



Strategic Plan
October 2019-September 2023

*Midland County Great Start
Collaborative*

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Letter to the Community

Dear Midland County Community Member,

The partners and parent leaders of the Midland County Great Start Collaborative are honored to present the Midland County Great Start Collaborative Strategic Plan for 2019-2023.

This comprehensive, four-year plan is the result of an eighteen-month effort that included an early childhood system scan, data analysis, and implementation plan. The Great Start Collaborative board, executive committee, work groups, and community members have shared information and resources to construct this forward thinking plan to launch the Midland County early childhood system into the next four years of coordination and teamwork.

Throughout the past decade, early childhood has received increasing national, state, and local support as we seek to prepare the next generation for an ever-changing world. High quality early childhood services and experiences are the foundation for a strong workforce development, economic impact, and community leadership. Midland County has achieved a high level of awareness of the importance of early childhood and the impact these years have on the future of the community. The 2019-2023 GSC Strategic Plan recognizes both the successes and challenges young children and their families have long faced, as well as the early childhood landscape that lies ahead. The ambitious goals set forth in this plan will provide a framework of investment in our youngest learners, preparing them for school and lifelong success.

The Midland County Great Start Collaborative is embarking on our fourth strategic plan. With dedicated input and involvement from education partners, philanthropic organizations, business leaders, health organizations, social services, the faith-based community, and parent leaders, we feel this is a strong plan for our future.

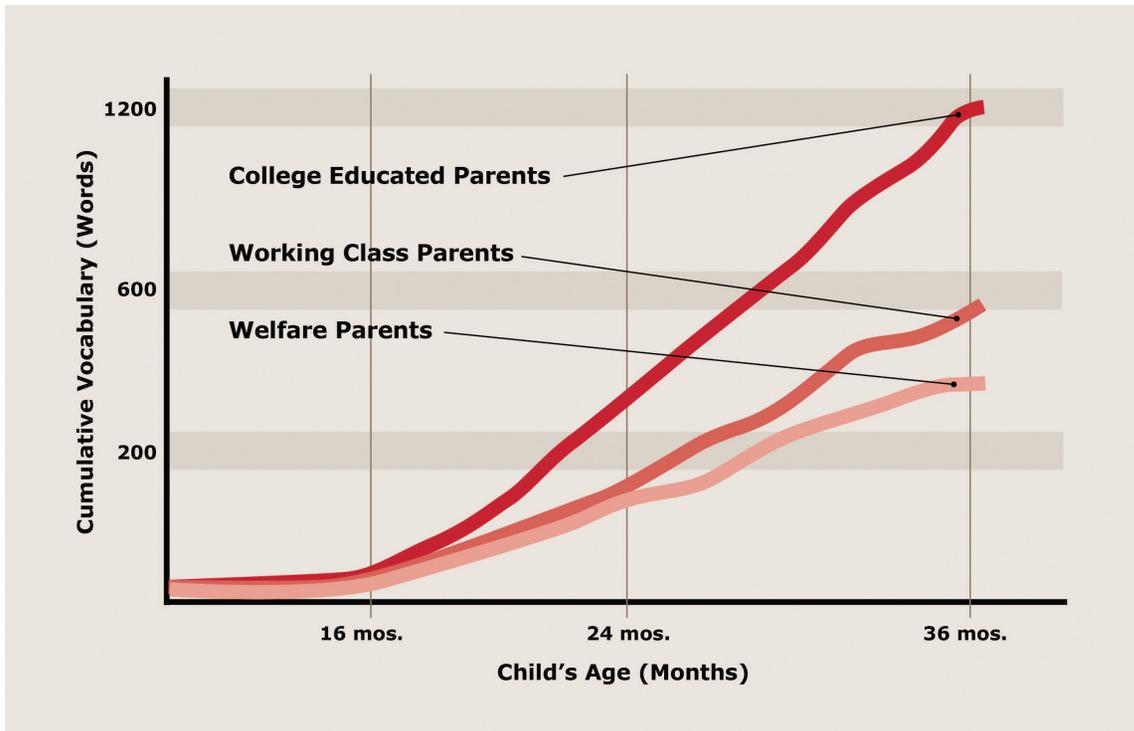
As members of the Midland County Great Start Collaborative, we pledge to demonstrate our commitment to young children through action. Your support of our actions will help us reach the shared vision of ensuring that every child in Midland County is safe, healthy, and ready to succeed. Please join us in supporting this generation and recognizing the importance of every child in the community.



Why Are Quality Early Childhood Services Important to All Families?

Quality early childhood programs and services are important to families of all income and education levels. It is important to recognize that gaps in services can be caused by many factors such as transportation and accessibility, program limitations, and income restrictions.

The United Way ALICE study recognizes the current status of families identified as Asset Limited Income Constrained and Employed (ALICE). According to the recently released ALICE study by the United Ways of Michigan, we now face an economy of low-paying jobs. The household survival budget includes the cost of housing, childcare, food, transportation, and health care at a bare-minimum survival level. It does not include any savings, leaving households without a cushion for unexpected expenses and unable to invest in the future. The most recent ALICE report estimates that the Midland County survival budget for a family with two adults and two young children is \$60,696. In fact, 34% of Midland County households may require assistance with housing, transportation, and childcare. Unfortunately, many of these families do not qualify for federal and state supports to access quality programs and services. Children of working-class families face challenges for childcare, preschool, and quality early childhood experiences that differ from other families. (2019 ALICE Report-Michigan).

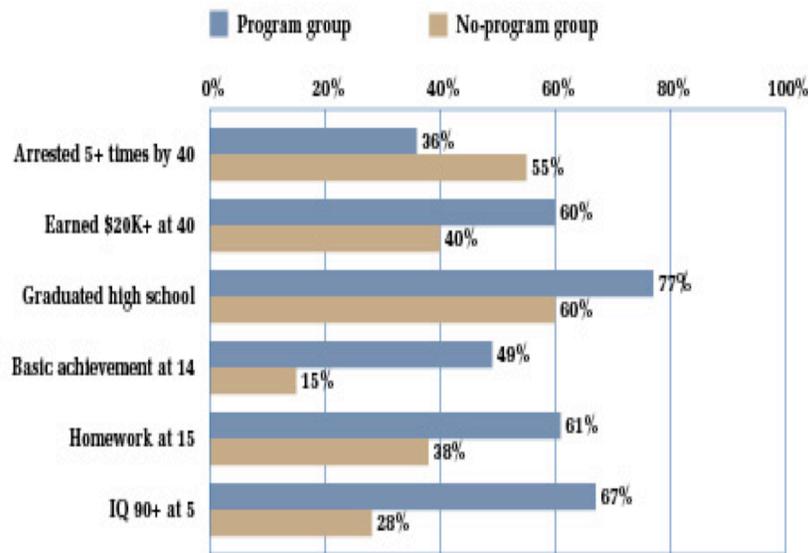


Source: Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore, MD: Brookes.

The partners of the Midland County GSC recognize that current supports for early childhood are keys to the future; however, working class families continue to experience financial stress and do not always qualify for the supports needed in order to provide high quality education and care for their children and for their families. In order to increase school success, we must recognize that these financial needs for young children are critical to improving future outcomes. Moving forward into the next four years, we will continue to develop programs that fill gaps and provide full and partial scholarships for young children. These initiatives not only provide high quality services, but impact economic outcomes for Midland County and for the region.

Research shows that high quality preschool greatly increases the rate of school success for children of low-income families. The High Scope Perry Preschool Project, conducted in Michigan, demonstrated the value of two years of high-quality preschool. From 1962-1967 the subjects, age 3 and 4 were randomly divided into a program group that received a high-quality preschool program based on High Scope’s participatory learning approach, and a comparison group who received no preschool program. In the study’s most recent phase, 97% of the study participants still living were interviewed at age 40. Additional data were gathered from the subjects’ school, social service, and arrest records. The study found that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool.

