

# CLINTON COUNTY GREAT START STRATEGIC PLAN 2017-2020



## *Vision*

A Great Start  
for every child  
in Clinton  
County - safe,  
healthy and  
eager to  
succeed in  
school and in  
life.



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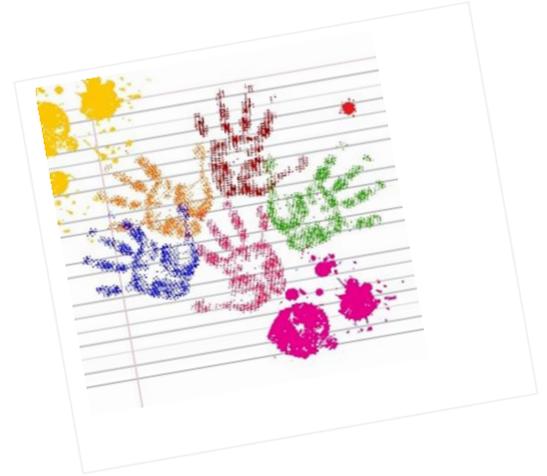
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## Introduction

September 2016

Dear Community Members & Stakeholders:

As members of the Clinton County Great Start Collaborative and Parent Coalition, we recognize the importance of supporting the development of every child in our community. It is our intent that this call to action will promote an understanding of the importance of investing in our children pre-natal through third grade, and challenge everyone to work together as we build a network of public and private programs, services, and supports for young children and families. Through this collaborative and systemic approach, our focus is to provide community-based strategies enabling all of Clinton counties' children to achieve success in school and later in life.



The strategic planning process involved a comprehensive system scan of community stakeholders, educators, service providers, and parents. The resulting information enabled our Great Start Collaborative to review and reflect on current issues and community needs.

The following plan is the foundation upon which we are creating and sustaining a comprehensive and inclusive early childhood system – one that promotes the physical and emotional well-being of children and families in addition to creating supportive and flexible early learning opportunities. If you have any questions or if you would like more information on the Clinton County Great Start Collaborative or Parent Coalition, please contact the Director at 989-224-6831 or [black\\_k@ccresa.org](mailto:black_k@ccresa.org) or the Parent Coalition Liaison at 989-224-6831 or [mcook@ccresa.org](mailto:mcook@ccresa.org)

Sincerely,

*Karen Black*

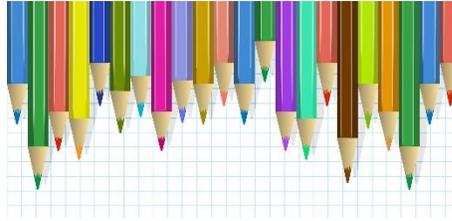
Karen Black  
Great Start Director

*Maria Cook*

Maria Cook  
Great Start Parent Liaison

*Marie Barks*

Marie Barks  
Great Start Collaborative Chair



**GREAT START COLLABORATIVE  
MEMBERS AND COMMUNITY PARTICIPANTS**

**SPECIAL THANKS TO ORGANIZATION AND INDIVIDUALS WHO PARTICIPATED IN THE  
STRATEGIC PLANNING PROCESS:**

**Building Stronger Communities Council**

**Capital Area United Way**

**Caring and Sharing Family Life Services**

**Child Abuse & Neglect Council**

**Church of Christ Resurrection**

**Clinton County Regional Education Service Agency**

**Clinton Transit**

**Department of Community Mental Health**

**Department of Health & Human Services**

**Early Head Start**

**Early On**

**Foster Adoptive Resource Network**

**Grand Parents Raising Grandchildren**

**Great Start Parent Coalition**

**Great Start Readiness Program**

**Great Start to Quality Resource Center**

**Habitat for Humanity**

**Head Start**

**Maternal Infant Health Program**

**Michigan State University Extension**

**Mid-Michigan District Health Department**

**Safe Center**

**Sparrow Clinton Hospital**

**Substance Abuse Prevention Coalition**



## Executive Summary

**Our Vision: A Great Start for every child in Clinton County – safe, healthy and eager to succeed in school and in life.**

**Our Mission: The purpose of Clinton County Great Start is to assure a coordinated system of community resources and supports to assist all our families in providing a great start for their children.**

We know more than ever before of the importance of early childhood experiences. The Center for the Developing Child at Harvard University confirms that there is significant development happening the first five years of life. Those first years of life are the period in which there is the most rapid proliferation of new neural connections with at least 700-1000 new connections every second. The multitude of connections forms the foundation for all of the learning, behavior, and physical and mental health that will follow. Knowing this, we must intentionally put efforts into early learning well before children enter school. Early experiences in all area of a child's life establish the intellectual and social skills that will profoundly influence their success in school and later in adult life.

As the Clinton County Great Start Collaborative enters into its third strategic plan, community collaboration remains strong. The Great Start Collaborative Director and Parent Liaison work closely with human service agencies, schools, businesses, and faith communities, parents to ensure the mission of the Great Start Collaborative remains active and relevant in our communities. This plan presents a platform that enables the entire community to become involved.

The greatest impact on early childhood will result when all segments of our community join the effort, embrace the plan, and make a commitment to sustain its effort. The actions we take now will help ensure that today's children step into adult life twenty years from now as strong contributors to our community's social fabric and economic prosperity. Ultimately, it is the collaborative's desire to turn these "incredible years" of life into those which establish the foundation for all children in Clinton County to achieve their full promise and potential.

