



2017
**GREAT START
COLLABORATIVE
STRATEGIC PLAN**

welcome

August 25, 2017

Dear Stakeholders and greater Oakland County community members:

The early years of development are essential as children learn more and at a much faster rate than at any other time in their life. Investment in early childhood is vital to the development of healthy, thriving children and communities. Coordination of this pivotal effort is needed to ensure that this investment is collaborative, efficient, and effective.

After surveys, focus groups, stakeholder conversations, and thoughtful deliberation, the Great Start Collaborative-Oakland created a strategic plan to enhance our early childhood system while achieving the outcomes shared by the Michigan Department of Education, Office of Great Start. Our work for 2018-2020 is centered on three overarching goals:

1. Families will have an awareness of services available, and be able to access those services effectively.
2. Early childhood organizations will have effective communication and coordination.
3. Families will have increased knowledge of child development and an understanding of high quality programming.

Since the inception of our previous strategic plan, system building and collaborative community impact has been enhanced. This is evidenced by parent involvement in all aspects of the Great Start Collaborative Oakland. Furthermore, community based agencies and organizations are active members of the collaborative and are working together to increase access to services for families and children. We are using parent voice to make changes at organizational levels to best meet the needs of our community. With your help, we can nurture every child's potential, build a sustainable early childhood system, and create a more vibrant tomorrow for our community. Join the effort, share your voice, support our work, stay informed, and encourage others to keep early childhood issues in the forefront. Together, we truly can provide every child in our community with the best start in life.

The goals outlined in this strategic plan can only be achieved with an engaged community that is committed to enhancing the early childhood system. Thanks to each community member who has engaged in the development of the strategic plan and we look forward to continuing to work with you! Together we can ensure children in our community are safe, healthy and ready to succeed in school and in life!

Sincerely,
Great Start Collaborative-Oakland Executive Committee



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executive summary

Michigan has, and continues to devote significant attention to building a strong early childhood system. To increase the effectiveness and impact of early childhood services, the state proceeded to form Great Start Collaboratives and Great Start Parent Coalitions serving each county in Michigan. Support from the Governor's Office of Great Start (OGS), the Early Childhood Investment Corporation, and Michigan State University has guided the work and structure of our Great Start Collaborative-Oakland.

Our Great Start Parent Coalition was established in 2006 with the purpose of providing strong parent voice as an integral part of the collaborative effort. Great Start Collaborative – Oakland, also formed January of 2006, was charged with developing a comprehensive and aligned local early childhood system to address a set of statewide outcomes defined by OGS:

- 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 the time of school entry.
- Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Guiding Principles

To achieve these four outcomes, the early childhood community must operate on a strong foundation that will support and guide all work across the system. Based on input from stakeholders across the state, OGS has defined the following guiding principles for Michigan's early childhood system. These principles can ensure that efforts are positioned to meet the needs of our youngest children. The strong foundation of the Great Start Collaborative - Oakland incorporates these guiding principles:

- Children and families are our highest priority
- Parents and communities must have a voice in building and operating the system
- The children with greatest need must be served first
- Invest early
- Quality matters
- Efficiencies must be identified and implemented
- Opportunities to coordinate and collaborate must be identified and implemented

System Change

Early childhood services are only part of the Great Start movement. Addressing root causes within our community that interfere with childhood success requires critically assessing and making changes to our "system" of services. Identifying system issues that create barriers is a focus of our planning efforts and includes evaluating six components:

- Mindsets: What attitudes, values, and beliefs impact young children in our community?
- Program Components: Do the range, quality, effectiveness, and location of services meet current needs?
- Connections: How can we improve relationships or increase connections across different early childhood services, businesses, community organizations, and other stakeholders?
- Policies: Do policies, practices, procedures, and daily routines support early childhood development and a coordinated system of services?
- Resources: How can the human, financial, and social resources that support young children and their families be used effectively and efficiently?
- Power: Are families and direct service providers involved in decisions? Is Great Start participation balanced and reflect the most vulnerable children in our community?

executive summary

Diversity and Family Partnership

Many people and organizations play a role in ensuring that ALL young children have a great start in life. Great Start Collaborative - Oakland has a long history of strong community and family partnerships. This continues to be a critical focus of our work. Great Start partners include families, services providers, and community members working together to reflect the needs of our diverse population.

Comprehensive Systems Approach

Research shows that educational success is increased by meeting all needs of the child and their family. Children need supportive conditions to succeed. Evidence of successful programs led the Office of Great Start focus on five component areas that should be addressed by Great Start Collaboratives. These five focus areas are illustrated by the Great Start Star. Our focus and work group structure is inclusive of these important components:

- Early Care and Education
- Social and Emotional Health
- Family Support
- Parenting Leadership
- Physical Health

The Early Childhood Investment Corporation, with the assistance of Michigan State University, identified eight factors critical to promoting accomplishments within the Great Start Collaboratives. These [Levers for Change](#) are key strategies directly related to the success of our Great Start efforts:

- Strong Relational Networks
- Intentional Systems Change Action
- Interdependent Organizations
- Readiness for Change
- Local Champions
- Parent Leadership and Voice
- Effective Partnerships
- Shared Goals
- Active Constituents



executive summary

Our Community Strengths and Needs Assessment

We collected quantitative data from many sources, used information from focus and workgroups and created and administered surveys for service providers, the GSC membership, and parents to assess how we are doing in Oakland County, in relationship to the four early childhood outcomes. The results of these efforts led us to identify the following conditions that exist in our county that may interfere with all children experiencing the Early Childhood Outcomes:

- Parent engagement lacks full representation of the diversity reflected in our county.
- Data informed decisions are not always clear and/or made as it relates to services/policies/procedures.
- Communication among stakeholders is not institutionalized.
- Messaging (marketing) of the importance of early childhood is ineffective/non-existent.
- Coordination among services is not streamlined (effective) as it should be.
- Professional Learning is not coordinated or consistent among service providers/caregivers.