Figure 1
Major Findings: High/Scope Perry Preschool Study at 40



Source: Lifetime Effects: The High Scope Perry Preschool Study Through Age 40 (2005)

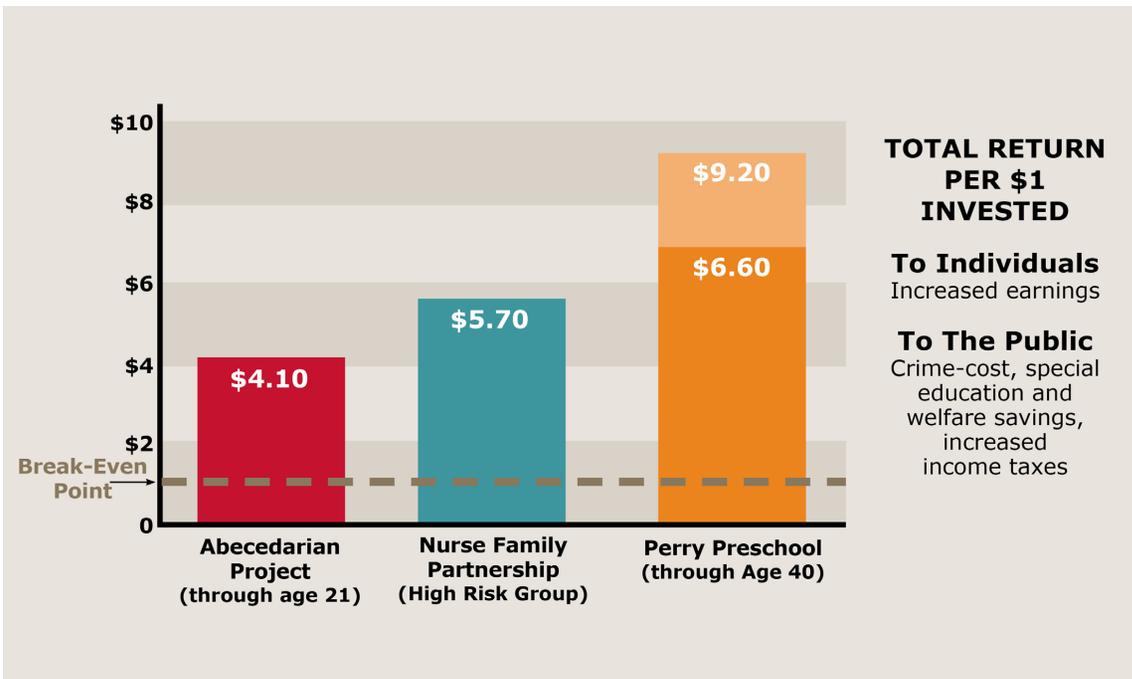
The study shows that a quality program for young children living in poverty, over their lifetimes, improves their educational performance, contributes to their economic development, helps prevent them from committing crimes, and provides a high return on taxpayer investment.

High-quality early childhood programs can reduce the number of children diagnosed with certain learning disabilities by third grade, according to a **study** published in the *Educational Evaluation and Policy Analysis* journal.

The study, conducted by Clara G. Muschkin, Helen F. Ladd and Kenneth A. Dodge of Duke University, could have significant implications for reducing the financial burden special education services place on municipal budgets. The researchers explored how two early childhood initiatives in North Carolina affected the likelihood that children would be placed in special education by the end of third grade. It focused on a preschool program for four-year-olds from at-risk families and a program that provides child, family, and health services for children from birth through age five. The study tracked 871,000 children who were born between 1988 and 2000 and were enrolled in third grade between 1995 and 2010.

The study found that children who participated in the More at Four preschool program, now called NC Pre-K, were 32 percent less likely to be placed in special education by third grade, compared to peers who did not participate in the preschool program. Additionally, those enrolled in the Smart Start program for children from birth through age five were 10 percent less likely to be receiving special education services by third grade. Together, both programs reduced the likelihood of third-graders receiving special education services by 39 percent, the researchers said. That could translate into significant savings, as special education in the U.S. costs almost twice as much as regular classroom education. “It shows a level of benefit not only in academic terms but also financially, because special education services are so expensive,” Muschkin said. “This gives policy makers useful evidence that investments in early childhood education are a source of significant cost savings for the state.”

These and other research projects, such as the Abecedarian Project, which studied the potential benefits of early childhood education for poor children, have led economists to emphasize the economic returns of early learning experiences in both the short and long term for the participants as well as the community.



Sources: Masse, L. and Barnett, W.S., *A Benefit Cost Analysis of the Abecedarian Early Childhood Intervention* (2002); Karoly et al., *Early Childhood Interventions: Proven Results, Future Promise* (2005); Heckman et al., *The Effect of the Perry Preschool Program on the Cognitive and Non-Cognitive Skills of its Participants* (2009)

www.developingchild.harvard.edu

from "The Science of Early Childhood Development: Closing the Gaps Between What We Know and What We Do":

Great Start Collaborative Profile and History

In April 2008, the Early Childhood Investment Corporation awarded a Great Start Collaborative planning grant through the Midland County Educational Service Agency (MCESA). In 2009, the Midland County Great Start Collaborative (GSC) released its first strategic plan. This plan provided important guidance during the early years of the collaborative and resulted in many accomplishments. In October 2012, the Midland County GSC launched the 2012-15 Strategic Plan. The plan recognized past successes and set goals for future work.

The Midland County GSC is a team of diverse partners who truly understand the definition of collaboration. Our partners understand that we must move beyond gatherings and the sharing of past information into actions that often require us to make sacrifices for the greater good. When partners collaborate, they must sometimes give up their own programs and services in order to provide system efficiencies and/or tackle problems that are outside of their normal scope. Collaboration means expanding the current agency identity in order to focus less on the individual service organization and more on the needs of those who receive the services.

The success of the Midland County GSC is the result of many years of collaboration and involvement from early childhood partners and community members. GSC members include business and community leaders, parents, public health experts, human services and mental health representatives, K-12 teachers and administrators, faith-based leaders, philanthropic representatives, and childcare providers. These partners recognize the importance of establishing and maintaining a high quality, early childhood system for the county.

2016-18 Successes

The 2016-2018 Strategic Plan expanded upon past programs and reforms for young children and their families. During the 2016-18 plan timeframe, the GSC provided opportunities for partner and community agencies to collaborate on a variety of initiatives related to quality of care and education, nutrition, social emotional wellbeing, and early childhood investment.

In order to improve social-emotional health of children and families, the GSC has supported trainings, classes, and parental honorariums to promote and provide instruction for Becky Bailey's Conscious Discipline program throughout the county. This offers parents time to learn, embrace strategies, and solve problems with an instructor including one-on-one supports if needed. Additionally, in partnership with Midland County MSU Extension, parents and providers have had opportunities to expand learning and growth during nutrition and health classes and presentations.



During 2014, members of the GSC attended a conference that illustrated the services and outcomes for children and families facing traumatic environments. As a result, the team received a grant that helped Midland County launch the Trauma and Toxic Stress Task Force. This action-oriented team began with a unified definition of trauma and toxic stress and has been training the community on trauma awareness, resiliency for families and children, and trauma informed practice trainings.

Over the past three years, investment in the GSC scholarship initiative has increased on a county and regional level. The Midland County GSC works with other GSC Directors throughout Prosperity Region 5 to increase awareness of and investment from business and community organizations to provide high quality early learning experiences for young children who are not served by federal and state funded programs. In 2013, the Midland County GSC established the Midland County Childcare Scholarship Fund with the Midland Area Community Foundation to ensure sustainability and encourage long term investment in high quality learning. Most recently, the Midland Area Community Foundation has established the Ready For School investment fund. This fund will provide ongoing, financial support for Midland County children. Spendable funds will flow through the GSC, utilizing our long-standing process for assisting children in need. Combined with state funds and donations from private donors, we will provide an increasing number of preschool scholarships in the years to come. The scholarship initiative utilizes a continuous quality improvement model with our partners. Early childhood specialists assess quality, create quality improvement plans, and offer professional development that is targeted to the needs of the partners. This model creates an increase in quality that ultimately benefits all children in Midland County. (See appendix C for logic model and scholarship timeline.)

The GSC has also increased support for “Great Start To Quality”, Michigan’s tiered quality rating system. The goal of increasing partner participation and parent awareness of the system has gained significant local and state support during the past two years.

In 2014, the GSC, in partnership with the Regional Preschool Partnership, established the Midland County School Readiness work group to enable high-quality transitions between the early childhood system and K-12 entities. This work group consists of representatives from preschool and childcare providers, the four local school districts, private schools, and community organizations. During the first two years, the team established a framework for ensuring future success for kindergarten transitions and school readiness for young children. These initiatives have provided parents and teachers with points of connections to make transitions more successful in Midland County.