The Clinton County Great Start Collaborative has made measurable progress over the years. We anticipate continuation of the progress as we continually strive to create system change and to ensure that all systems are aligned in supporting Michigan's Early Childhood Outcomes as determined by the Office of Great Start. Each goal in this strategic plan directly correlates with one or more of these outcomes listed below:

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

An Early Childhood System Assessment was conducted to determine the needs and strengths of the current system. The assessment process reviewed local and state level quantitative data as well as qualitative data gathered through local focus groups and meetings. Through this process, the Great Start Collaborative identified themes regarding the needs of the early childhood service system. These needs were explored through root cause analysis. Further discussion led to the development of four goals:

- **Goal 1: Pregnant mothers will have adequate prenatal care.**
- **Goal 2: Families and providers understand the impact that Trauma & Toxic stress have on the mental health development of young children.**
- **Goal 3: Parents, Early Childhood Providers and kindergarten work together to ensure five year olds are ready to enter kindergarten.**
- **Goal 4: Families, preschools and elementary schools work together to ensure that all children through 8 years are on track for school and reading by the end of 3 grade.**

Objectives, strategies, and activities were organized in an action agenda that will guide the work of the Clinton County Great Start Collaborative and Parent Coalition during 2017. An annual review of the root causes analysis and action agenda progress will be carried out. The annual review will enable Clinton Great Start Collaborative and Parent Coalition members to respond to lessons learned and emerging needs to determine strategies and activities for 2018 and 2019.

Goal	Objective	Strategies
<p><b>Goal 1: Pregnant mothers will have adequate prenatal care.</b></p>	<p>Pregnant mothers will understand the need for adequate pre-natal care and how to access it.</p>	<p><b>Strategy 1:</b> Adopt practice of using Facebook and other social media outlets to raise awareness and support for adequate prenatal care.</p> <p><b>Strategy 2:</b> Embed testimonials from local families using websites, social media and radio.</p> <p><b>Strategy 3:</b> Build awareness with pregnant mothers of how to use their Medicaid Health Plan transportation benefit to increase access to prenatal care.</p>
<p><b>Goal 2: Families and providers understand the impact that Trauma &amp; Toxic stress have on the mental health development of young children.</b></p>	<p>Families and providers will be able to identify trauma &amp; toxic stress characteristics within an individual or family.</p>	<p><b>Strategy 1:</b> Highlight the value of providers being knowledgeable about the effects of trauma and toxic stress within cross-sector agency meetings.</p> <p><b>Strategy 2:</b> Provide cross-sector professional development (research based Trauma &amp; Toxic Stress and Evidence-based Strengthening Families) to build capacity around Trauma &amp; Toxic Stress.</p>

Goal	Objective	Strategies
		<p><b>Strategy 3:</b> Engage cross-sector providers and community stakeholders in sharing information on Trauma and Toxic Stress during natural touches with families.</p> <p><b>Strategy 4:</b> Engage cross-sector providers and community stakeholders in building awareness and knowledge about the Evidence-based Strengthening Families Protective Factors and how they can reduce effects of trauma and toxic stress.</p>
<p><b>Goal 3: Parents, Early Childhood Providers and kindergarten work together to ensure five year olds are ready to enter kindergarten.</b></p>	<p>Improve communication, coordination and alignment of expectations among parents, early childhood providers and kindergarten.</p>	<p><b>Strategy 1:</b> Align kindergarten readiness expectations across settings and programs.</p> <p><b>Strategy 2:</b> Advocate for alignment of kindergarten readiness expectations throughout Clinton County.</p> <p><b>Strategy 3:</b> Promote mutual understanding of what kindergarten readiness is among parents who have different experiences, interpretations, and perspectives around kindergarten readiness.</p> <p><b>Strategy 4:</b> Share information with families regarding kindergarten readiness activities through a cross sector/multi-media/inter-organization outreach plan.</p>
<p><b>Goal 4: Families, preschools and elementary schools work together to ensure that all children through 8 years are on track for school and reading by the end of 3 grade.</b></p>	<p>Families, preschools and elementary schools are knowledgeable about the importance of reading, where to access materials and its impact on literacy skills.</p>	<p><b>Strategy 1:</b> Advocate for policies that are aligned with distributing literacy information with families.</p> <p><b>Strategy 2:</b> Leverage private sector support and pursue public private partnerships to expand accessibility to books through research based Dolly Parton Imagination Library (DPIL) or other book programs (1000 Books, Neighborhood book boxes).</p> <p><b>Strategy 3:</b> Engage cross-sector providers and community stakeholders</p>

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<b>Goal</b>	<b>Objective</b>	<b>Strategies</b>
		in sharing literacy information with families during natural touches through home providers and community events (elementary parent information nights/events, preschool information night).



## Great Start Collaborative Profile & History

### Great Start

The Great Start System is a holistic approach that identifies the importance of early childhood experiences in five core areas: Physical Health, Social-Emotional Health, Early Education and Care, Parenting Education, and Family Support & Basic Needs. Great Start recognizes that education begins at birth and that it is important to build an early childhood system in the spirit of collaboration and with common goals.

### Great Start Collaborative

The Clinton County Great Start Collaborative was created in 2009 to partner with parents, community members, service providers and business leaders to oversee the development of a community-wide strength and needs assessment, and an action plan for early childhood programs and services in Clinton County. The members of the Great Start Collaborative continue in their work and the Collaborative remains an important part of the community. The Clinton County Great Start Collaborative will work to strengthen our local early childhood system by educating the community on the importance of the first five years of a child's life, increasing local collaboration efforts, and using the Early Childhood Action Agenda to guide our work for the next three years.



The 2017-2020 Strategic Plan includes community data describing the current status of young children and their families in Clinton County, in relation to the Office of Great Start's Early Childhood Outcomes, the results of the early childhood system scan, and the proposed Early Childhood Action Agenda (goals, objectives and strategies). Information included in the Early Childhood Action Agenda is designed to help guide Clinton County to ensure that the systems in place are designed to improve the quality of lives for our children so they may experience the four Early Childhood Outcomes set forth by the Michigan Department of Education-Office of Great Start.

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.

### Great Start Parent Coalition

The Clinton County Parent Coalition was formed to work as an advisory group to the Great Start Collaborative. Parent Coalition members agree to take on a leadership role within the community, advocate for children, and provide the parent perspective.

The Parent Coalition works closely with the Great Start Collaborative toward the common goal of providing a Great Start for all children in Clinton County and in assuring that Clinton County has an established and coordinated system of community resources and supports to assist families with young children.