The results of our community strengths and needs assessment, coupled with the principles, components, characteristics, and levers led us to develop our three-year goals and objectives.

We used the goals and objectives to build out a strong work plan, our Action Agenda, complete with strategies and activities to help us create a true system of support and services for our youngest children and their families. A summary of the Action Agenda for 2018-2020 can be found on page 10.

Help Me Grow (HMG) The HMG Affiliate Network represents an ever-growing, powerful coalition of states, communities, and individuals invested in ambitious and resourceful early childhood systems that optimally serve all families and children.	Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs, and communities in five protective factors: parental resilience, social connections, concrete supports, knowledge of parenting, social/emotional competence of children.
Parents As Teachers Through professionals in our national network of affiliates and partners, we provide parents and caregivers with research-based information and support from pregnancy through Kindergarten.	Nurse-Family Partnership® (NFP) is an evidence-based, community health program that serves low-income women pregnant with their first child. Each vulnerable new mom is partnered with a registered nurse early in her pregnancy and receives ongoing nurse home visits.

2018 action agenda summary

Goal 1: Families will have an awareness of services available, and be able to access those services effectively.

Objective 1: Parents will have increased awareness and understanding of services.

- Coalition members know how to access up-to-date information about services in the community, and will share with other parents.
- The GSPC promotes and partners with organizations that offer parenting education classes that reflect best practices.
- Engage fathers in collaboration activities and parent involvement opportunities.

Objective 2: Children and families will be connected to targeted services and supports.

- Develop effective methods and strategies for sharing community resources with families.
- Develop a coordinated system to help families connect to needed services.

Goal 2: Early childhood organizations will have effective communication and coordination.

Objective 1: Oakland County will have a coordinated system with new opportunities to meet the social emotional needs of families.

- Create a collaboration of multiple community stakeholders to meet the social emotional needs of children and families.
- Create alignment within early childhood stakeholders around social emotional needs.
- Create a system of increased awareness, access, and availability to services for children, parents, providers and community stakeholders.

Objective 2: There will be a system of coordination around a high quality early childhood workforce.

- Create new recruitment practices for early childhood professionals to find high quality, diverse candidates and support new recruits with training for credentials.
- Establish a continuum of learning and support activities to prepare individuals for working with diverse families.
- Create opportunities for staff to readily access high quality training in necessary content areas to increase job satisfaction, content knowledge and skill development.

Objective 3: There will be effective communication and increased understanding across systems during times of transition, prenatal - third grade.

- Provide Early Childhood professionals with a variety of strategies to support parent engagement and advocacy in their child's learning.
- Provide strategies and opportunities for Pre-K and K staff, to increase understanding of each grade's standards and expectations to support collaboration.
- Provide strategies and opportunities for home visitation programs to develop coordinated referral and exit procedures.

Goal 3: Families will have an increased knowledge of child development and an understanding of high quality programming.

Objective 1: Increase the quality of the environment for children's language, literacy, and communication development across the many settings in which they are growing up, birth to age 9.

- Provide parents and caregivers the knowledge and resources to increase the quality of language and literacy experiences at home.
- Provide early childhood professionals with developmentally appropriate strategies to increase quality language and literacy instruction.
- Expand and strengthen community partnerships to focus on improving child language and literacy skills.

Objective 2: There will be universal and equitable access to developmental screening.

- Promote ASQ screening in targeted communities with under-served populations.
- Increase access of ASQ to children 2 months to 3 years of age.

Objective 3: Advise in improvements to joint recruitment and enrollment. Increase awareness, use, and success of joint recruitment and enrollment for publicly funded programs. Review the components of GSRP and make recommendations.

- Collaborate with regional resource for participation in the GSTQ.
- Convene a work group to support school readiness that will also serve as advisory group to GSRP.
- Collaborate with regional resource center and GSPC to distribute info about high quality care.

profile and history

The Great Start System

The Great Start system, launched by Governor Granholm in 2004, is a statewide initiative, created to foster kindergarten readiness and success in school and life. In 2011, Governor Snyder signed an executive order creating the Office of Great Start (OGS) within the Department of Education.

OGS is charged with ensuring that all children birth to age eight, especially those in highest need, have access to high-quality early learning and development programs and enter kindergarten prepared for success. The Governor outlined a single set of early childhood outcomes against which all public investments will be assessed:

- 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 the time of school entry.
- Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Human service providers and early childhood professionals in Oakland County have a long history of both formal and informal collaboration and coordination. Our Great Start Collaborative has been built on a foundation of existing and expanded community and family partnerships.

Since the Great Start Collaborative-Oakland started working to develop a comprehensive early childhood system in 2006, we have celebrated many accomplishments. These successes have clearly been driven by the efforts each of our organizational members and parents have made to build capacity by taking our broad framework back and applying it to the work they do every day.