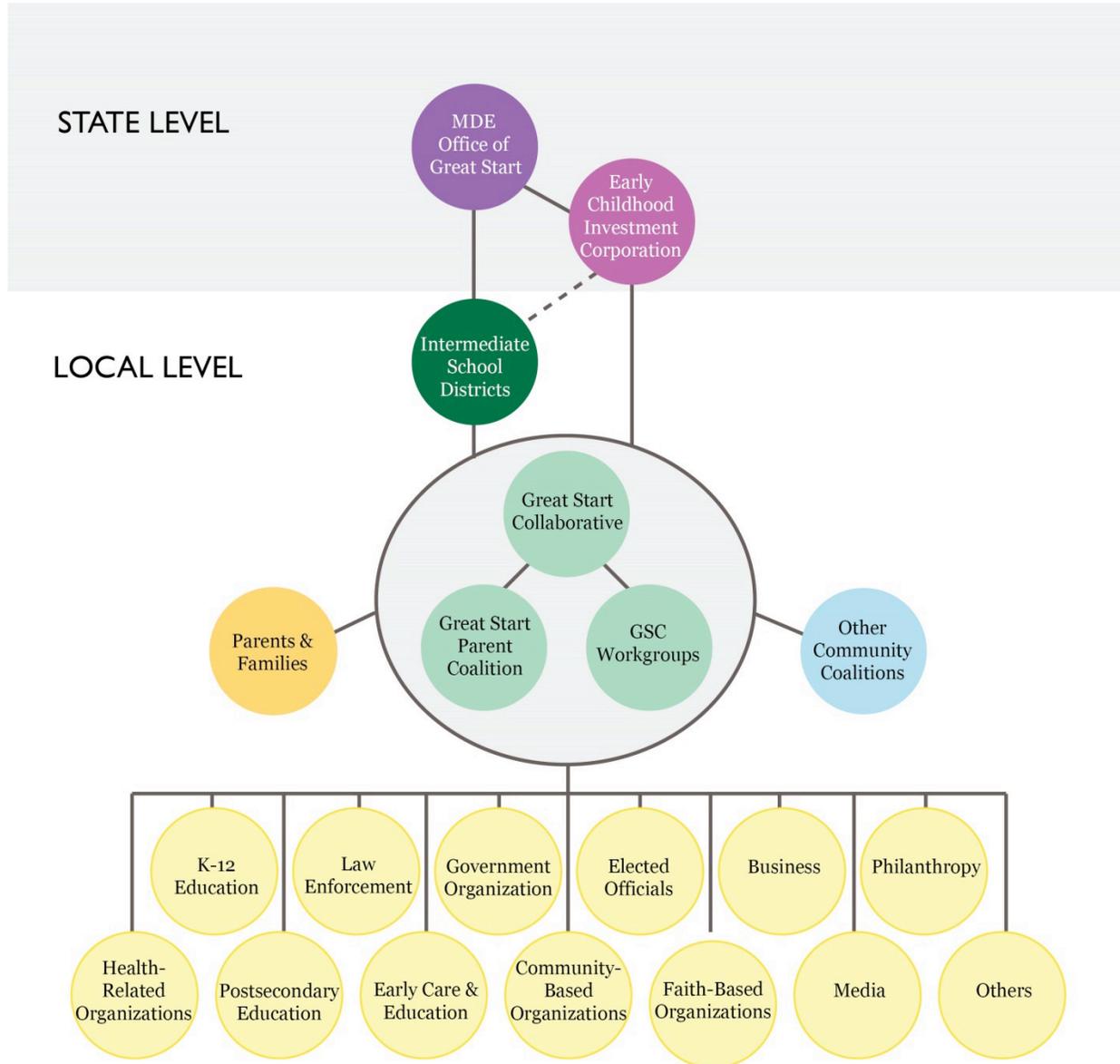
During the 2016-18 plan years, oversight of all Great Start Collaboratives in Michigan has been provided by the Office of Great Start, part of the Michigan Department of Education. The Office of Great Start teams with the Early Childhood Investment Corporation to provide assistance, training, and guidance to all Great Start Collaboratives to increase local success as part of a statewide effort for young children. In 2019, technical assistance and training will be handled by the newly established Early Childhood Support Networks. Great Start to Quality will be championed by the Early Childhood Investment Corporation. Each of these entities will work collaboratively to strengthen the early childhood system in Michigan.

The members of the Midland County GSC worked diligently throughout the 2016-18 plan years to build upon extensive partnerships and address system changes that created more efficient services, expansion of high-quality experiences, and coordination of supports for young children and their families.

***Our Mission:** To assure a coordinated system of community resources and support to all Midland County families with children prenatal through 8 years.*

***Our Vision:** All children will enter kindergarten safe, healthy, and ready to succeed in school and in life.*





Executive Summary

In April 2008, the Midland County Educational Service Agency (MCESA) was awarded a Great Start Collaborative planning grant by the Early Childhood Investment Corporation in an effort to facilitate delivery of early childhood outcomes put forth by the Michigan Early Childhood Investment Corporation, established in February 2005. In 2011, Governor Rick Snyder created the Office of Great Start (OGS), located in the Michigan Department of Education (MDE) in an effort to lead initiatives to coordinate and integrate Michigan’s investments in children from before birth through age 8.

According to the Michigan Department of Education, “There are sound policy reasons for focusing public resources on Michigan’s youngest children. Too many children arrive at kindergarten inadequately prepared, leading to greater future expenses in areas such as special education and grade repetition. Increasing public investment in younger children, particularly children whose families are unable to provide for some needs, offers an opportunity to leverage scarce public resources for great public good.” As a result, the Office of Great Start and its partners, including the Midland County Great Start Collaborative, are charged with implementing a coordinated system and tracking progress toward the following outcomes:

1. Children are born healthy.
2. Children are healthy, thriving, and developmentally on track from birth to third grade.
3. Children are developmentally ready to succeed in school at time of school entry.
4. Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

The 2019-2023 Midland County Great Start Strategic Plan expands on successes realized in implementation of the 2016-18 strategic plan. Inroads were made in parent and provider education, financial supports for preschool education, and trauma informed awareness. Family education and support has improved through Parent Coalition “parent cafes” while sensitivity to transportation needs has been reflected with rural venues for local events such as “Conscious Discipline” classes for parents. Parent and community education about the Great Start Collaborative has increased through a variety of media, presentations, surveys, and events.

- Resources will continue to be directed toward the successful interventions for Outcome 3 with Kindergarten transitions.



- Our most recent partnership with MidMichigan Health will provide families with increased access to child birth education and new parent supports.
- For Outcomes 3 and 4, opportunities have been identified for increasing the availability of high-quality childcare and preschool centers as measured in Great Start to Quality, and Outcome 2 by increasing the number of community partners that are committed to working on community education and awareness of resources regarding trauma and toxic stress, resiliency, and physical/social emotional health.
- Our new strategic plan also recognizes the need for increase literacy support as we seek to align birth through third grade outcomes for Midland County children.

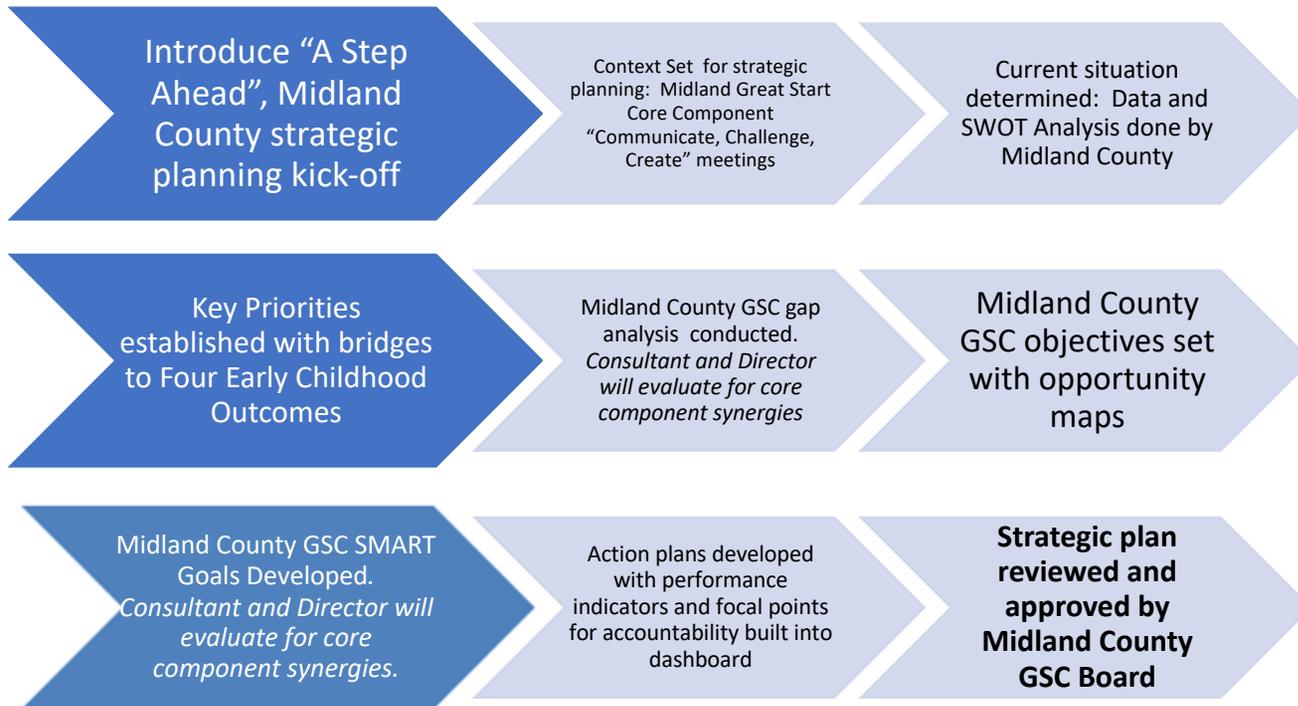
Finally, the Office of Great Start has challenged the Midland County GSC to focus on these six high-leverage areas to improve opportunities and outcomes for Michigan's young children: 1) Build leadership within the system, 2) Support parents' critical role in their children's early learning and development, 3) Assure quality and accountability, 4) Ensure coordination and collaboration, 5) Use funding efficiently to maximize impact and 6) Expand access to quality programs.