## Highlights of Accomplishments of the Clinton County Great Start Collaborative and Great Start Parent Coalition:

- Established Joint Recruitment and Enrollment online system for local Great Start Readiness and Head Start Programs
- Developed “Clinton County Connect” an Early Childhood Community Resource Guide (English & Spanish)
- Developed a year round free parent/provider education class offering for Clinton County
- Partnered with community agencies to provide the community Healthy Fair
- Kindergarten Readiness panel discussion – Parent Coalition meeting
- Partnered with community agencies and businesses to provide the “Project Connect” event, collecting socks, undies, school supplies, clothing, food, backpacks, school supplies
- Partnered with community agencies to provide an annual Parent, Early Education & Care conference
- Partnered with community agencies to offer family literacy events throughout the year
- Festival of Trees – A Great Start tree with parent/child made ornaments and early childhood facts.
- Established a Clinton County Parent Coalition Facebook Page
- Strengthening Families Protective Framework Training – Parent Coalition
- Strengthening Families Protective Framework Assessment – Parent Coalition
- Family Friendly Business of the Quarter Award
- Literacy display boards distributed to all the elementary buildings





## Community Needs and Strengths Assessment

The Clinton County Strategic planning process included a review of quantitative and qualitative data in order to better understand the problems facing children and families. Following review of the data, the Clinton County Great Start Collaborative members met several times to discuss why children in Clinton County are not meeting the four early childhood outcomes set-forth by the Michigan Department Education – Office of Great Start.

During this process, also known as a system scan, we encouraged participants to critically evaluate the local system of programs and services available for families with young children in the county. According to the ABLe Change Framework, a system is a set of six characteristics (shown below) that has a shared purpose and functions as a whole.

<b>System Characteristic</b>	<b>Description</b>
<b>Components</b>	<b>Range, quality, effectiveness and location of services, supports, and opportunities in the community</b>
<b>Mindset</b>	<b>Attitudes, values, and beliefs that shape behavior</b>
<b>Connections</b>	<b>Relationships and exchanges between and across different actors, organizations, and system characteristics</b>
<b>Regulations</b>	<b>Policies, practices, procedures, and daily routines that shape the behavior patterns of individuals, groups and organizations</b>
<b>Resources</b>	<b>Human, financial, and social resources that are used within the system</b>
<b>Power</b>	<b>How decisions are made, who participates in decision-making, whose voice matters, and the structures available to support inclusive voice</b>

## Community Assessment Process

Review of the results of the community assessment process made it evident that not all Clinton County children are meeting the Office of Great Start Outcomes. The following findings were identified that describe the current situation in Clinton County for families with young children and the systems intended to serve them. The strengths and indicated needs are based on both quantitative and qualitative data.

Strengths	Indicated Needs
Clinton County is ranked 3 <sup>rd</sup> for overall well-being by Kids Count	Less than adequate prenatal care is 23.4%
Low birth rate babies has decreased	Children living in poverty increased to 11.0%, a 39% increase from nine years ago.
Infant mortality decreased	Students eligible for free/reduced price school lunches increased 10%
Births to teens decreased	Child/Teen deaths doubled from 2006-2013
Three and four year olds in preschool has increased	Child Abuse/neglect investigations increased
Children with health insurance is above the State rate	Third graders not proficient in English Language Arts is 38.4%
Fully immunized toddlers, ages 19-35 months is about the State rate	Eleventh-graders not proficient in English Language Arts is 49%
	Lack of transportation for basic services in outer areas of county
	Lack of Mental health and trauma services for children and adults
	Lack of access and understanding of need for pre-natal care
	Lack of knowledge of importance of reading and lack of reading materials/access
	Lack of skills and knowledge on how to get their kids ready for school.
	Lack of common kindergarten readiness definition

## Root Cause Analysis

Following the prioritization of the needs, Great Start Collaborative members spent time analyzing the gaps to understand the underlying reasons as to why these problems exist. With each root cause identified, the system characteristic related to that cause was specified in order to guide the goal, objective, and strategy development process. Based on the ABL Change Framework, the following process was used to complete a root cause analysis for each prioritized need.

1. Identify a Problem or System Scan Condition	2. Start Digging	3. Dig Deeper	4. Get Local
<ul style="list-style-type: none"> <li>• What is your targeted problem?</li> <li>• Who is experiencing it, where, and in what ways?</li> <li>• What System Conditions are influencing this problem?</li> <li>• Who is experiencing them, where and in what ways?</li> </ul>	<p>For this problem or system condition ask...</p> <ul style="list-style-type: none"> <li>• Why is this happening?</li> <li>• Could this have been prevented? If so, what should have been in place but wasn't?</li> </ul>	<p>For this condition, ask...</p> <ul style="list-style-type: none"> <li>• Why are these conditions in place?</li> <li>• What is causing them to occur?</li> <li>• Could this condition have been prevented? If so, what should have been in place but wasn't?</li> </ul>	<p>For each cause generated in step 3 ask...</p> <ul style="list-style-type: none"> <li>• Why is this happening here in our community or setting?</li> </ul>

### Goal 1: Pregnant mothers will have adequate prenatal care.

**Root Causes:**

- Lack of awareness of the importance of adequate prenatal care.
- Pregnant mothers are unaware of the transportation benefits (mileage reimbursement or transportation) in health plans.

### Goal 2: Families and providers understand the impact that Trauma & Toxic stress have on the mental health development of young children.

**Root Causes:**

- Providers lack of knowledge of trauma and toxic stress and how it affects a child's mental development.
- Lack of buy-in around the impact of Trauma & Toxic stress.
- Providers lack of knowledge of trauma and toxic stress and Strengthening Families and how it affects a child's mental development.
- Families lack knowledge of trauma and toxic stress and how it affects children's mental health.
- Families lack awareness and knowledge of the Strengthening Families Protective Factors.

**Goal 3: Parents, Early Childhood Providers and kindergarten work together to ensure five year olds are ready to enter kindergarten.**

**Root Causes:**

- Lack of aligned kindergarten readiness expectations.
- Lack of common expectations of what kindergarten readiness is and lack of consistency throughout the county.
- Parents' lack of understanding of what kindergarten readiness is.
- Parents report not knowing how to support their child's learning at home to help them be ready for kindergarten.

