out and Read</b>	J. Ringel and B. Reisner, C. McMahon, B. Schroeder, M. Ansay	FY18-21	Virtual Book Drive Aspirus Hospital F.	Leverage > \$5,000 / Year	<input checked="" type="checkbox"/>
<b>1:7 Provide leadership to supply Book Mailboxes</b>	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"/>
<b>1:8 Engage DIISD staff to co-sponsor BOOKS ON BUS</b>	B. Reisner, Vickie Schulte, DIISD staff	FY18-21	4 Buses: B.O.B. Books and Totes	Supply 8 book bags - 300 books per school year	<input checked="" type="checkbox"/>
<b>1:9 Enhance/integrate with DIISD, Department of EC to support Raise A Reader Home Visitor Programs</b>	ACTION TEAM	FY18-21	Funding for books	<ul style="list-style-type: none"> <li>• Increase in book distribution, book mailboxes; more families reading books together</li> </ul>	<input checked="" type="checkbox"/>