In 2018-19, the Office of Great Start commissioned a survey of the Great Start System which included county level explorations for each Great Start Collaborative and Parent Coalition. Data from the partner and parent survey showed that 69% of partners were engaged in gatherings and workgroups and 97% of partners felt their voices were heard in designing the work of the GSC. In addition, 95% of partners feel that the GSC has strong leadership including directors and committee chairs. Successes of the GSC and GSPC include sharing resources with families, partners working well together to make progress on a common goal, and sharing information with the community at large. Areas of focus for future improvement include communication with certain populations, insufficient funding, and lack of knowledge about the Great Start Collaborative/ Parent Coalition. Using these results, the leadership of the GSC/PC have redesigned meeting structures and communications as we launch the 2019-23 plan.

Midland County Great Start Collaborative 2019-2023 Strategic Planning Process

How we reach outcomes is directly impacted by the **processes** we utilize to reach those outcomes. Therefore, the Midland County Great Start Collaborative chose to partner with an external organization, the Community Advancement Network (CAN) for facilitation of our strategic planning process. The Community Advancement Network (<http://www.advancementnetwork.org/>) is a collaboration between the United Way of Midland County and industry partners whose mission is to strengthen nonprofit organizations in the Great Lakes Bay Region through capacity building services that enhance effectiveness and efficiency. Midland County's Great Start Collaborative applied and received a grant for a CAN strategic planning facilitator whose expertise in collaborative decision-making streamlined our processes while energizing our work groups toward realizing the goals they set for the next several years. See collaborative tools at: <http://asq.org/learn-about-quality/new-management-planning-tools/overview/overview.html> and [http://www.webpages.uidaho.edu/~metlen/bus456/Quality%20Fall%2009Hisotory/The%20Seven%20Management%20and%20Planni ng%20Tools\[1\].pdf](http://www.webpages.uidaho.edu/~metlen/bus456/Quality%20Fall%2009Hisotory/The%20Seven%20Management%20and%20Planni ng%20Tools[1].pdf).

The following is an overview of the process utilized in determining Midland County Great Start Collaborative’s 2019-2024 strategic plan.



Prior to Strategic Planning: Collaborative partners engaged in two-stage education on developing strategic partnerships in order to facilitate innovate approaches to collaboration in an effort to reduce redundancies in partner services, leverage expertise, and decrease cost of services.

Step 1: Explore internal and external strategic planning options for process facilitation

Step 2: Review proposals with executive committee for expertise and leveraging best use of resources

Step 3: Project initiation

Step 4: Engagement of core teams

Step 5: Current situation assessed with data collection, evaluation of progress made on previous strategic plan initiatives, surveys, SWOT analyses, and parent coalition focus group

Step 6: Gap analyses completed with root cause analyses for key issues

Step 7: Key priorities established with bridges to four Early Childhood Outcomes through relations diagrams, N/3, pareto charts

Step 8: Collaboration by entire team to share and validate results, brainstorm action plans and resources, and celebrate progress

Step 8: SMART goals developed by core teams

Step 9: Action plans developed with performance indicators and accountability

Step 10: Dashboards developed

Step 11: GSC Board approval

Community Needs and Strengths Assessment

Data Collection Methods

The Midland County Great Start Collaborative utilized data review and action agenda review from a wide variety of sources to identify strengths and weaknesses in the local early childhood system. The Collaborative places value in evidence based and research-based practices that provide illustrated short- and long-term outcomes to address gaps and overlap in the system. Comprehensive data was collected from:

- Kids Count
- United Way ALICE report
- Parent Coalition community surveys
- Great Start To Quality, Michigan Department of Education
- MidMichigan Health
- Local school readiness committee of the GSC
- The Legacy Center for Student Success

*See Appendix 2 for links to resources



2018 Community Conditions Status Report

Although there is an increase in math and reading proficiency at the 3rd grade level, there is a high percentage of non-proficiency among the children of Midland County. Approximately half of all third graders are still struggling with math proficiency, and roughly one third of all third graders are not meeting grade level expectations for reading. The Midland County GSC recognizes that outcomes and data related to children ages 0-5 have a tremendous impact on school readiness and proficiency levels.

Community Conditions Results

The following data points were prioritized by the Midland County GSC as targets for the 2019-2024 Strategic Plan.



- *In Midland County, the number of children in investigated families was 1,920, 308 were confirmed cases, (2017), compared with 1,497 (229 confirmed cases) in 2012 and 1,158 (153 confirmed cases) in 2005.
(Kids Count 2019)*

- *In Midland County, the number of children, ages 0-17 living in poverty decreased to 2,287 (13%) in 2017. Previously, data showed an increase from 2,921 (14.3%) in 2005 to 3,062 (16.4%) in 2012. (Kids Count 2019)*

- *The average cost of full-time childcare is \$584 per month compared to \$561 per month in 2013 and is now 37.9% of full-time minimum wage compared to the 2013 measurement of 45.1% of full-time minimum wage.
(Kids Count 2019)*

- *In Midland County in 2014-16, the average number of low birth weight babies per year was 66 or 7.7%, up slightly from 2009-2011 when the average was 59 or 6.9%. Birth weight has direct impacts on the future health of children
(Kids Count 2019)*

- *In Midland County, the average number of women receiving less than adequate prenatal care between 2009-2011 was 174 or 19.8%. Now, the average for 2014-16 has increased to 264 or 30.8% (Kids Count 2019).*

- *Number of Child Care Centers and number of those centers accepting infants for Midland County, also includes numbers of group homes and family homes:*

2019: 43 centers--9 accepting infants 30 group homes 32 family homes
2018: 37 centers--9 accepting infants 32 group homes 38 family homes
2017: 33 centers--7 accepting infants 27 group homes 42 family homes
2016: 32 centers – 8 accepting infants 32 group homes. 48 family homes
2013: 41 centers – 9 accepting infants 43 group homes 57 family homes
2012: 46 centers- 12 accepting infants 47 group homes 53 family homes
2011: 56 centers- 12 accepting infants 42 group homes 65 family homes
2010: 55 centers- 13 accepting infants 40 group homes 71 family homes
 (Michigan Department of Education)

Table 1. Overview of Licensed Child Care Providers of Midland County as of June 1, 2019.

License Type	Providers Capacity		Published Rating					
			Empty	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Licensed Center	40	2,945	17	0	0	6	16	1
Licensed Family Home	33	198	22	2	1	8	0	0
Licensed Group Home	32	384	18	0	2	12	0	0
Total	105	3,527	57	2	3	26	16	1

(Central Resource Center: Great Start To Quality)

According to “Changes in Michigan’s Childcare Landscape” (Public Sector Consultants, 12-14-18), the total number of licensed providers in Midland County has decreased from 2010 to 2018 by 27.1%. In addition, the number of childcare center slots, family childcare home slots, and group childcare home slots have all decreased. Total slots for licensed childcare have decreased by 11.4%. Slots for infants and toddlers at family homes have decreased by 33% while those at group homes have decreased by 20.9%. Slots for infants and toddlers in centers have decreased by 6.9%. As shown in the graphs above, the trend for 2019 has been an increase in licensed centers with a drop in family homes, accounting for an overall decrease.

Further Assessment: The Current Situation

During the Great Start Collaborative meetings, work group meetings, and Parent Coalition Meetings, members reviewed the identified data priorities and current levels of services.

Environmental scans were conducted and SWOT analyses completed (http://www.mindtools.com/pages/article/newTMC_05.htm) to determine the “current situation”. Work groups were encouraged to celebrate their efforts, recognize where there was room for improvement, and let go of external influences over which they have no control.

In addition, the following questions were asked for each data point:

- What factors are causing and/or contributing to this condition?
- What do we want to see change or happen if this topic were to be addressed?
- What is already in place in the system to address the issue and what barriers are faced in providing these services?
- What are the gaps in services that need to be addressed?
- Are there access issues related to this priority?
- What system changes could help achieve the impact we desire?
- How would outcomes be tracked by supporting changes in services or delivery of services?