**Goal 4: Families, preschools and elementary schools work together to ensure that all children through 8 years are on track for school and reading by the end of 3 grade.**

**Root Causes:**

- Policies are not in place to distribute literacy information materials during natural touches with families.
- Lack of local access to books in Pewamo Westphalia & Fowler due to redistricting of SJ Library.
- Lack of funding for DPIL.
- Parental lack of knowledge about the importance of reading from birth.
- Lack of knowledge about DPIL.
- Families are not utilizing educational apps (BookFlix) games.



## Goals and Objectives Narrative

### Developing the Action Agenda

A variety of approaches and guidelines were used to help develop an action agenda that would meet the criteria of the ABLe Change Framework. Additional technical assistance and consultation was provided by the Early Childhood Investment Corporation. Great Start Collaborative members were committed to developing a plan that would be actionable, feasible, powerful, and mission aligned. These criteria were discussed at each meeting. Members were reminded to scan the strategies and activities selected to make sure that:

1. The target audiences were ready for the change or that there were steps to build readiness for change.
2. The Great Start Collaborative and partners had the capacity for the activity or that there were activities planned such as training or acquiring resources to build capacity.
3. There was enough communication, promotion, and training planned to achieve diffusion and integration of the strategy.
4. Sustainability was considered early in the process to ensure that policies, training, and stable funding were planned to support continuation of the change.

In order to ensure that activities were aligned with the other frameworks used by the Clinton County Great Start Collaborative, the action agenda identify all of the following components utilized in each goal:

### Great Start System Components

- Physical Health
- Social-Emotional Health
- Family Supports & Basic Needs
- Parent Education
- Early Education & Care

### Office of Great Start Outcomes

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

### Strengthening Families – 5 Protective Factors

- Parental Resilience
- Knowledge of Parenting and Child Development
- Social and Emotional Competence of Children
- Social Connections
- Concrete Supports in Times of Need

## Goals and Objectives Narrative (continued)

### Great Start, Great Investment, Great Future

In the 2013 report, *Great Start, Great Investment, Great Future*, the Office of Great Start laid out a plan for early learning and development of young children being raised in the state of Michigan.

The Clinton County Great Start Collaborative is committed to focusing on the six high-leverage areas defined within the report to improve opportunities for children and families across our communities. Strategies to address each of these high impact areas are embedded with the Great Start Collaborative 2017-2020 Strategic Plan and Action Agenda.

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.
6. Expand access to quality programs.

### Great Start Evaluation Results

The 2012 evaluation of the Great Start Initiative completed by MSU identified Clinton County Great Start Collaborative's strengths which included:

- Sustained and Expanded Public and Private Investment in Early Childhood
- More Supportive Local Leaders and Elected Candidates
- Empowered Families as Change Agents
- Benefits of Participating in GSC/GSPC for Parents

Areas Identified as targets for improvement were:

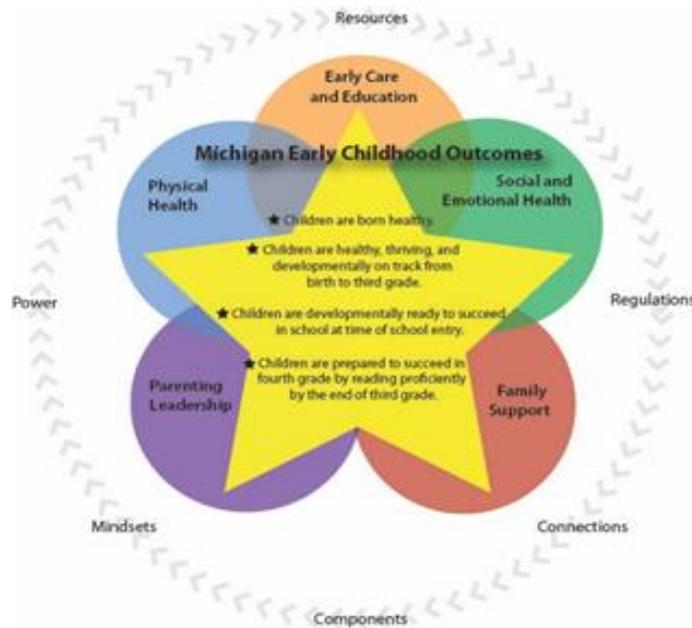
- Equity Orientation
- Local Champion
- Shared Goals

The Levers for Change were all incorporated in the development of the action agenda.

### Determining Goals and Objectives

As the Collaborative incorporated the components listed above and addressed the prioritized needs in the county, the Clinton County Great Start Collaborative identified the following priorities as the focus of the work for Year One of the plan, 2017-2018.

Goals for Year One:	Objectives for Year One:
<b>Goal 1: Pregnant mothers will have adequate prenatal care.</b>	<b>Pregnant mothers will understand the need for adequate pre-natal care and how to access it.</b>
<b>Goal 2: Families and providers understand the impact that Trauma &amp; Toxic stress have on the mental health development of young children.</b>	<b>Families and providers will be able to identify trauma &amp; toxic stress characteristics within an individual or family.</b>
<b>Goal 3: Parents, Early Childhood Providers and kindergarten work together to ensure five year olds are ready to enter kindergarten.</b>	<b>Improve communication, coordination and alignment of expectations among parents, early childhood providers and kindergarten.</b>
<b>Goal 4: Families, preschools and elementary schools work together to ensure that all children through 8 years are on track for school and reading by the end of 3 grade.</b>	<b>Families, preschools and elementary schools are knowledgeable about the importance of reading, where to access materials and its impact on literacy skills.</b>





## Action Agenda

### Early Childhood Action Agenda – Clinton County Great Start Collaborative 2017 – 2020

#### Outcome 1: Children are born healthy.

<p>Targeting the following early childhood outcomes:</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>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"/> Parent Education</li> <li><input type="checkbox"/> Early Education and Care</li> <li><input checked="" type="checkbox"/> Family Support &amp; Basic Needs</li> </ul>	<p>Strengthening Families Factors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Resilience</li> <li><input type="checkbox"/> Social Connections</li> <li><input checked="" type="checkbox"/> Knowledge of Parenting &amp; Child Development</li> <li><input checked="" type="checkbox"/> Concrete Support in Times of Need</li> <li><input type="checkbox"/> Social and Emotional Competence of Children</li> </ul>
<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b> 23.4% of mothers have less than adequate prenatal care as reported in Kids Count 2016.</p>		
<p><b>Goal related to the targeted problem(s) (mega-headline):</b> Pregnant mothers will have adequate prenatal care.</p>		
<p><b>Objective related to the goal (headline):</b> Pregnant mothers will understand the need for adequate pre-natal care and how to access it.</p>		

