

GREAT START



COLLABORATIVE

TRAVERSE BAY



# ACTION AGENDA

FY 2020

Goals, Objectives, and Strategies to  
guide our work in 2019 – 2020

## FY20 Early Childhood Action Agenda – Traverse Bay Area Great Start Collaborative

<p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Children are born healthy.</li> <li><input type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.</li> <li><input type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.</li> <li><input type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</li> </ul>		<p>And addresses the following early childhood components:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Physical Health</li> <li><input type="checkbox"/> Social-Emotional Health</li> <li><input checked="" type="checkbox"/> Family Supports and Basic Needs</li> <li><input checked="" type="checkbox"/> Parent Education</li> <li><input type="checkbox"/> Early Education and Care</li> </ul>
<p><b>% and # of children not reaching targeted outcome(s); data are for Traverse Bay Area region unless noted from Great Start 2019 Data Set</b></p> <p>Number/percent of live births to women with late or no prenatal care: 36/2.2</p> <p>Number/percent of live births to women with less than adequate prenatal care: 475/29.4</p> <p>Percent of live births to women who smoked during pregnancy: 25.9 (Antrim); 24.5 (Benzie); 17.4 (Grand Traverse); 30.6 (Kalkaska); 11.8 (Leelanau)</p> <p>Number/percent of live births with low birthweight: 107/6.6</p> <p>Number/percent of live births that are preterm: 139/8.6</p> <p>Number/per 1000 females births to teen ages 15 – 19: 76/16.5</p>		
<p><b>Goal related to the targeted problem(s):</b></p> <p>Increase the utilization of community programs and resources by pregnant women that promote a healthy maternal lifestyle, including adequate prenatal care.</p>		
<p><b>Objective(s) related to the goal:</b></p> <p>Community partnerships that provider supports for pregnant women are strengthened.</p> <p>Information about community programs that promote increased use of prenatal care options are more widely available to all preconception/pregnant women.</p> <p>Pregnant women feel supported by their communities.</p>		
<p><b>Strategy 1:</b></p> <p>Partners that provide prenatal care options collaborate to identify gaps in support and leverage opportunities to increase access within the five-county region</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <p>Pregnant women don't know if the resources they need are available or how to find them.</p> <p>Pregnant women need the support of their community as well as their family and friends.</p> <p>Too many pregnant women wait until later in their pregnancies to seek prenatal care so they miss out on early opportunities for support.</p>	<p><b>Performance Measure(s):</b></p> <p>Partners document the resources that are available to support preconception/pregnant women and identify gaps.</p> <p>Partners, parents, and pregnant women collaborate to develop and share messaging that promotes a healthy maternal life style and access to resources.</p>

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<b>Activities</b> (small wins to carry out the strategy)	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures</b> (outputs of activities):
Partners that provide prenatal care and support self-identify through the GSC and provide data on services provided.	GSC team, Early Head Start, Healthy Futures	October 2019 – January 2020	Survey	Partner data are documented in a report to be shared publicly.
GSPC member provide qualitative data.	GSC/GSPC team	October 2019 – January 2020	Survey, listening session(s)	Qualitative data are organized to share publicly.
Develop messaging campaign for implementation via social media and on 5toONE.org, partner websites and launch	GSC team, Healthy Futures	February – June 2020	Schedule time for feedback from stakeholders	Campaign framework guides messaging

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<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b></p> <p>Quantitative data are extremely limited for this region by sample size.</p> <p>Qualitative data provided by parents/caregivers and community-based partners indicate lack of accommodation for social-emotional and physical disabilities at community-based playgroups and early childhood events, and a lack of opportunity for inclusive play at playgrounds and other venues typically visited by families with young children.</p> <p>Community stakeholders are seeking and/or have received funding for Inclusion, Diversity, Equity, and Accessibility (IDEA) assessments and improvements.</p>	
<p><b>Goal related to the targeted problem(s):</b></p> <p>Early childhood programs, activities, and services in our communities are welcoming and accessible by all families regardless of differences.</p>	
<p><b>Objective(s) related to the goal:</b></p> <p>A culture of inclusion is developed and promoted in our region.</p> <p>Service providers and community-based organizations implement evidence-based inclusion best practices to ensure their programs and services offer supports for children and adults with differences.</p> <p>Parents and caregivers feel empowered to ask for supports needed to ensure their children can fully participate in early childhood programs and activities.</p>	