The Great Start Parent Coalition has been meeting since 2007. We have increased our number of committed parent leaders and parent voice is represented not only on every GSC workgroup but has branched out to other community group as well.

Highlighting Oakland's Success

- Our parent coalition has grown to four monthly meetings strategically located throughout Oakland County. There are four quarterly meetings for fathers planned and organized by fathers.
- The parent coalition has built relationships with other community partners to provide information and parenting classes for Oakland parents.
- We have expanded use of parent and preschool information line to offer more connections and resources to families. By offering new ways to reach out we have been able to connect with families in a more efficient way and we are always striving to find better forms of communication.
- Our Local Leadership Group (LLG) has developed a high quality professional development program for home visitors and has consistently grown in inter-agency collaboration.
- Our ASQ developmental screening project has grown to over 67,000 screens to date with over 37,000 children screened. We have 93 programs in Oakland County that we help to maintain their ASQ site and train their staff as needed.
- We have had many outreach events such as Help Me Grow Developmental Activity Groups, Parent Cafes, Parent Conference and Resource Fairs, helped with growing our parent coalition and parent leaders group.

community needs and strengths assessment

Despite the Great Recession from 2007-2010, Oakland County remains in the top 25 wealthiest counties in the nation (as measured by median income) of those counties with populations of 65,000 or greater, according to the 2012 American Community Survey prepared by the US Census Bureau. However, ALICE data from United Way shows 30% of the county's households are at ALICE and poverty levels. Furthermore, ALICE reports on 50 individual towns within the county, and 17 of these exceed the 30% county average, some with an ALICE and poverty rate as high as 73% of households. This information, coupled with Michigan School Data which reveals a high percentage of eligibility for free and reduced lunch in some Oakland County school districts, helps to tell the story that while Oakland appears to be a county of wealth and opportunity, its pockets of poverty and asset-limited households is significant and requires a more select approach to insuring all of Oakland County's young children experience Michigan's Early Childhood Outcomes.

The process we used in assessing our community strengths and needs began by reintroducing the Great Start Early Childhood Outcomes to the collaborative which consists of community partners, service providers and parents. They were asked to reflect on what each outcome meant to them, their work, and their families. The results of this discussion can be viewed in the appendices of this plan.



This word cloud represents our Executive Committee's collective thinking on the definition of a system.

The Executive Committee of the collaborative was then engaged in the discussion as part of this discovery process. The Executive Committee is comprised of parents, service providers, and decision makers in our community (a list of these members can be found on page 4). The group reviewed the information from the GSC and shared what a system meant to them. Themes included: time, communication, barriers to services, collaboration, keeping children and families in the center, level of change.

United Way defines ALICE as Asset Limited, Income Constrained, Employed and further states, "ALICE represents the men and women of all ages and races who get up each day to go to work, but who face tough financial choices.

ALICE is not an individual, but a conceptual blending of all those in our community who bring home a paycheck that doesn't stretch to cover household needs. ALICE is glad to have a job, proud of their work, and happy to contribute to the community. ALICE has no cushion, no fall back, their assets are limited, and their income is constrained.

ALICE is one crisis away from poverty. A rent hike, a family illness, the need for new car tires, things that many may see as an inconvenience, are a crisis for ALICE."

(UNITED WAY ALICE REPORT – 2017
UPDATE FOR MICHIGAN)

Help Me Grow Care Coordinators promote the use of the Ages and Stages Questionnaire (ASQ), evaluate and follow up on ASQ screens, and monitor and maintain the parenting and preschool phone line that supports parents with questions about their child's development, and how to find free high-quality preschool programs for their child.

community needs and strengths assessment

We needed to assess what, in our own community, may be hindering all children from experiencing the four outcomes. The conclusions we drew were:

Outcome 1: Children are born healthy.

This area is a strength for Oakland County. While there are areas for growth, the Oakland County Health Division diligently works to make this outcome a reality.

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

There has been an identified need to focus on social emotional support and barriers to all services. Oakland County lacks availability and/or accessibility to social emotional services for many families. Organizational services need to work together to ensure less gaps in service. There is a lack of social emotional resources. There are strengths that need to be continued including the large developmental screening project in Oakland County.

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

There has been an identified need in examining the transition to kindergarten (which expanded to transitions from Early On and home visiting programs as well).

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

Identified strength is that Oakland Schools has strong literacy components and should be asked to take the lead in this initiative. There is also an identified need as many districts in Oakland are struggling with reading proficiency rates.

To help support the work of strategic planning a few key work/focus groups were added and use of existing work groups were put into action. Those identified were: Social/Emotional Health, Workforce Development, Literacy, Early Childhood transitions (not exclusive to kindergarten transition), Local Leadership Group, our Help Me Grow affiliate, and Parent Leadership.

To gain greater perspectives, we used the information gathered to develop three surveys – one for service providers (beyond those represented in either group), one for GSC members (active and inactive), and one for parents and guardians. (The surveys can be viewed in the appendices of this plan.) We utilized electronic means to deliver the surveys to the GSC membership and the service providers, and used an interview format to obtain the parent survey data, which resulted in over 750 interviews of parents completed. GSC staff created a training guide for interviewers and the GSC membership took on this task, meeting with parents in the settings where they receive services. Home visitors, teaching staff, health department staff and others conducted the surveys over the course of four weeks.