<b>Strategy 1:</b>  <b>Adopt practice of using Facebook and other social media outlets to raise awareness and support for adequate prenatal care.</b> <b>(Component)</b>	<b>Prioritized root causes related to the objective and addressed by this strategy:</b>  <b>Lack of awareness of the importance of adequate prenatal care.</b>		<b>Performance Measures (outcomes of strategy 1):</b>  <b>Increased awareness of the importance of adequate prenatal care.</b>	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
<b>Research messaging on websites, Facebook page of the Health Department, State MDHHS-MIHP, local OBGYN and Pediatrician sites, Text4Baby, Zero to Three, Google Adwords, Regional Resource Centers (childcare provider).</b>	<b>Workgroup</b>	<b>March 2017</b>	<b>Time, computers, people, funding Google Adwords</b>	<b>All listed sites have been identified and researched for messaging.</b>
<b>Identify messages to incorporate into Clinton County websites and Facebook page.</b>	<b>Workgroup</b>	<b>June 2017 and ongoing</b>	<b>Time</b>	<b>Messages identified to incorporate in website and Facebook page.</b>
<b>Include messaging on social media sites.</b>	<b>GSC staff</b>	<b>July 2017 and ongoing</b>	<b>Time</b>	<b>Messages on social media sites related to Prenatal care.</b>
<b>Engage collaborative agencies to “like”, share and promote prenatal messaging on their Facebook and websites.</b>	<b>Collaborative Partners</b>	<b>July 2017 and ongoing</b>	<b>Time</b>	<b>Three collaborative agencies “like”, share, promote messages.</b>

<b>Strategy 2:</b>  Embed testimonials from local families using websites, social media and radio. <b>(Connections)</b>	<b>Prioritized root causes related to the objective and addressed by this strategy:</b>  Lack of awareness of the importance of adequate prenatal care.		<b>Performance Measures (outcomes of strategy 2):</b>  Increased awareness of the importance of adequate prenatal care.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Ask collaborative partners to identify a family and contact them about sharing their prenatal journey.	Workgroup	March 2017	Agencies, parents	Two families identified to share their story.
Have families sign waiver to share testimonial.	Collaborative partner	May 2017	Collaborative partner/families	Waiver signed by family.
Set-up time with family to decide on details of message/testimonial to share.	GSC staff	June 2017	Time, staff	Meeting set and testimonial details decided.
Scripts/quotes written for media sites to use (radio or computer).	GSC staff	August 2017	Time, staff	Scripts/quotes written and media identified.
<b>Strategy 3:</b>  Build awareness with pregnant mothers of how to use their Medicaid Health Plan transportation benefit to increase access to prenatal care. <b>(Connections)</b>	<b>Prioritized root causes related to the objective and addressed by this strategy:</b>  Pregnant mothers are unaware of the transportation benefits (mileage reimbursement or transportation) in health plans.		<b>Performance Measures (outcomes of strategy 3):</b>  Pregnant mothers are aware of the transportation benefit in their health plans and utilize it when needed; Increased utilization of prenatal transportation benefit.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Educate collaborative partners about the transportation benefit so they can promote with the pregnant women they work with.	Collaborative partner	March 2017	Time, staff, meeting time	Collaborative partners are informed of transportation benefit and inform clients.

Promote transportation benefits provided by health plans through Facebook and social media to increase access.	Collaborative partners and GSC staff	July 2017	Time	Transportation benefits messages posted.
Promote local transportation resources and tools (local churches, Clinton Transit, Baby Pantry, etc) through collaborative partners.	Collaborative partners and GSC staff	July 2017	Time	Local transportation resources and tools promoted.
During Natural touches (home visits, appts, etc) with families providers will share information with pregnant moms about the importance of prenatal care.	Collaborative partners and GSC staff	September 2017	Time and Materials	Information will be shared with pregnant moms during natural touch points.

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

<p>Targeting the following early childhood outcomes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children are born healthy.</li> <li><input checked="" 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>Addresses the following early childhood components:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Physical Health</li> <li><input checked="" type="checkbox"/> Social - Emotional Health</li> <li><input type="checkbox"/> Parent Education</li> <li><input type="checkbox"/> Early Education and Care</li> <li><input type="checkbox"/> Family Support &amp; Basic Needs</li> </ul>	<p>Strengthening Families Factors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Resilience</li> <li><input type="checkbox"/> Social Connections</li> <li><input checked="" type="checkbox"/> Knowledge of Parenting &amp; Child Development</li> <li><input checked="" type="checkbox"/> Concrete Support in Times of Need</li> <li><input checked="" type="checkbox"/> Social and Emotional Competence of Children</li> </ul>
<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b>                  There is a lack of awareness and knowledge on Trauma &amp; Toxic stress by both providers and parents and how it impacts mental health development of young children.</p>		
<p><b>Goal related to the targeted problem(s) (mega-headline):</b>                  Providers use best practices when working with children who have experienced Trauma &amp; Toxic stress.</p>		