Analyzing the Gaps

Following system assessment work, each work group or subcommittee completed a root cause analysis for each data point. This work assisted groups in targeting specific strategies and actions to address the challenges facing young children in Midland County.

In addition, the Midland County GSC has aligned their work to include the current work and focus of the Midland County Health and Human Services Council, the Midland Area Community Foundation initiative entitled Exploring Our Future, and other projects related to Prosperity Region 5 that encompass education and families with young children.

Designing Solutions

Once gaps were analyzed and root causes determined, work groups were first given time to explore research-based, evidence-based solutions to the problems. Members of these work groups were charged with networking across their communities of interest to determine where similar issues were being explored with the intent of partnering where possible and reducing/eliminating redundancy of efforts already in place in the community. After this exploration phase, work groups met individually to brainstorm and prioritize solutions. Consideration was given to the anticipated impact on the four Office of Great Start Early Childhood Outcomes, the ability to influence/impact or controllable, and resources needed in order to effect change. Advocacy for solutions was encouraged and clarification of methods offered. Pareto voting and quantitative decision matrixes were tools utilized in the process. What resulted was a collection of alternatives that were rich resources for work teams in developing interventions.

Goals, Objectives, and Action Agendas

Mission: To assure a coordinated system of community resources and support to all Midland County families with children prenatal through 8 years.

Vision: All children will enter kindergarten safe, healthy, and ready to succeed in school and in life.

Throughout the State of Michigan, Great Start Collaboratives work at the county level to address the early childhood system. Each county and community experiences a wide variety of economic and social conditions that contribute to the current early childhood landscape. As local conditions and needs for change are addressed, the child and family outcomes set forth by Office of Great Start and the Michigan Department of Education are considered.

In 2012, the Office of Great Start set out to create a comprehensive state plan for early learning and development. Based on input from policymakers, providers, families, and local leaders, the plan laid the groundwork for success for young children. “Great Start, Great Investment, Great Future” is a framework for all partners in the early childhood system. It addresses resources, investment, and key outcomes for young children. The following four Office of Great Start outcomes provide a coordinated system to track progress over the next several years in Michigan.

1. Children are born healthy.
2. Children are healthy, thriving, and developmentally on track from birth to third grade.
3. Children are developmentally ready to succeed in school at time of school entry.
4. Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

To view the full report, please visit

https://www.michigan.gov/documents/mde/1_Great_Start_-_Great_Investment_-_Great_Future_-_FINAL_422080_7.PDF



Utilizing these four outcomes set forth by the State of Michigan, the Midland County Great Start Collaborative worked as a membership team and in work groups and committees to address local early childhood system needs in developing the 2019-2024 Strategic Plan. The Midland County Great Start Collaborative consists of the full membership, the Executive Committee, Healthy Children Healthy Families Work Group, Early Care and Education Work Group, Preschool Partnership Committee, Parent Coalition, Trauma and Toxic Stress Task Force, and the Great Lakes Bay Region Business Advisory Council (a regional work group). These teams work together to address the physical, social-emotional, educational, and comprehensive family needs of young children in the county and in the region. In addition to member groups, the GSC provides continued focus on the Strengthening Families framework through both introductory classes and yearlong learning communities for partners. These local learning communities will continue to be held for partners that wish to develop a more detailed plan related to the framework and share successes and challenges with other partners.



Preschool Partnership

The Preschool Partnership team of the Regional Preschool Partnership and the Great Start Collaborative is comprised of representatives from Great Start Readiness programs, Head Start programs, the Central Resource Center, the GSC, and Midland County ESA. This team builds upon several years of collaboration between GSRP and Head Start to best serve families and their young children during the preschool years. The team utilizes federal, state, and local dollars to provide families with choices that suit their needs related to transportation, educational preferences, scheduling challenges, income, and other comprehensive family needs. The school readiness team includes teachers, parents, leaders, and administrators from early childhood.

The Preschool Partnership team established a need to better communicate transition between early childhood and kindergarten. During the 2012-15 and the 2016-19 plan years, the team worked with local K-12 entities to establish and continue the school readiness committee of the GSC. This team includes teachers, parents, leaders, and administrators from early childhood and kindergarten providers. This team meets 2-3 times annually to address areas of need related to transitioning children from high quality early learning opportunities to kindergarten. The work of the Preschool Partnership and the school readiness team will continue and build related to these initiatives.

Priority Issue: Children developmentally ready to succeed in school at time of entry.

Goal: Focus engagement of transition teams and families toward building a common understanding of developmentally appropriate school readiness.

A. What factors are causing and or contributing to this condition?	Relationships between early childhood and elementary partners are fairly new Knowledge of kindergarten transitions and their effect on school success is limited in Midland County Parents that do not qualify for Head Start and GSRP are unable to provide full tuition to a high quality preschool partner
B. What do we want to see change or happen by addressing this topic?	Increase quality of partnerships between early childhood and elementary staff Increase quality of transition from early childhood to elementary for all children Increase number of families receiving full or partial scholarships for three or four-year olds to attend high quality preschool
C. What is already in place to address this issue?	GSC School Readiness Committee

	Kindergarten passports, transition backpacks, survey data to inform future work Scholarship endowment fund, 32P programming funds, Ready For School project with the Midland Area Community Foundation, donor funds			
D. What are the gaps in services or barriers to services that need to be addressed?	Lack of full understanding of importance of kindergarten transitions among families and teachers Lack of full understanding of developmentally appropriate transition practices Full level of project funds due to slow growth of endowment			
E. What system changes could help achieve the impact we have discussed in B?	Improved understanding of importance of transitions and desired outcomes related to school readiness. Local transitions and school readiness committees meeting throughout the county over the next three years. Continued increase in investments in endowment funds related to scholarship initiatives.			
Objectives		Measure (if applicable)		
By the end of 2023, we will see increased team building between early ed and kindergarten and strengthened conversations between administrators, early ed, and kindergarten.		Joint professional development, large and small group. Post survey data focused on increasing fun working relationships (we are all here for the same, right reasons.) Classroom visits		
Strategy 1: Increase communication and engagement among transitions teams				
Increase communication from GSC/ Preschool Partnership to kindergarten transition teams				
Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. Increase frequency of kindergarten transitions work groups (3 regional teams). Include 7-8 updates per year to teams (similar to weekly EC updates). Increase combined professional development.	1a. Transition teams meet three times /year with expectations that teachers attend one meeting. Two meetings held with kindergarten and third is for transitions into 3 and 4 year-old programs.	1a. GSC Director and team chairs	1a. Each quarter	

1b. Celebrate successes and learn from those successful transitions on why those were successful and continue to implement.	1b. 4 th meeting to celebrate and share successes. In addition, these successes will be shared with the entire GSC membership.	1b. PP team and GSC Director	1b. 3 rd quarter	
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Objectives	Measure (if applicable)
By the end of 2023, 3 and 4-year olds and kindergarteners will be transitioned into preschool/kindergarten more effectively including those children not enrolled in previous programs	Incoming Parent Survey

Strategy 1: Identify those who demonstrate strong transition practices and create a model for sharing

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. Continue use of passports, backpacks, child progress reports and other team strategies	1a. Utilization of strategies by current programs increase with new programs.	1a. GSC PP, ECE, CRC	1a. 2-4 th quarters	
1b. Establish questions and dissemination of parent survey related to transitions.	1b. Survey is developed and utilized annually	1b. PP and Parent Coalition	1b. Ongoing	

Objectives	Measure (if applicable)
By the end of 2023, professionals and parents will have been educated on differences between early ed and kindergarten standards	Survey for both parents and educators (annual) Post survey of learning community

Strategy 1: Provide learning communities for parents and professionals to learn and understand differences between early ed and K standards

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. Select definition of developmentally appropriate for 3,4, and 5 year-olds.	1a. Definition is identified	1a. PP team, MSU Extension	1a. By end of 2 nd quarter	
1b. Educate about developmentally appropriate as well as typically developing and include importance of quality support and education.	1b. Education topics and dissemination format and timing is developed	1b. PP, ECEW, GSC Director, MSU Extension	1b. By end of 2 nd year of plan	

Objectives	Measure (if applicable)
By the end of 2023, more programs will be using curriculum to fidelity in high quality classrooms with focus on parent education and involvement.	Classroom results and goals with new PQA R scores PD post survey results (GSC PD) Partner survey related to stress and secondary trauma (perhaps included with transition survey)
By the end of 2023, teacher and administrator stress and secondary trauma will be reduced with focus on training, support, and relationships.	Reduced staff turnover and retention of staff that meeting high quality qualifications