Specific reference to the quantitative and qualitative data used to inform our goals, objectives and strategies is highlighted within the Action Agenda. However, as mentioned in our ALICE data on page 12, we have communities of great need. In addition to ALICE, we identify these communities by free and reduced lunch eligibility between 63% and 79% of school enrollment, the percentage of children age-eligible for Great Start Readiness Programs (GSRP) meeting income guidelines between 73% and 100%, reading proficiency rates (see graph, page 15) and graduation rates from high school as low as 39%.

Michigan created a statewide Early Childhood Dashboard, which highlights the leading indicators of young children's well-being, under the four early childhood outcomes. On the following page, we have updated this dashboard, and aligned our most current county data with state data. In this effort, we find that Oakland County, as a whole, fares better than state averages on these measures of child well-being. This understanding, coupled with the knowledge of those communities of need as identified in ALICE and our local data scan, led us to the conclusion that we should use this strategic plan to zero in on systems development. We have relied heavily on our qualitative data to inform our plan, understanding that in our county of wealth and poverty, varying school success rates, and indicators of child well-being, we need more than just the 'numbers' to tell the whole story and improve our processes.

community needs and strengths assessment

Michigan's Early Childhood Dashboard Leading Indicators of Young Children's Well Being

OUTCOME 1

Children Are Born Healthy

	Michigan	Oakland
1.1 Preterm Births (percentage of live births before 37 completed weeks of gestation)	12.2% (2014)	13.0% (2014)
1.2 Infant Mortality (number of infant deaths per 1,000 live births 3 year average)	6.9 (2014)	6.6 (2014)
1.3 African American Infant Mortality Rate (number of infant deaths per 1,000 live births 3 year average)	13.2 (2014)	13.8 (2014)

OUTCOME 2

Children Are Healthy, Thriving, and Developmentally on Track from Birth to Third Grade

	Michigan	Oakland
2.1 Teen Births (births per 1,000 women aged 15–19)	23.7 (2014)	11.4 (2014)
2.2 Maternal Depression (percentage of mothers experiencing postpartum depression)	11.3% (2010)	11.7% (2010)
2.3 Child Abuse and Neglect (rate of confirmed investigations of child abuse and neglect per 1,000 children aged birth to 8)	23.8 (2015)	10.4 (2015)
2.4 Medical Home (percentage of children aged birth to 5 receiving care that meets the criteria of a medical home)	63.5% (201–12)	58.2% (2011–12)
2.5 Poverty (percentage of children aged birth to 5 living below 100% Federal Poverty Level 5 year average)	27.7% (2010–14)	15.5% (2010–14)

OUTCOME 3

Children Are Developmentally Ready to Succeed in School at Time of School Entry

	Michigan	Oakland
3.1 High-Quality Early Learning (percentage of children aged 3 and 4 who are enrolled in preschool) **	53% (2015)	59.7% (2015)
3.2 Kindergarten Readiness (percentage of children entering kindergarten who are developmentally ready to succeed in school)	TBD	TBD

OUTCOME 4

Children Are Prepared to Succeed in Fourth Grade and Beyond by Reading Proficiently by the End of Third Grade

	Michigan	Oakland
4.1 M-STEP English Language Arts (percentage of children who did not achieve proficiency in 4th grade English language arts on the new M-STEP test)	53.7% (2016)	45.9% (2016)
4.2 NAEP Reading Proficiency (percentage of children performing at or above proficient on the National Assessment of Educational Progress 4th Grade Reading Assessment)	36.0% (2015)	34.0% (2015)