<b>Objective related to the goal (headline):</b> Families and providers understand the impact that Trauma & Toxic stress have on the mental health development of young children.				
<b>Strategy 1:</b>  Highlight the value of providers being knowledgeable about the effects of trauma and toxic stress (Target Change) within cross-sector agency meetings. (Mindsets)	<b>Prioritized root causes related to the objective and addressed by this strategy:</b>  Providers lack of knowledge of trauma and toxic stress and how it affects a child’s mental development.  Lack of buy-in around targeted changes.		<b>Performance Measures (outcomes of strategy 1):</b>  Providers are knowledgeable about trauma and toxic stress and how it affects a child.  Providers “buy-in” to target change.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Identify agencies to target.	Workgroup	January 2017	Time	Agencies identified.
Arrange a meeting date and invite target agencies.	GSC Director and workgroup	March 2017	Meeting space, invitation	Meeting date set and invites distributed.
Develop meeting agenda and presentation.	GSC Director and workgroup	May 2017	Time, meeting content	Meeting Agenda and presentation developed.
Hold meeting & determine interested agencies.	GSC Director	June 2017	Time	Interested agencies determined.
<b>Strategy 2:</b>  Provide cross-sector professional development (research based Trauma & Toxic Stress and Evidence-based Strengthening Families) to build capacity around targeted changes. (Resources)	<b>Prioritized root causes related to the objective and addressed by this strategy:</b>  Providers lack of knowledge of trauma and toxic stress and Strengthening Families and how it affects a child’s mental development.		<b>Performance Measures (outcomes of strategy 2):</b>  Providers are knowledgeable about trauma and toxic stress and strengthening families.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>

Identify potential presenters on trauma and toxic stress.	Workgroup	March 2017	Time	Potential presenter identified.
Contact potential presenter for availability, training objectives, fees.	GSC Director, Workgroup	April 2017	Time	Potential presenter contacted and availability, training objectives and fee has been determined.
Identify professional development date, meeting space.	GSC Director	September 2017	Funding	Date and meeting space identified.
Professional development held on Trauma and Toxic stress and Strengthening families. (AM focus on Trauma & Toxic Stress education and PM focus on Strengthening Families).	GSC Director and stakeholders	Sept – Nov. 2017	Time	Professional development held.
<b>Strategy 3:</b>  Engage cross-sector providers and community stakeholders in sharing information on Trauma and Toxic Stress during natural touches with families. (Connections)	Prioritized root causes related to the objective and addressed by this strategy:  Families lack knowledge of trauma and toxic stress and how it affects children's mental health.		Performance Measures (outcomes of strategy 3):  Families will be knowledgeable of the impacts of trauma and toxic stress on a child's mental health.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
Identify home visiting programs and playgroup providers in county and set-up meeting date.	Workgroup	March 2017	Time/People	Home visiting programs identified and meeting date set.
Developing a policy on how to incorporate into home visits.	Workgroup & Stakeholders	May 2017	Time/People	Policy developed.
Establish start date of policy.	Workgroup & Stakeholders	September 2017	Time/People	Start date set.
Determine information to be shared.	Workgroup & Stakeholders	December 2017	Time/People	Information determined.
Develop tool/material to be shared.	Workgroup & Stakeholder	December 2017	Time/People	Tool/material developed.

<p><b>Strategy 4:</b></p> <p>Engage cross-sector providers and community stakeholders in building awareness and knowledge about the Evidence-based Strengthening Families Protective Factors and how they can reduce effects of trauma and toxic stress in everyday interactions.(Connections)</p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <p>Families lack awareness and knowledge of the Strengthening Families Protective Factors.</p>		<p><b>Performance Measures (outcomes of strategy):</b></p> <p>Families are knowledgeable of the Strengthening Families Protective Factors.</p>	
<p><b>Activities (small wins promoting the strategy and addresses root causes)</b></p>	<p><b>Persons or Groups Responsible</b></p>	<p><b>Target Dates</b></p>	<p><b>Resources Needed</b></p>	<p><b>Progress Measures (outputs of activities):</b></p>
<p>Identify providers and community stakeholders.</p>	<p>Workgroup</p>	<p>October 2017</p>	<p>Time</p>	<p>Providers and Stakeholder identified.</p>
<p>Engage stakeholders.</p>	<p>GSC Director and Workgroup</p>	<p>October 2017</p>	<p>Time</p>	<p>Interested stakeholders engaged.</p>
<p>Develop marketing materials.</p>	<p>GSC Director and Workgroup</p>	<p>November 2017</p>	<p>Time</p>	<p>Materials developed.</p>
<p>Disseminate informational materials.</p>	<p>GSC Director and Workgroup</p>	<p>December 2017</p>	<p>Time</p>	<p>Information disseminated.</p>

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

<p>Targeting the following early childhood outcomes:</p> <ul style="list-style-type: none"> <li><input 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 checked="" 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>Addresses the following early childhood components:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Physical Health</li> <li><input checked="" type="checkbox"/> Social - Emotional Health</li> <li><input checked="" type="checkbox"/> Parent Education</li> <li><input checked="" type="checkbox"/> Early Care and Education</li> <li><input checked="" type="checkbox"/> Family Support &amp; Basic Needs</li> </ul>	<p>Strengthening Families Factors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Resilience</li> <li><input type="checkbox"/> Social Connections</li> <li><input checked="" type="checkbox"/> Knowledge of Parenting &amp; Child Development</li> <li><input type="checkbox"/> Concrete Support in Times of Need</li> <li><input checked="" type="checkbox"/> Social and Emotional Competence of Children</li> </ul>
<p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b> There is not a shared understanding of what kindergarten readiness expectations are within Clinton County.</p>		
<p><b>Goal related to the targeted problem(s) (mega-headline):</b> Parents, Early Childhood Providers and kindergarten work together to ensure five year olds are ready to enter kindergarten.</p>		
<p><b>Objective related to the goal (headline):</b> Improve communication, coordination and alignment of expectations among parents, early childhood providers and kindergarten.</p>		
<p><b>Strategy 1:</b></p> <p><b>Align core expectations of kindergarten readiness across settings and programs. (Connections)</b></p>	<p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <p><b>Lack of what kindergarten readiness expectations are.</b></p>	<p><b>Performance Measures (outcomes of strategy 1):</b></p> <p><b>Kindergarten readiness expectations are adopted and utilized across parents, early childhood providers, and Kindergarten settings.</b></p>