<b>Strategy 1:</b> Convene a community-based study group to research inclusion best practices for early childhood programs and activities, and produce recommendations to share with community-based partners.	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> Families of children with differences assume they are not welcome or able to participate. Parents don’t know how to ask for needed supports. Organizations do not have expertise in inclusion practices. There are few community resources to help guide organizations in becoming inclusive. Being inclusive is so much more than simply reducing physical barriers. Most people do not understand how sensory differences impact participation. Parents have differences that are often overlooked.			<b>Performance Measure(s):</b> Evidence-based recommendations are widely shared with community-based organizations. The collective wisdom of many partners, parents, and caregivers is accepted as a significant resource for this work.
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Find community partners (Great Lakes Children’s Museum and Arts for All are co-leads; Arts for All has secured funding for facilitation)	GSC team, 5toONE	October 2019	Connections and referrals	Partners commit to working together to study inclusion
Identify group process and outcomes	Leadership team	November 2019	Facilitator	Partner agreements
Gather input from the community and experts	Leadership team	December 2019 – March 2020	Surveys, listening sessions, contacts	Needs and best practices identified
Develop best practices recommendations	Leadership team	April 2020	Meeting time, draft review, design & production of documents	Best practices recommendations shared with partners and others in the community
Implement best practices in 5toONE playgroups	GSC team, 5toONE	As soon as possible	Recommendations	Feedback from families and host organizations

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<b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b> Subsidy utilization rates are low in this region				
<b>Goal related to the targeted problem(s):</b> Increase access to high quality early care and education services and supports				
<b>Objective(s) related to the goal:</b> Increase families' knowledge, understanding, and utilization of child care subsidy, and high quality child care options via Great Start to Quality. Collaborate with regional Great Start to Quality Resource Center to link providers in the GSC/GSPC region to GSQ for the purpose of achieving higher quality. Review and make recommendations regarding the components of the Great Start Readiness Program.				
<b>Strategy 1:</b> Facilitate a school readiness advisory committee		<b>Prioritized root causes related to the objective and addressed by this strategy:</b> Parents don't know how to share information with GSRP teachers and specialists. The timing for finding out if your child is accepted doesn't work for families who need to plan in June for care during the upcoming school year. Families don't know how to apply.		<b>Performance Measure(s):</b> Use of joint recruitment and enrollment increases. Enhancements are made based on family input.
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Recruit diverse and representative group of parents, providers, stakeholders to serve on advisory	GSC team	Soon after slot allotments are announced	Meeting time, facilitator	Equitable slot allotment across the ISD including 30% CBO.
Engage diverse and representative groups of parents, providers, stakeholders to discuss and potentially impact availability and/or need for wrap around care, care outside of traditional hours, snow day care, back-up care, etc.	GSC team	GSRP district level meetings are held regularly throughout the year	Meeting time, facilitator	Evidence that parent, provider, stakeholder input is considered in decision-making on the district and regional levels.
<b>Strategy 2:</b> Parents learn about the child care subsidy and Great Start to Quality’s website and create a plan for sharing information about it with other parents.	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> Parents don’t know enough about the child care subsidy to talk about it in their conversations with other parents. Parents don’t have experience using the Great Start to Quality website to search for child care.		<b>Performance Measure(s):</b> Increased family knowledge and understanding of the child care subsidy Increase family utilization of greatstarttoquality.org to search for child care	
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Parents attend a workshop to learn about child care subsidy and GSQ website	GSPC, 5toONE	Fall, 2019	Meeting time (reduce barriers), access to internet, MDHHS representative	Parents can identify key concepts about the child care subsidy and GSQ website
Parents develop strategies and materials to share information in a meaningful way	GSPC, 5toONE	December 2019 – January 2020	Meeting time (reduce barriers), facilitation	Parents select best methods and modes for communicating with peers
Parents share materials and messaging across the 5toONE Network	GSPC, 5toONE	March/April 2020	Design and production of documents	Parent-generated materials are produced and distributed