TBD—To be developed

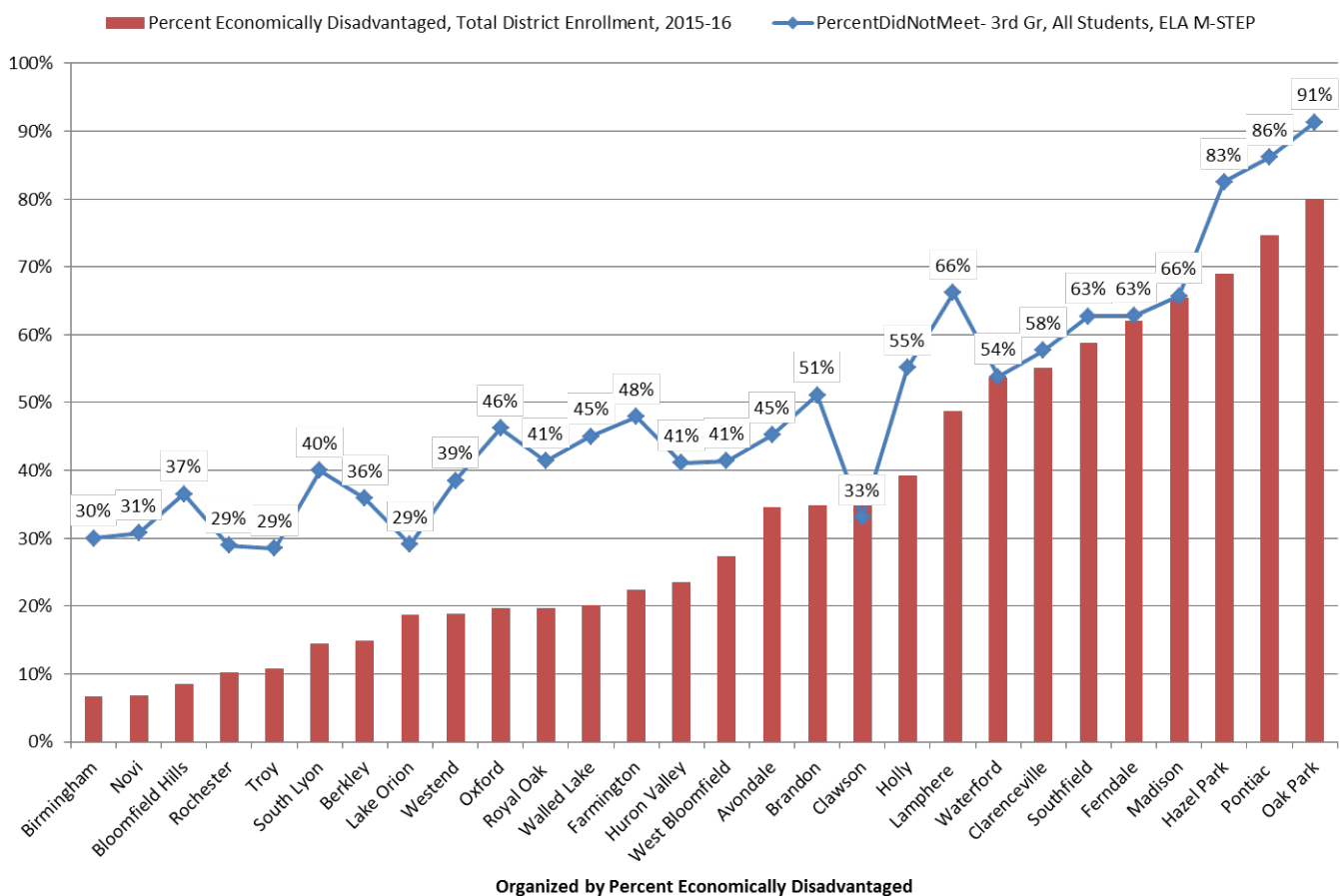
* Kids Count Data

Related Oakland County Data Reading Proficiency
A total of 5,264 3rd grade students in Oakland county did not meet reading proficiency standards in 2015–2016.

community needs and strengths assessment

Per state legislation House Bill No. 4822 (5) “Beginning with pupils enrolled in grade 3 during the 2019-2020 school year“... any pupil who does not (1) “achieve a score of at least proficient in English language arts on the grade 3 state assessment”... (5)(d)(i) “based on standardized testing, this state has determined that the pupil may be required to be retained in grade 3”. The following chart shows how many children in Oakland County would potentially be retained if this law had been in place in the 2015-2016 school year. It also includes by district what percentage of 3rd graders would be retained and the percentages of the districts populations that are economically disadvantaged.

How many 3rd Graders would be retained in 2015-16?



The results of our data and systems scan led us to identify the following conditions that exist in our county that may interfere with all children experiencing the Early Childhood Outcomes:

- Parent engagement lacks full representation of the diversity reflected in our county.
- Data informed decisions are not always clear and/or made as it relates to services/policies/procedures.
- Communication among stakeholders is not institutionalized.
- Messaging (marketing) of the importance of early childhood is poor/non-existent.
- Coordination among services is not streamlined (effective) as it should be.
- Professional Learning is not coordinated or consistent among service providers/caregivers.

community needs and strengths assessment

We used the characteristics of a system (see green box below) to help us frame how these conditions align or do not align with promoting the early childhood outcomes. This exercise provided insight into what changes need to be made to create and maintain a highly functioning system. As we worked these community conditions into goals, objectives and strategies to inform our Action Agenda (available on pages 21 - 36) we identified what system characteristics each impact. This becomes part of our system improvement effort, to increase the ability of all children to experience the early childhood outcomes.

Examining the system characteristics was timely and extremely valuable as Oakland County has experienced changes in organizational structure at the intermediate school district level, and changes in management within the early childhood department and the GSC itself. We thoughtfully considered how these transitions may affect our system moving forward, and included these realities in our plan toward building upon what is working well, and creating new opportunities for improvement in how we work to achieve the early childhood outcomes for all children in our county.

To that end, using all the planning information we employed in this process, we developed a set of early childhood values that mirror the intermediate school district's Continuous Improvement Plan goals. We felt this an important step in our strategic planning process, as we share the ISD's charge to ensure high quality, equitable education for all students. We believe demonstrating visually the alignment between our county's early childhood and K-12 beliefs and goals will further support our efforts at building a system that includes greater participation between and understanding of the early childhood and K-12 communities. The alignment can be viewed on page 9 in the executive summary or in the appendix.

After considering the data compiled, we chose goals and objectives to:

- Direct our continued journey toward a system that is solid and relies on process and procedure more than individuals at a point in time.
- Allow continued work on the needs presented in the current plan that are still relevant.
- Align with Oakland Schools Continuous Improvement Plan goals.
- Provide significant support to children and families.
- Be achieved within the 3-year cycle of the plan.

Every effort we put into this plan hopes to strengthen the infrastructure and support our early childhood work for years to come!