Strategy 1: Coaching, goal setting, and PD development will reflect needs of PQA R trends and partner needs				
Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
<p>1a. Plan and develop PD that is reflective of PQA R trends, MDE requirements, curriculum needs, and coordinated strategies with other teams. This will include offerings of Our Community Listens training specific to the GSC partners as well as literacy trainings as required in new statewide literacy effort.</p> <p>1b. Develop and implement annual partner survey addressing staff stress, secondary trauma, turnover, and other related factors.</p>	<p>1a. PD is offered throughout the year and is inclusive of goals related to curriculum, literacy, social emotional strategies, stress and trauma, and requested topics. Post class evaluation results are compiled with each PD offering.</p> <p>1b. Survey developed and disseminated annually.</p>	<p>1a. GSC ECS, CRC, GSC workgroups, GSC Director</p> <p>1b. PP team</p>	<p>1a. Planning complete by 4th quarter of previous year</p> <p>1b. By end of first year of plan</p>	

Early Care and Education

The Early Care and Education work group consists of private childcare and preschool providers that are not part of Preschool Partnership (Head Start and GSRP). These private entities are key to the early childhood landscape of Midland County. More than half of all three and four-year-olds and all 0-2 year-olds (in care) participate in early education and care with a private preschool, childcare, family home, or group home in Midland County. Representatives include family home providers, small childcare and preschool business leaders, and faith-based preschool and childcare staff. The 2012-15 and the 2016-19 Midland County GSC Strategic Plans included action agendas to address participation and public awareness of Great Start To Quality. The Midland County GSC has made documented progress in the mission to increase participation and awareness of early childhood issues in Midland County, however, continued efforts in community outreach and partnership are critical components to long-term success. In partnership with the Central Resource Center staff and leadership, the Early Care and Education workgroup has refined the action agenda items to increase provider participation, increase public awareness, and increase overall quality of care in Midland County. The team utilized county and local data gathered from “Great Start to Quality” to identify gaps in participation and usage of the site. Following use of a Relations Diagram for root cause analysis, priorities were selected based on ability to impact and existing resources within the Central Resource Center.

Priority Issues: Children developmentally ready to succeed in school at time of entry.

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

Goal: Providers know the importance and components of high quality.

<p>A. What factors are causing and or contributing to this condition?</p>	<p>Professional development availability and participation Quality is hard for some home providers Staff turnover with providers Lack of incentives to participate and rerate Cost of quality impacts sustainability Thresholds of measurements for programs and students</p>
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	Parent choices are based on many factors including hours, transportation, cost, etc.			
B. What do we want to see change or happen by addressing this topic?	<p>Higher levels of participation in Great Start to Quality</p> <p>Increase in GSQ STAR ratings for providers</p> <p>Parents select providers based on the quality and education/care offered</p> <p>Increase in the number of high quality providers in the county</p> <p>Increase in the number of programs utilizing quality improvement plans, professional development, and community supports</p>			
C. What is already in place to address this issue?	<p>Central Resource Center offerings and staff guidance</p> <p>Requirements of all GSRP and Head Start Providers</p> <p>Low cost and free PD through RPP, GSC, CRC</p> <p>Shared resources and information between providers</p> <p>Occasional GSQ mini grants</p> <p>Scholarships and free preschool opportunities</p>			
D. What are the gaps in services or barriers to services that need to be addressed?	<p>Funding offered to providers for PD, scholarships, and grants for improvement</p> <p>Differences between licensing and GSQ systems</p> <p>External motivators to improved quality</p> <p>Lack of publicity for GSQ and quality in general</p>			
E. What system changes could help achieve the impact we have discussed in B?	<p>Quality and GSQ system prioritized and valued by providers and families</p> <p>Parents shifting motivation for choosing providers based on quality</p> <p>Increase in scholarship funding for high quality providers</p> <p>Increased access and offerings of professional development</p> <p>Partnerships with businesses to promote quality choices to workforce</p>			
Objectives		Measure (if applicable)		
By 2023, we will have increased participation in Great Start To Quality and quality improvement in the system.		Participation data and STAR rating data as provided by ECIC increases Teacher swap between counties measured by written assessments and post participation evaluation including qualitative information.		
Strategy 1: Provide support and incentives to providers to complete STAR rating and continuous quality improvement				
Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status

<p>1a. Develop more opportunities to share information and examples of how, what, why related to high quality with providers.</p> <p>1b. Create job shadow/job swap to see high quality. Pilot for Midland County</p> <p>1c. Connect specific providers with quality improvement specialists and develop incentives for participation in STARS and improvement plans that are manageable.</p>	<p>1a. Events or connections held to inform and demonstrate high quality (Learning Fair and celebration, will include new action plans for participants)</p> <p>1b. Job shadow held and post evaluation completed to show learning and knowledge acquired</p> <p>1c. Quality improvement plans are established and incentives are identified.</p>	<p>1a. GSC Director, ECEW team, ECS</p> <p>1b. ECEW, GSC Director</p> <p>1c. ECEW, GSC Director, CRC staff</p>	<p>1a. Held in 1st or 2nd quarter each year</p> <p>1b. First session held by end of 3rd year of plan.</p> <p>1c. Annually and ongoing</p>	
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Goal: Parents chose providers based on quality ratings.

Objectives		Measure (if applicable)		
Parents were informed that one or more year of high-quality care and education increases school outcomes for children		Parent usage of GSQ website Parent survey by providers		
Strategy 1: Provide resources to parents that explain the what, why, and how of quality ratings and importance.				
Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. Establish uniform portion of parent orientation related to need, quality, expectations.	1a. Materials and other supports developed and shared for uniform orientation	1a. ECEW, CRC, GSC Director	1a. By end of third year of plan	
1b. Assemble and disseminate packets that include provider and quality information for service agencies and businesses to give to employees and newborn parents.	1b. Packet is developed and includes information related to quality, GSQ, tax information, deductions, family financial supports, etc.	1b. ECEW, CRC, GSC Director	1b. By end of third year of plan	

Parent Coalition

Parents are a child's primary caregiver, first teacher, and greatest asset and, as such, should therefore guide the work of the Midland County Parent Coalition (PC). The Midland County Parent Coalition seeks out parent input on information needs and parent education opportunities, as well as ways to increase parent involvement in children's learning and development. PC members connect other parents to local resources in a workgroup atmosphere to support other parents in the community. Parent leaders guide other parents connected with various agencies through educational opportunities like parent cafés and classes/trainings. This purposeful, ongoing parent and community involvement model supports the parents' critical role in children's early learning and development, across all parts of Midland County. When revisiting their roles in February, 2019, the Parent Coalition reinforced their vision as a:

- Group of action
- Resource to others
- Parent voice to be acknowledged
- Professional, expert, seasoned, "committed" parents
- Group that ensures that parent concerns go to partners for system change
- *VOICE* in the community
- A team that may wear multiple hats
- Continuous seekers of diversity in the coalition
- We *OPEN DOORS*

Goal: Provide outreach in the community and organizational integrity for higher parent involvement in the Parent Coalition.

Objectives	Measure (if applicable)
<p>Parent Coalition experienced annual increase in membership and engagement.</p> <p>By the end of 2023, core PC members and community members recognized the Parent Liaison in a leadership role, representing parent voice to the Great Start Collaborative and other early childhood efforts.</p>	<p>Membership tracking and meeting participation data.</p> <p>Increase in parents leading Parent Cafes and other activities for the PC. by PC members to increase volunteer parent leader engagement.</p> <p>Pre and post survey questions that also include benchmarks from systems survey done by OGS.</p>

Strategy 1: Increase social media promotions of events, training and other relevant information

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. Parent leaders obtain and select 2-3 social media posts per week related to events, classes/meetings, family.	1a. Posts are identified/developed and shared weekly	1a. PC social media leaders, PL	1a Ongoing	
1b. 1-2 posts per month shared that are questions to increase online engagement.	1b. Posts are identified/developed and shared monthly	1b. PC social media leaders, PL	1b. Ongoing	

Strategy 2: Increase parent cafes in Midland County

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status

2a. Host 5-7 cafes with PC leadership. Recruit, invite, and report to GSC. Focus of cafes will relate to SP initiative or area. Schedule cafes, develop promotions, and create Facebook event.	2a. Cafes scheduled, promoted, and held regularly. Summaries provided to GSC partners.	2a. PC leaders, PL	2a. Ongoing each quarter.	
2b. 1-2 online digital cafes held each year as a Facebook event. Utilize locations as part of a live event.	2b. Cafes scheduled, promoted, and held regularly. Summaries provided to GSC partners.	2b. PC leaders, PL	2b. Ongoing during two quarters	

Strategy 3: Create organizational structure and support for Parent Coalition

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
3a. Parent Liaison will hold one on one orientations with prospective members. PL will highlight expectation, membership benefits, and importance of parent voice.	3a. Orientations held as needed	3a. PL	3a. Ongoing	
3b. Parent Liaison will focus meetings on information and relationship to early childhood work as well as “takeaways” for parents and families. PL will organize spotlight presentations from GSC partners for PC meetings.	3b. PL has developed an agenda framework that includes the identified items.	3b. PL, PC leaders	3b. Ongoing	

3c. Coalition will have printed banners, post cards, and digital promotions to have available as needed.	3c. Items developed and ordered. Items in use at events, cafes, etc.	3c. PL, PC leadership	3c. Print as needed.	
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Goal: GSC partners and community members are aware of the Parent Coalition as a value and resource

Objectives	Measure (if applicable)
Annually, GSC partners were informed about what's working, what's not, how parents can help them to better serve families within their agency/partnerships.	Pre and post survey questions that also include benchmarks from systems survey done by OGS.