<b>Strategy 3:</b> Engage child care providers and community stakeholders to explore ways shared services can increase quality, improve child care business practices, and help solve the shortage of infant/toddler care.	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> Providers struggle to operate their child care businesses profitably and don’t understand how GSQ can help them improve their business practices as well as quality. Community stakeholders don’t think of child care as small businesses so don’t understand how to help increase supply and quality of care through supporting improved business practices.		<b>Performance Measure(s):</b> Increased provider connection to GSQ. Increased provider participation in GSQ.	
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Convene shared services discussion groups on a schedule determined by participating stakeholders to identify common needs and potential for forming one or more types of local/regional shared services arrangements	Local shared services leadership team (GSC, Munson Health Care, Northwest MI College, GSQ)	As determined by stakeholders	Meeting time & space, refreshments access to internet, ECIC business advantage representative	Stakeholders indicate they are more knowledgeable about the value of participating in GSQ.
Shared services updates	Local shared services leadership team	Monthly	Internet, Constant Contact or email	Stakeholders receive more direct support about implementing shared services





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<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b></p> <p>Depending on school/district, less than half the children arriving at kindergarten are ready to learn to read</p> <p>Depending on school/district, approximately half of third-graders are reading proficiently at grade level</p> <p>Within TBAISD gains are being made among the lowest proficient readers, however the declines are observed among the highest proficient readers</p>	
<p><b>Goal related to the targeted problem(s):</b></p> <p>Parents and caregivers in our communities understand the importance of early literacy skills and have the supports they need to build those skills in their children.</p>	
<p><b>Objective(s) related to the goal:</b></p> <p>Schools, child care providers, parents, and community-based stakeholders in early literacy work together to ensure that all families have access to evidence-based resources and supports that promote early literacy skills.</p> <p>We explore ways to promote region-wide awareness of the importance of early literacy and its connection to reading proficiency in the early elementary grades, including the potential to become a “Talking is Teaching” GSC.</p>	

<b>Strategy 1:</b> Convene the Everybody Reads network and the GSC/GSPC to explore the potential for adopting “Talking is Teaching” as a community campaign.	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> Parents don’t know that they should be reading to babies from day one; they don’t know enough about early brain development to understand why reading aloud and talking to babies matters. 20% of adults are functionally illiterate; the literacy skills of caregivers impact children’s access to literature experiences. Reading as an activity is trending down while viewing videos is trending up; reading as a leisure time activity is trending down. Children are being exposed to digital screen devices at earlier ages and using the devices to play games rather than read. Parents and caregivers cannot find needed help to support children’s early literacy skills development; when testing and assessment does not confirm parents’ hunches that their children are struggling, there is nowhere to turn.			<b>Performance Measure(s):</b> Broad-based consensus is achieved among stakeholders to initiate a “Talking is Teaching” campaign (or other campaign if “TisT” is not adopted) A regional planning team representing diverse stakeholders is formed to lead the campaign
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Organize a literacy summit with Elaine Koons to learn about Wayne County’s “Talking is Teaching” campaign	GSC/GSPC and Everybody Reads leadership team	Best possible date October 2019 – January 2020	Meeting space and supplies, promotion, speaker expenses, facilitation	GSC/GSPC, Everybody Reads network members and community stakeholders attend and participate in decision-making activities

Hold a stakeholder forum to consider becoming a “Talking is Teaching” region. If adopted, proceed with the following activities:	Community leadership team (including GSC/GSPC & ER members)	February 2020	Meeting time, facilitation	A diverse group participates in decision-making
Connect with national and state “Talking is Teaching” partners	Community leadership team (including GSC/GSPC & ER members)	February 2020	Meeting time	Officially join “Talking is Teaching”
Develop an evaluation plan	Community leadership team (including GSC/GSPC & ER members)	March 2020	Meeting time, evaluator	Evaluation plan, logic model and/or theory of change
Develop regionally branded (5toONE & Everybody Reads network) materials for distribution	Community leadership team (including GSC/GSPC & ER members)	February – March 2020	Funding for design and production	Suite of materials are produced, style manual, situations of use, digital files shared with stakeholders
Hold leadership & community champion trainings	Community leadership team (including GSC/GSPC & ER members)	Early April	Meeting time and supplies, print materials	Enough champions are trained in each county to have impact
Plan and launch the regional campaign	Community leadership team (including GSC/GSPC & ER members)	Week of the Young Child 2020	Promotional materials, media coverage, champions at local events	Evaluation plan is used to inform the work and demonstrate impact in communities