This strategic planning process would not have been as successful and meaningful without the extensive efforts put forth by the community. In all, 80 individuals from our GSPC, GSC membership, and community partnerships provided support by giving input during planning sessions, participating in focus and work groups, and responding to and promoting the surveys. Significant efforts were extended by our county's home visitation and preschool programs, and by our parent leaders in executing parent interviews to complete the parent surveys. The time they invested in this process garnered 768 completed parent interviews. This resulted in a rich data source to inform our plan for the next three years.

System Characteristics

Mindsets: Attitudes, values, and beliefs that shape behavior.

Components: Range, quality, effectiveness, and location of services, supports, and opportunities in the community.

Connections: Relationships and exchanges between and across different actors, organizations, and system characteristics (e.g. information, referrals, resources, and learning).

Regulations: Policies, practices, procedures, and daily routines that shape the behavior patterns of individuals, groups, and organizations.

Resources: Human, financial, and social resources that are used within the system.

Power: How decisions are made, who participates in decision-making, whose voice matters, and the structures available to support inclusive voice.

goals and objectives

The 2013 document Great Start, Great Investment, Great Future - The Plan for Early Learning and Development in Michigan prepared by the Michigan Department of Education, Office of Great Start, incorporates the results of a year-long engagement of stakeholders across the state about the best ways to improve Michigan's early childhood system. The report notes that in order for Michigan's system- building effort to succeed, all partners must incorporate these principles into their work:

Children and families are the highest priority. Michigan's early childhood system was created to support children and families across the state. All efforts must consider the needs of children and families first and foremost.

Parents and communities must have a voice in building and operating the system. The shape and size of communities vary widely across Michigan and so do their needs. Through purposeful, ongoing parent and community involvement, the early childhood system can target interventions and supports that best meet local needs.

The children with the greatest need must be served first.

Interviewees were asked whether Michigan should focus on serving as many children as possible with limited services, or on serving fewer children but with more comprehensive services. Overwhelmingly, interviewees chose the latter option. Children at the greatest risk for not achieving the four early childhood outcomes (based on income, family and home environment, developmental ability, and race or ethnicity) must be a priority across the system.

Invest early. Children's brains are developing fastest when public investment in that growth and development is lowest. The system must be oriented toward prevention and early intervention instead of remediation.

Quality matters. Again and again stakeholders said that high-quality programs and services are the key to improving outcomes for children and families. Without a focus on quality, the early childhood system will fall short.

Efficiencies must be identified and implemented. Both public and private resources must be spent wisely. At a time when there is more work to be done than funding to do it, agencies and programs must identify ways to streamline operations, while also maintaining high-quality services.

Opportunities to coordinate and collaborate must be identified and implemented. In order to spend resources wisely and improve services for children and families, agencies and programs must identify and implement new ways to coordinate efforts. This will no doubt require a change in current practice, but will pay dividends for children across the state.

It further offers these recommendations for our Great Start work:

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



goals and objectives

Levers for Change

The Early Childhood Investment Corporation with the assistance of Michigan State University identified eight factors critical to promoting accomplishments within the Great Start Collaboratives. They are:

Strong Relational Networks

Strong relational networks easily exchange referrals, coordinate services and share resources across various agencies in the community.

Intentional Systems Change Actions

Active pursuit of system change efforts, such as shifting or adopting new policies, procedures, or programs to reduce barriers and improve the early childhood system.

Interdependent Organizations

Member organizations see the value in the collaborative effort and support other partners at the table.

Readiness for Change

Individuals and organizations believe in the need for change and have the capacity to pursue it.

Parent Leadership and Voice

Parents are effective leaders and competent champions for early childhood and represent a knowledgeable, diverse, and visible parent constituency.

Effective Partnerships

Strong, effective ties between the GSC and GSPC, and also with key outside organizations in the community.

Shared Goals

A unified vision shared with the GSC and GSPC, including: an aligned understanding of, and agreement upon problems, possible solutions, and overall goals.

Active Constituents

Active and involved members making valuable contributions to the GSC/GSPC, including: Speaking at meetings, holding an office, or advocating for early childhood in the community.

system data

As we reviewed our system scan data, particularly the survey data from both parents and community partners and agencies, it became abundantly clear we needed to address some significant systems issues. For example, we experienced less participation in our community-wide and Great Start Collaborative partner surveys than we desired. Of those that did participate in the survey, there was a disconnect expressed between partners and community services – people wanted to know more about “what each other did” to fill in gaps in their work and be a better resource for the families they serve. While we retain a wonderfully supportive core group of agencies and professionals, we know we must expand the voices at the table, and understand better what steps we can take to increase the likelihood that new, and perhaps former partners, find participation valuable to their work and in fulfilling the needs of our young children and their families.

As a local partner in this statewide effort, we carefully considered how our goals and objectives align with these principles and recommendations and levers for change to assure our steps would harvest good results in re-energizing and bolstering our collaborative efforts. We feel all the principles and recommendations and levers for change are reflected in the goals and strategies developed.

The following outlines the goals and objectives developed from the Community Needs and Strengths Assessment. They reflect the themes identified and support system development and service delivery.

Goal 1: Families will have an awareness of services available, and be able to access those services effectively.

- **Objective 1:** Parents will have increased awareness and understanding of services.
- **Objective 2:** Children and families will be connected to targeted services and supports.

Goal 2: Early Childhood Organizations will have effective communication and coordination.

- **Objective 1:** Oakland County will have a coordinated system with new opportunities to meet the social emotional needs of families.
- **Objective 2:** There will be a system of coordination around a high quality early childhood workforce.
- **Objective 3:** There will be effective communication and increased understanding across systems during times of transition, prenatal – third grade.