<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Identify stakeholders (EC professionals, kindergarten teachers, administrators, parents).	Workgroups	March 2017	Time	Stakeholders identified.
Develop informational letter with date(s) of meeting.	GSC staff/workgroup members	March 2017	Time	Informational letter developed with meeting date(s).
Reserve room, Develop agenda.	GSC staff/Workgroup members	March 2017	Time	Room reserved, agenda developed.
Convene initial meeting.	Stakeholders	May 2017	Meeting space, food	Initial meeting convened.
Develop draft of kindergarten readiness expectations.	Stakeholder	May 2017	Meeting space, food	Kindergarten readiness expectations developed.
Draft expectations is shared with larger audience.	GSC staff	June 2017	Time	Kindergarten readiness expectations shared.
Convene meeting to gather larger audience input and develop final kindergarten readiness expectations.	Stakeholders	September 2017	Time, Meeting space, food	Meeting held.
<b>Strategy 2:</b>  Advocate for alignment of kindergarten readiness expectations throughout Clinton County. (Regulations)	<b>Prioritized root causes related to the objective and addressed by this strategy:</b>  Lack kindergarten readiness expectations and lack of consistency throughout the county.			<b>Performance Measures (outcomes of strategy 2):</b>  Kindergarten readiness expectations are determined and used consistently throughout the county.
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>

Kindergarten Readiness expectations will be sent to all school districts within Clinton County with request to post on their websites and printed materials.	GSC staff	November 2017	Time	All schools would include the newly developed kindergarten readiness expectations on their websites and printed materials.
Kindergarten Readiness expectations will be sent to all Early Childhood programs within Clinton County with request to post on their websites and printed materials.	GSC Staff and RRC staff	November 2017	Time	All Early Childhood programs would include the newly developed kindergarten readiness expectations on their websites and printed materials.
<b>Strategy 3:</b>  Promote mutual understanding of what kindergarten readiness is (targeted changes) among parents who have different experiences, interpretations, and perspectives around the targeted problem. (mindset)	Prioritized root causes related to the objective and addressed by this strategy:  Parents' lack of understanding of what kindergarten readiness is.		Performance Measures (outcomes of strategy 3):  Parents' understand what kindergarten readiness is.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Use multi-media resources to standardize the kindergarten readiness expectations among families in Clinton County.	Stakeholders & collaborative partners	December 2017	Time	Multi-media resources are used to share the expectations with families.
Kindergarten Readiness expectations will be shared at all community events where children/families present. (Literacy events, L3, Health Fair, Project Connect, Parenting classes).	Stakeholders & collaborative partners	December 2017	Time	Kindergarten Readiness expectations are shared at community events.
Kindergarten Readiness expectations will be shared at home visitors by home visiting providers.	Home visitors	December 2017	Time	Kindergarten Readiness expectations shared at home visits.

Kindergarten Readiness expectations will be shared at community playgroups.	Playgroup providers	December 2017	Time	Kindergarten Readiness expectations are shared at playgroups.
<b>Strategy 4:</b>  Share information with families regarding kindergarten readiness activities through a cross sector/multi-media/inter-organization outreach plan. (Connection)	Prioritized root causes related to the objective and addressed by this strategy:  Parents report not knowing how to support their child's learning at home to help them be ready for kindergarten.		Performance Measures (outcomes of strategy):  Parents report knowing how to support their child's learning at home in order to get them ready for kindergarten.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Collaborate with Home visitors (MIHP, EO, GS, EHS, etc.) and playgroup providers to utilize CARE bag learning activities (provided by the Great Start Regional Resource Centers) with families.	Stakeholders, home visitors	December 2017	Time	Home visitors utilize CARE learning activities with families.
Utilize multi-media resources to encourage learning through activities that promote Kindergarten readiness.	Workgroup	December 2017	Time	Multi-media resources are used to promote learning activities.
Utilize community playgroups to promote activities that promote kindergarten readiness.	Workgroup, playgroup providers	December 2017	Time	Playgroups are used to promote learning activities.

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

Targeting the following early childhood outcomes: <input type="checkbox"/> Children are born healthy. <input type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.		Addresses the following early childhood components: <input type="checkbox"/> Physical Health <input type="checkbox"/> Social - Emotional Health <input checked="" type="checkbox"/> Parent Education <input checked="" type="checkbox"/> Early Education and Care <input type="checkbox"/> Family Support & Basic Needs		Strengthening Families Factors: <input type="checkbox"/> Parent Resilience <input type="checkbox"/> Social Connections <input checked="" type="checkbox"/> Knowledge of Parenting & Child Development <input type="checkbox"/> Concrete Support in Times of Need <input checked="" type="checkbox"/> Social and Emotional Competence of Children	
<b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b> 38.4% of third-graders (English Language Arts) in Clinton County are not proficient as reported in Kids Count 2016.					
<b>Goal related to the targeted problem(s) (mega-headline):</b> Families, preschools and elementary schools work together to ensure that all children through 8 years are on track for school and reading by the end of 3 grade.					
<b>Objective related to the goal (headline):</b> Families, preschools and elementary schools are knowledgeable about the importance of reading, where to access materials and its impact on literacy skills.					
<b>Strategy 1:</b>  <b>Advocate for policies that are aligned with distributing literacy information with families (targeted change). (Regulations)</b>		<b>Prioritized root causes related to the objective and addressed by this strategy:</b>  <b>No policies in place to distribute literacy information materials during natural touches with families.</b>		<b>Performance Measures (outcomes of strategy 1):</b>  <b>Literacy information is distributed to families during natural touches with home visiting and playgroup providers.</b>	

<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Identify home visiting programs in county and set-up meeting date.	Workgroup	March 2017	Time/People	Home visiting programs identified and meeting date set.
Developing a policy on how to incorporate literacy information into home visits and playgroups.	Workgroup & Stakeholders	September 2017	Time/People	Policy developed.
Establish start date of policy.	Workgroup & Stakeholders	December 2017	Time/People	Start date set.
<b>Strategy 2:</b>  Leverage private sector support and pursue public private partnerships to expand accessibility to books through research based Dolly Parton Imagination Library (DPIL) or other book programs (1000 Books, Neighborhood book boxes). (Components)	Prioritized root causes related to the objective and addressed by this strategy:  Lack of local access to books in Pewamo Westphalia & Fowler due to redistricting of SJ Library.  Lack of funding for DPIL.		Performance Measures (outcomes of strategy 2):  Books are readily available and accessible for families.  Increased funds for DPIL.	
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
Identify potential funders (businesses, grants).	Workgroup	March 2017	Time/people	Potential funders identified.
Initial contact (phone, email) to businesses.	Workgroup	May 2017	Time/People	Contact made with businesses.
Letter to businesses.	Workgroup	August 2017	Letter	Letters mailed.
Completing and satisfying the grant requirements of the application.	Workgroup	October 2017	Time/People	Grant completed and submitted.
Gather responses and acknowledgement of donations – Thank you.	Workgroup	December 2017	Time/People	Responses sent.
<b>Strategy 3:</b>  Engage cross-sector providers and community stakeholders in sharing literacy information	Prioritized root causes related to the objective and addressed by this strategy:		Performance Measures (outcomes of strategy):	