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<b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b> GSPC lacks diversity, especially representation from our Native American community.				
<b>Goal related to the targeted problem(s):</b> The GSPC promotes participation in activities by conducting outreach to families who might not otherwise participate.				
<b>Objective(s) related to the goal:</b> Parents will identify, recruit, and support interactions with parent groups who are less visible, often overlooked, or underrepresented at our GSPC meetings.				
<b>Strategy 1:</b> Parents build empathy and learn relationship-building strategies to develop a plan for inviting parents into leadership who aren't usually invited.		<b>Prioritized root causes related to the objective and addressed by this strategy:</b> Parents who are experiencing homelessness, are of color, are Native American, are differently abled, and/or are non-English speaking often feel uncomfortable with parents they perceive are too dissimilar from themselves.  Majority demographic parents often feel awkward and disconnected in social situations with people they perceive as different.		<b>Performance Measure(s):</b> More families from underrepresented and overlooked groups of parents will attend GSPC meetings and events, and are invited into leadership roles. GSPC members will increase their skills in building relationship and extend leadership opportunities to other parents.
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Parents identify what makes them uncomfortable in leading/being part of a group	GSPC members	October 2019	Meeting time, reduce barriers	Parents participate in empathy-building exercises
Parents attend an ACEs training in conjunction with an updated Family Navigator training	GSPC members	November 2019 or January 2020	Meeting time, reduce barriers, training materials	Parents successfully complete ACEs/Family Navigator training
Parents create a bank of strategies to listen and respond to ACEs to build participation in other parents	GSPC members	January 2020 and ongoing	Informational materials to share with new parents	Parents invite new parents into leadership roles

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<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b></p> <p>76/16.5 of live births occur to teen parents (age 15 – 19)</p> <p>8994/27.6 of children under 18 live in single-parent families; the number/percent of children in households headed by a single male is not known</p> <p>Nationally, the number of stay-at-home dads is trending up; for 24% of stay at home dads, the primary reason is to care for children under the age of 18.</p> <p>Nationally, 63% of dads say they do not spend enough time with their children and only 39% believe they are doing a “very good job raising their children”.</p> <p>[Data from Pew Research Center: <a href="https://www.pewresearch.org/fact-tank/2019/06/12/fathers-day-facts/">https://www.pewresearch.org/fact-tank/2019/06/12/fathers-day-facts/</a>]</p>	
<p><b>Goal related to the targeted problem(s):</b></p> <p>All fathers are supported in their parenting role and can find the supports they want and need to raise their children including opportunities for networking and meaningful things to do with their children.</p>	
<p><b>Objective(s) related to the goal:</b></p> <p>Local/regional partners work together to create and sustain programs and meaningful activities that nurture the father-child relationship.</p> <p>Fathers are invited into parent leadership roles in their communities and encouraged to build strong networks of support.</p>	

<b>Strategy 1:</b> 5toONE and Generations Ahead partner to implement the Fraternity of Fathers program in the five-county region.	<b>Prioritized root causes related to the objective and addressed by this strategy:</b> Programs for fathers as caregivers (dads as primary caregivers or sharing custody of biological children, foster dads, grandfathers parenting grandchildren) are limited to court-mandated parenting classes, support groups, and a few faith-based programs. Fathers across the five-county region have expressed interest in attending dads groups that meet their needs, support their parenting style, and offer opportunities to network with other dads but don't know how to find or create a group. Fathers feel that most early childhood programs, services, and activities are geared toward supporting moms and maternal needs. Teen dads want extra support since they do not have a natural peer group to turn to for advice and modeling. Some fathers do not want to be the kind of parent their fathers were to them.		<b>Performance Measure(s):</b> At least one ten-week FoF session is held for teen fathers. A customized plan for implementing FoF at 5toONE Neighborhood Centers and through the 5toONE Network in the community at large is developed that maintains FoF best practices.	
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5toONE partners with Generations Ahead to support a ten-week Fraternity of Fatherhood session	Generations Ahead & 5toONE staff	Fall 2019 – Winter 2020	Funding for staffing, reduce barriers, activity supplies	A cohort of 7 – 10 fathers completes the ten-week session
5toONE partners with Generations Ahead to identify a cohort of dads who will be trained as FoF co-facilitators	Generations Ahead & 5toONE staff	Fall 2019 – Winter 2020	Funding for staffing, reduce barriers, activity supplies	A cohort of 3 – 5 fathers complete training



5toONE project manager is contracted with to develop plan and evaluation tool for community-based FoF programming	5toONE contractor	Fall 2019 – Winter 2020	Funding	A community-based implementation plan is prepared in consultation with FoF developers
Community-based FoF is piloted at selected 5toONE Neighborhood Centers	5toONE team	Spring 2020	Funding, activity supplies	Evaluation results inform ongoing improvement and expansion throughout the 5toONE Network