Goal 3: Families will have an increased knowledge of child development and an understanding of high quality programming.

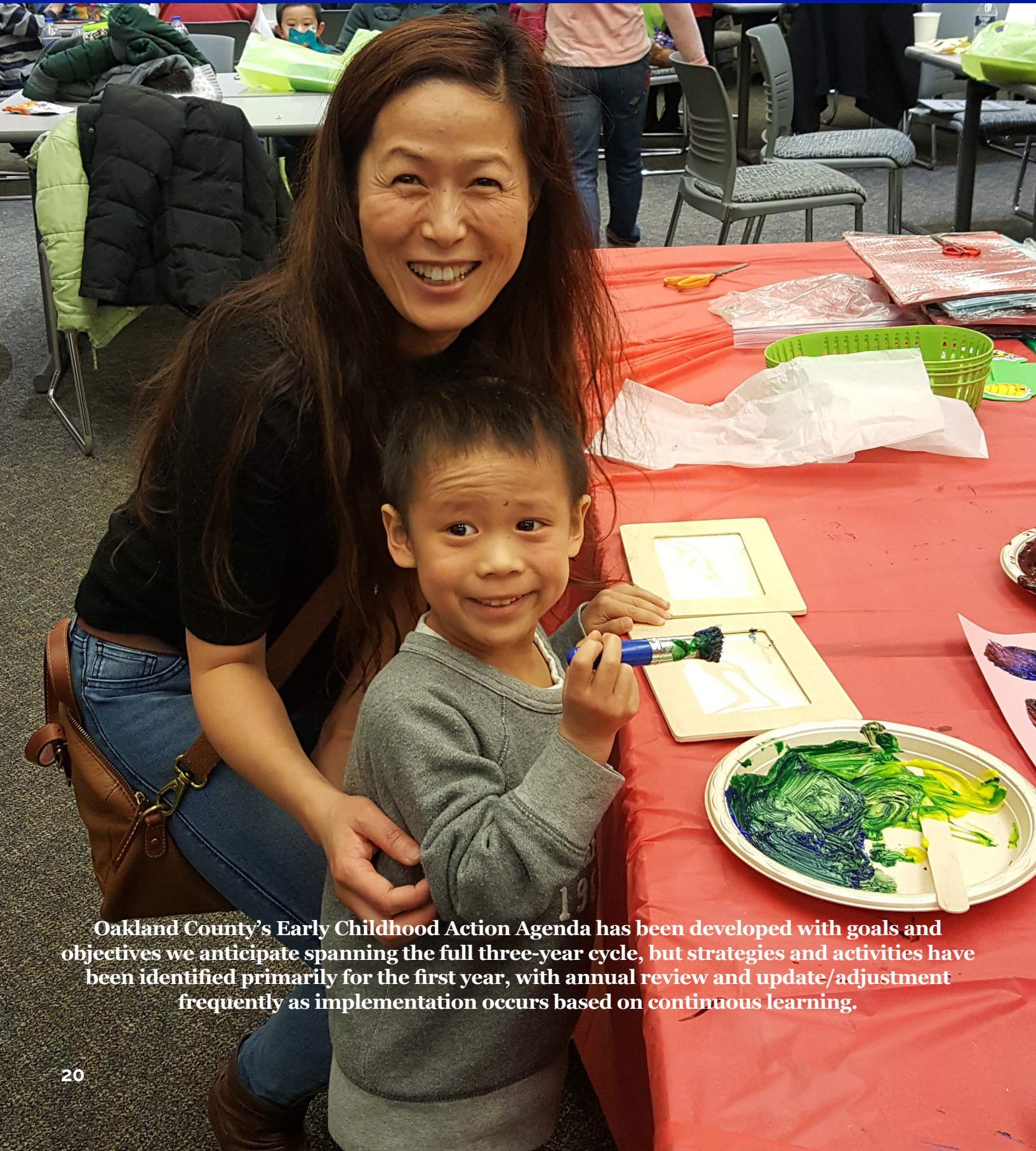
- **Objective 1:** Increase the quality of the environment for children’s language, literacy, and communication development across the many settings in which they are growing up, birth to age nine.
- **Objective 2:** There will be universal and equitable access to developmental screening.
- **Objective 3:** Advise in improvements to joint recruitment and enrollment. Increase awareness, use, and success of joint recruitment and enrollment for publicly funded programs. Review the components of GSRP and make recommendations. Collaborate with regional resource for participation in the GSTQ.

As a result of our extensive Community Strengths and Needs Assessment, we chose these goals and objectives to:

- Direct our continued journey toward a system that is solid and relies on process and procedure more than individuals at a point in time.
- Allow continued work on the needs presented in the current plan that are still relevant.
- Align with Oakland Schools Continuous Improvement Plan goals.
- Provide significant support to children and families.
- Be achieved within the three-year cycle of the plan.

Our Action Agenda (the work plan), that follows details the early childhood outcomes targeted for each goal and objective, the early childhood components of physical health, early care and education, social and emotional health, family support and parent leadership addressed, and the specific strategies and activities and their performance and progress measures.

action agenda



Oakland County's Early Childhood Action Agenda has been developed with goals and objectives we anticipate spanning the full three-year cycle, but strategies and activities have been identified primarily for the first year, with annual review and update/adjustment frequently as implementation occurs based on continuous learning.