Strategy 1: Provide opportunities and structure so that parents feel valued and involved in parent voice to EC work

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. Parents communicate either in person or via video at 2-3 GSC meetings and/or workgroups per year about the parent cafés, results, and how they can help.	1a. Presentations at each GSC meeting and a few workgroup meetings complete. PL establishing needs for agencies related to cafés held and questions asked.	1a. PL	1a. Ongoing	

Trauma and Toxic Stress Task Force

The Midland County TTS Task Force was originally formed under a grant received by the GSC from the Department of Health and Human Services. Member partners serve families struggling with trauma and /or toxic stress, impacting child and family health and school success. As preschool partners also reflected, we recognize that trauma and toxic stress occur at various levels and include an array of adverse experiences. It is recognized that adverse childhood experiences impact brain development and learning, ultimately affecting school and life success. Therefore, it is important that partners work together, alongside other regional and statewide efforts to address the full spectrum of needs of families and children, reducing exposure to these stressors and building resiliency in our population. The team is focused on parent and provider initiatives that support larger efforts in the region.

Priority Issue: Children healthy, thriving, and developmentally on track from birth through third grade.

A. What factors are causing and or contributing to this condition?	Trauma challenges not seen as urgent Wide variety of regional and state initiatives rising to the top We have not really named “TTS” with parents and families Teachers and other professionals are not always trauma informed
B. What do we want to see change or happen by addressing this topic?	More widely used verbiage about TTS and ACEs Teachers and professionals seeing children through a lens of trauma Parents and providers have more understanding about trauma and resiliency and how to help
C. What is already in place to address this issue?	Many regional and state initiatives such as MiHiA, CMU, Legacy Center, court system, hospital Handle with care Agency specific trainings
D. What are the gaps in services or barriers to services that need to be addressed?	True understanding of verbiage related to trauma and resiliency Staff finding time to participate in training Funding Stigma of TTS for parents and families
E. What system changes could help achieve the impact we have discussed in B?	New models of working with children and families Wide understanding of how to support families experiencing trauma and toxic stress Families supporting each other and their children

Goal: Increase the number of GSC partners who provide opportunities for parents/guardians to recognize and understand trauma, creating an environment of resiliency in their families, and understand secondary trauma thereby practicing self-care.

Objectives	Measure (if applicable)
By the end of 2023, more parents and guardians gained knowledge and understanding of trauma and secondary trauma.	Post class/event evaluations with families from events or educational opportunities.

Strategy 1: GSC will provide partners with training and tools for parents/guardians

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
<p>1a. Develop and disseminate survey to partners to see what they do already (Oregon) to educate parents and families about trauma and resiliency.</p> <p>1b. Establish “bank” of tools and supports for partners along with resource leads and connections for family events and information sharing.</p>	<p>1a. Survey has been distributed and results compiled.</p> <p>1b. Trauma Informed resources identified and shared with partners.</p>	<p>1a. TTS team</p> <p>1b. TTS team and GSC partners</p>	<p>1a. By end of second quarter of year 1.</p> <p>1b. By end of year 2 of plan.</p>	

Goal: Increase the number of GSC partners who ensure that those who interact with children are trauma informed.

Objectives		Measure (if applicable)		
By the end of 2023, more professionals are trauma informed. These professionals recognize and understand trauma.		Post training evaluation for agency staff from trainings.		
Strategy 1: Provide PD training for partner staff (including local school districts)				
Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
<p>1a. Trauma Informed Schools training is offered in multiple series and promoted in conjunction with Strengthening Families and Conscious Discipline. This will include secondary trauma information. All schools in Midland County will have access to the Trauma Informed School training.</p> <p>1b. Strengthening Families training is offered in multiple areas of the county in conjunction with TIS and CD. All partners and families in Midland County will have access to this free training.</p> <p>1c. Social emotional learning community planned and held to further connect CD, SF, and trauma initiatives. This will include secondary trauma information.</p>	<p>1a. Classes planned and held annually and promotion is widely disseminated. Post class evaluation results compiled and shared.</p> <p>1b. Classes planned and held annually and promotion is widely disseminated. Post class evaluation results compiled and shared.</p> <p>1c. Learning community held at least four times each year and discussion information compiled and utilized.</p>	<p>1a. TIS instructor, TTS team, GSC Director</p> <p>1b. Parent Liaison and PC parent leaders for café portion if needed.</p> <p>1c. TTS team, LC facilitators, GSC Director</p>	<p>1a. One session in fall/winter, one session in winter/spring.</p> <p>1b. Four classes per year.</p> <p>1c. One session/quarter</p>	

Healthy Children Healthy Families

The Healthy Children Healthy Families work group is a team consisting of local physical and social-emotional health providers and leaders who work together to address the overall health of young children and their families. Representatives from a wide variety of partners and parents worked together to assess prenatal data, family survey results, and child health data. Acknowledging the extensive work being done by the Health and Human Services Council to develop a Community Health Improvement and a community plan from the Midland County Health Department, the Healthy Children Healthy Families work group chose to focus on prenatal gaps, nutrition, and social-emotional concerns that parents have in supporting the development of their children.

In addition, this team is committed to increasing mutual understanding of partners' programs and services as well as making referrals to the wealth of supports available in Midland County. In collaboration with the Trauma and Toxic Stress Task Force of the GSC, this team will support efforts to inform the community about Adverse Childhood Experiences (ACEs) as it impacts the strategies and initiatives for physical and social emotional health.

Priority Issue: *Children born healthy.*

Children are healthy, thriving, and developmentally on track from birth through third grade.

A. What factors are causing and or contributing to this condition?	Lack of motivation of members of the population Physician and provider lack of education about available resources Unknown and unused opportunities for collaboration Transportation to services and supports Lack of identification of trusted advocates Parental substance abuse Parents not aware of specific strategies to address behavior, nutrition, etc.
B. What do we want to see change or happen by addressing this topic?	Increase in collaboration and knowledge among partners Reduction in duplication of services Shared information and calendars More parent skill development and involvement More referrals to trusted parental supports
C. What is already in place to address this issue?	211 Shared vision of team Wealth of resources and supports

	Interest in further collaboration and coordination MSU Extension supports
D. What are the gaps in services or barriers to services that need to be addressed?	Transportation Qualifying factors Lack of knowledge among partners Identification of specific referrals and supports Time and money to participate in parent classes
E. What system changes could help achieve the impact we have discussed in B?	Increased communication among providers Education of physicians and other outside entities Increase in referrals and participation in supports Increase utilization of and attendance in parent classes

Goal: Through collaboration and communication, we will reduce duplication of services and increase the number of families served and engaged by utilizing a combination of services across partners.

<i>Objectives</i>	<i>Measure (if applicable)</i>
By the end of 2023, we will have increased communication, education, and referral to prenatal, post-partum, and other health supports and classes.	Participation and outcomes measurements used by MidMichigan Health for prenatal and post-partum evaluations. Referral measurements available from partners

Strategy 1: Educate GSC partners and community members on the importance and availability of prenatal, post-partum and other health supports

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. Spotlight presentations to partners and community organizations related to classes and supports. This may include a bus tour to these organizations.	1a. Annual plan for presentations developed including online or recorded options.	1a. HCHF team, GSC Director	1a. Plan developed by end of first year	

1b. Coordinate with someone connected to physicians to educate providers and staff.	1b. Connection made (C. Owens?) Provider education plan developed and implemented	1b. HCHF, GSC Director	1b. By end of 2 nd year of plan.	
1c. Establish private list serve for interagency inquiries and referral information.	1c. Communication framework is established and utilized.	1c. HCHF, GSC Director	1c. By end of third quarter year one	

Goal: Increase parenting skill for Midland County families with children birth-8 related to behavior management, nutrition, and parent engagement.

Objectives	Measure (if applicable)
Annually, parents provided with classes in all areas of the county for each of the social emotional and physical issues targeted.	Pre and post class evaluation as applicable to specific classes. EDECA child assessments will serve as a measurement of progress for children in scholarship classrooms for Conscious Discipline strategies.