<b>with families during natural touches through home providers and community events (elementary parent information nights/events, preschool information night). (Connections)</b>	<b>Parental lack of knowledge about the importance of reading from birth.</b>		<b>Parents are knowledgeable about the importance of reading from birth and how to register for DPIL and are utilizing educational apps for literacy.</b>	
	<b>Lack of knowledge about DPIL.</b>			
	<b>Families are not utilizing educational apps (BookFlix) games.</b>			
<b>Activities (small wins promoting the strategy and addresses root causes)</b>	<b>Persons or Groups Responsible</b>	<b>Target Dates</b>	<b>Resources Needed</b>	<b>Progress Measures (outputs of activities):</b>
<b>Schedule meeting with home visitors and community playgroups to discuss new policy and sharing literacy information with families.</b>	<b>GSC Director</b>	<b>January 2017</b>	<b>Time</b>	<b>Meeting date scheduled.</b>
<b>Create reading fact sheet.</b>	<b>Workgroup</b>	<b>February 2017</b>	<b>Time</b>	<b>Reading fact sheet created.</b>
<b>Home visitors and playgroup providers will review reading fact sheet with families.</b>	<b>EO, EHS, MiHP home visitors</b>	<b>Ongoing</b>	<b>Reading fact sheet</b>	<b>Fact sheet reviewed with families by home visitors.</b>
<b>Home visitors and playgroup providers will assist families in completing the DPIL registration form and return to CCRESA.</b>	<b>Home visitors</b>	<b>Ongoing</b>	<b>DPIL registration forms</b>	<b>Number of completed registration forms submitted to Parent Educator.</b>
<b>GSPC Liaison will have dialogue with PC members about dissemination of literacy materials (fact sheet, DPIL, 1000 books).</b>	<b>GSPC Liaison and PC Members</b>	<b>February 2017</b>	<b>Reading fact sheet, DPIL registration forms</b>	<b>Member's agreement or disagreement to participate.</b>
<b>Great Start Parent Coalition members will distribute and assist families in completing the DPIL registration form and return to CCRESA.</b>	<b>GSPC members</b>	<b>Ongoing</b>	<b>DPIL registration forms</b>	<b>Number of completed registration forms submitted to Parent Liaison.</b>
<b>Community playgroups will continue to implement the evidence based curriculum through Center for Early Literacy Learning (CELL).</b>	<b>Community Playgroup Providers</b>	<b>Ongoing</b>	<b>Time</b>	<b>Evidence-based curriculum implemented in playgroups.</b>
<b>Work with Regional Resource Center to disseminate literacy information and access to free materials to all Clinton County Providers/Preschools.</b>	<b>Regional Resource Center</b>	<b>Ongoing</b>	<b>Reading fact sheet, website list, other materials from literacy boards</b>	<b>Confirmation from Regional Resource Center specialist of information shared.</b>

<p><b>Continue distribution of Early Literacy Information boards to all county Parochial early elementary buildings.</b></p>	<p><b>GSPC Liaison and PC Members</b></p>	<p><b>January 2017</b></p>	<p><b>Early Literacy boards and delivery people</b></p>	<p><b>Display boards delivered to the elementary buildings.</b></p>
<p><b>Continue Community collaborative literacy events (Animal Tales/4-H fair, literacy events).</b></p>	<p><b>Libraries, Great Start stakeholders, MSU 4-H, Tri-County Literacy Coalition, Head Start, GSRP, Preschool</b></p>	<p><b>Ongoing</b></p>	<p><b>Time, people</b></p>	<p><b>Community collaborative literacy events occur.</b></p>



## Fund Development

Funding for the core functions of the Great Start Collaborative and the Parent Coalition is provided by the Michigan Department of Education – Office of Great Start. The Clinton County Great Start Collaborative is committed to utilizing current resources to implement the strategic plan, and to creating additional resources with the intent of sustainability.

In order to successfully implement the Clinton County Early Childhood Action Agenda, we, as a collaborative body, know and agree that the following will be necessary:

### Staff Time

The Great Start Collaborative Director and Parent Liaison are funded through the Michigan Department of Education – Office of Great Start.

The Great Start Director will oversee all operations of the GSC including:

- Funding and reporting requirements of the Michigan Department of Education – Office of Great Start
- Establishing and maintaining community collaborative partnerships
- Ensuring the completion of the work outlined in the Early Childhood Action Agenda

The Great Start Parent Liaison will guide the work of the Great Start Parent Coalition and will be the link between the Parent Coalition and the Great Start Collaborative.

### Prioritized Action Agenda Activities

The Michigan Department of Education 32p Grant partially or fully supports the following Clinton County GSC activities:

- Imagination Library
- Community Playgroups
- Parent Education Classes, Workshops, Conferences
- Early Education & Care Professional Development
- Printed Marketing Materials
- Early Literacy Activities and Events
- Provider Professional Development
- Parent Honorariums
- Provisions to Eliminate Barriers (e.g. transportation costs, childcare, etc.)
-

## **Commitment to Workgroups**

The members of the Great Start Collaborative must be committed to the early childhood work in Clinton County. The commitment to the work includes the time and resources that can be committed by each partner agency, organization or business. The Great Start Collaborative members offer:

- Funding to support parent education classes, workshops, conferences
- Coordination of community-wide family events
- Materials for community-wide family events
- Coordination of Parent/Provider events
- Funding to support Parent/Provider events
- And more!



## Contact Information

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