Strategy 1: Provide Conscious Discipline, Cooking Matters, Strengthening Families, and Parent Café workshops for Midland County Families.

Action Steps for this Program/Activity/Change	Performance Indicator	Responsible party	Timeframe	Status
1a. 3-4 Conscious Discipline class series held each year for families and educators. At least one educator only class.	1a. Classes completed and evaluation results compiled and shared.	1a. GSC Director, CD contracted educator	1a. One per quarter	
1b. 3-4 class series of Cooking Matters held each year for families and educators				

<p>in full partnership with MSU Extension of Midland County.</p> <p>See TTS and PC action agendas for further parent education.</p>	<p>1b. Classes completed and evaluation results compiled and shared.</p>	<p>1b. GSC Director, MSU Extension educator, HCHF</p>	<p>1b. One class per quarter</p>	
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We invite you and our community to join in this important work for the partners and families in Midland County. Along with other federal, state, regional, and local initiatives, we can change community conditions and improve both short- and long-term outcomes for our county. We believe in our work as an investment in the future.

“Someone’s sitting in the shade today because someone planted a tree a long time ago.” Warren Buffett

Appendix A: Strategic Planning Process Tools

Affinity mapping, relations diagrams, priority matrixes, pareto charts, n/3 prioritization, perception sharing, <http://asq.org/learn-about-quality/new-management-planning-tools/overview/overview.html>
<http://asq.org/learn-about-quality/cause-analysis-tools/overview/pareto.html>,
<http://www.balancedscorecard.org/portals/0/pdf/descntls.pdf>

Collaborative problem-solving tools found in “How to Solve Typical School Problems”, Nancy Ohle and Cindy Lakin Morley, ASCD,
<http://www.ascd.org/Publications/Books/Overview/How-to-Solve-Typical-School-Problems.aspx>

SWOT analysis, http://www.mindtools.com/pages/article/newTMC_05.htm

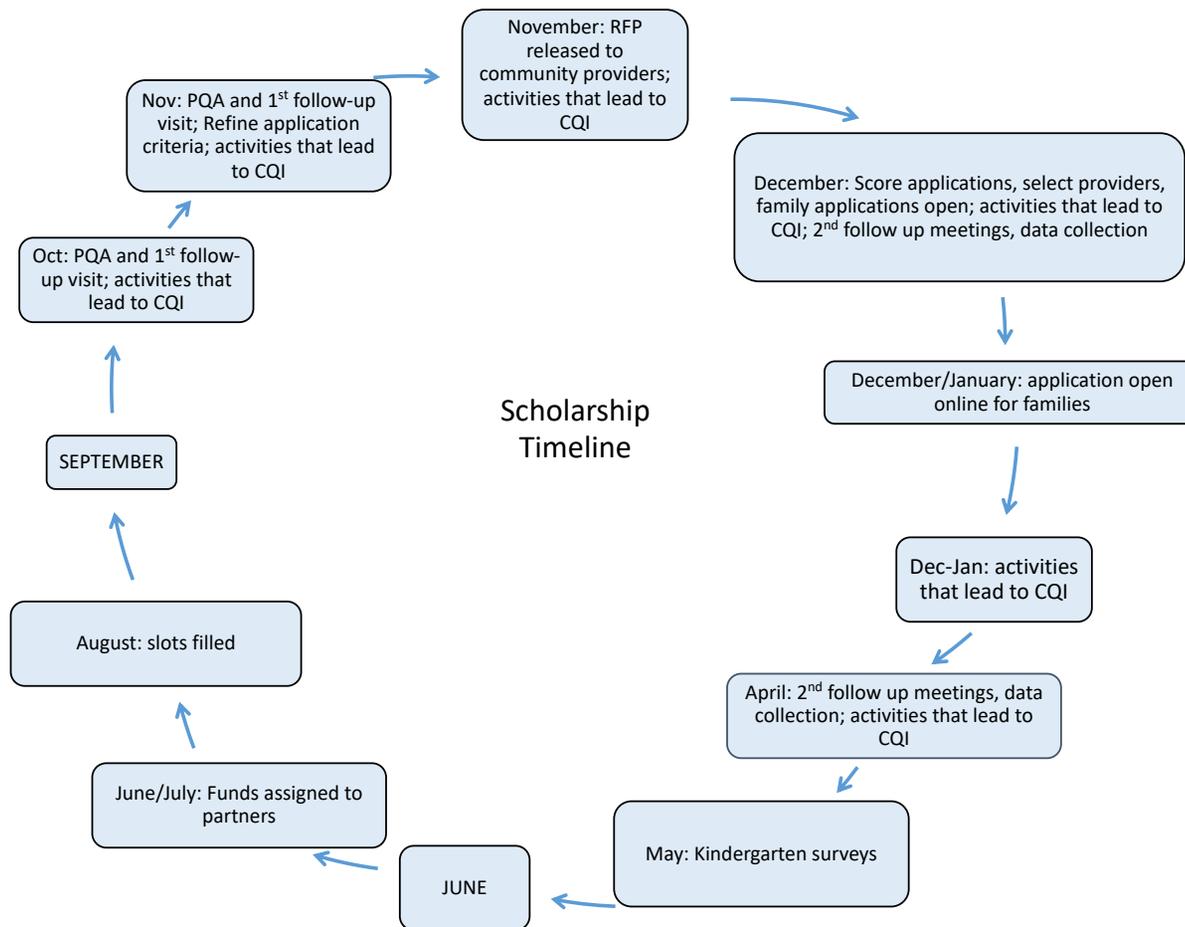
Opportunity mapping based on: <http://www.isixsigma.com/tools-templates/brainstorming/effective-brainstorming-building-opportunity-matrix/>

Process flowcharting, http://www.washington.edu/research/rapid/resources/toolsTemplates/process_mapping.pdf

Appendix B: Resources

1. Kids Count Data Book 2019: <http://www.mlpp.org>
2. Michigan United Way ALICE Study: <http://www.uwmich.org/alice/>
3. Harvard Center on the Developing Child: <http://developingchild.harvard.edu>
4. Community Health Needs Assessment MidMichigan Health: <https://www.midmichigan.org/about/community-benefits/chna/>
5. Community Advancement Network: <http://www.advancementnetwork.org/>
6. American Educational Research Association: Impact of North Carolina's Early Childhood Initiatives on Special Education Placements in Third Grade: <http://www.aera.net/Newsroom/Recent-AERA-Research/Impact-of-North-Carolinas-Early-Childhood-Initiatives-on-Special-Education-Placements-in-Third-Grade>

Appendix C: Scholarship Processes



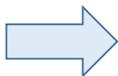
Great Start Collaborative Scholarships

Situation:
 The current Alice population data highlights the need for funding for children to attend high quality programs, while there are currently open spots in high-quality programs in the Midland County. Children are not performing at the level needed for third grade literacy and math. Initiatives are needed to prepare our youngest learners to be successful in school and life.



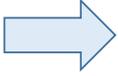
INPUTS

- Resources:
- High quality openings and capacity
 - Established application and quality monitoring framework
 - Standard recruitment and enrollment process
 - State funds/Endowments
 - Potential to align community philanthropic funds
 - Measure local outcomes
 - Research and evidence-based models
 - Central Resource Center connections- trainings and QRIS
 - GSC support- leverage funds
 - Engaged partners
- Barriers:
- Lack of funds
 - Low parent knowledge of quality environments
 - Transportation
 - Increasing Alice populations due to employment changes



Outputs

- Activities:
- Sept.- Refine application criteria
 - Oct.- RFP released to community providers
 - Dec.- Applications scored, providers selected (Family application open)
 - July- Funds assigned to partners
 - Aug.- Slots filled
 - Oct./Nov.- PQA's and follow-up meetings
 - March/April- second follow-up meeting, data collection
 - May- Kindergarten surveys back (quantitative/qualitative)
 - Oct./April- activities that lead to Continuous Quality Improvement (see CIP model)



Outcomes-IMPACT

- Short-term:
 (Knowledge)
Increased awareness of quality standards and connections within the early childhood community in Midland County, increased teacher supports, increased access for children to preschool, and a decreased number of children in need of quality settings.
- Medium-term:
 (Behavior)
 Participants *enact self-determined CIP* steps and *track data* they identify as useful
- Long-term:
 Increase the quality of current participating programs
 Increase in overall quality of programs in Midland County
 Possible increases in teacher longevity
 Increases in investments in early childhood
 Increase in third grade school performance and proficiency
- IMPACT**
 As a result of repeated CIP's, there will be increases across several sectors, such as the number of high-quality preschool programs, family stability including financial and social/emotional, school readiness, graduation rates and independence, as well as a more prepared workforce.

Continuous Improvement Logic Model