FY 2018 Early Childhood Action Agenda - Oakland Great Start Collaborative

This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s): <input checked="" type="checkbox"/> Children are born healthy. <input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.		And addresses the following early childhood components: <input type="checkbox"/> Physical Health <input checked="" type="checkbox"/> Social-Emotional Health <input checked="" type="checkbox"/> Family Supports and Basic Needs <input checked="" type="checkbox"/> Parent Education <input type="checkbox"/> Early Education and Care			
Data: 23.5 % of parents reported awareness /knowledge of services was a barrier to getting the supports/services they needed. (GSC-Oakland Parent Survey Interviews). 34% of service providers indicated lack of parent knowledge of services as a barrier to families accessing services. (GSC-Oakland Community Programs Survey) 96% of the respondents to the parent survey were female. (GSC-Oakland Parent Survey Interviews)					
1. Goal: Families will have an awareness of services available, and be able to access those services effectively.					
1. Objective related to the goal: Parents will have increased awareness and understanding of services.					
Strategy 1: The GSPC members know how to access up-to-date information about services in the community, and will share with other parents.		Prioritized root causes related to the objective and addressed by this strategy: The GSPC does not have a shared system to assure accurate/current/timely access to community resources/services/information.		Performance Measures (results from Strategy 1): Increase parent attendance at parent coalition meetings and recruitment events by 30%. Increase number of calls by 15%.	
<input checked="" type="checkbox"/> Parent Led Strategy <input checked="" type="checkbox"/> Strategy came from Strengthening Families Assessment		System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)		Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Parent leaders will continually partner with service providers and care coordinators to maintain accurate and available information.		GSC team, parent leaders, community partners	Ongoing 2020	Community collaboration and information, staffing	Out of our 15 parent leaders, 5 of them will meet with our care coordinators quarterly.
2. Parent leaders will partner with care coordinators to help families get needed services. <ul style="list-style-type: none">Hand out flyers with phone number and verbally promote the benefits.		Parent leaders and Help Me Grow (HMG) team	Ongoing 2020	Staffing	The number of referrals that parent leaders give to other parents.
3. Parents will participate in the creation a marketing campaign promoting our Great Start Coalition information to families and communities.		GSC team, marketing firm	December 2018	Marketing, GSC team/parent/staff input	Campaign is developed and launched.

Strategy 2: The GSPC promotes and partners with organizations that offer parenting education classes that reflect best practices: Classes and programs are delivered by staff with appropriate training and credentials for the program.	Prioritized root causes related to the objective and addressed by this strategy: The quality of parent education has not been addressed. There is no system for vetting presenters to assure accurate information/best practice is promoted.		Performance Measures (results from Strategy 2): Increased active participation in high quality parenting education classes by 30%.	
<input checked="" type="checkbox"/> Parent Led Strategy <input checked="" type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses</u> root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Parents will utilize collected parent interview data to determine areas of needs and interests and share with community partners.	GSC team, parent leaders	July 2018	Parents and community partners	Needs are determined and learning opportunities provided.
2. Parents will engage community partners that have expertise in topics identified in activity 1 to provide parent education.	GSC team, parent leaders	Ongoing 2020	Parents, community collaboration and information	Number of different presenters will be increased by 30%.
Strategy 3: Engage fathers in collaboration activities and parent involvement opportunities.	Prioritized root causes related to the objective and addressed by this strategy: Efforts to engage fathers in the GSPC and its activities have been more informal than intentional.		Performance Measures (results from Strategy 3): Total number of fathers engaged in GSPC will be increased by 30%.	
<input checked="" type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses</u> root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Explore ways to reach fathers to support their needs by increasing number of father led groups and focusing on a male parenting perspective and the evidence based Fatherhood Initiative as a means to reach fathers.	GSC team, parent leaders	Ongoing 2020	Community collaboration and information, staffing	Increase father led groups from 4 to 6 annually.
2. Fathers will participate in the creation of a marketing campaign around the importance of father’s role in their child’s whole development.	GSC team	July 2019	Marketing, GSC team/parent/staff input	Campaign is developed and launched and 10 fathers will have participated.

Data: 57% of parents report getting information on child development, behavior, and social and emotional development from their family physician/pediatrician and 40% report obtaining this information from family members. 22% of respondents reported specific barriers to accessing services to support their family's well-being. (GSC-Oakland Parent Survey Interviews).

2. Objective related to the goal: Children and families will be connected to targeted services and supports.

Strategy 1: Develop effective methods and strategies for sharing community resources with families.	Prioritized root causes related to the objective and addressed by this strategy: There is no consistent, effective, coordinated method/system for sharing information to parents about services available to support the growth and healthy development of children in Oakland County.		Performance Measures (results from Strategy 1): Number of calls to parent information line increased by 15%.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Determine new ways, beyond current methods, to increase families’ access to the parent information phone line.	HMG team/ GSC staff/Parent leaders/OCHD	Ongoing 2020	Marketing and staffing	Number of methods and strategies used to connect families to resources. Create base line and increase strategies in years two and three.
2. Use technology and other methods to connect with families about resources.	HMG team/ GSC staff	Ongoing 2020	Staffing, community collaboration, marketing	Documented communication methods and associated frequencies.
Strategy 2: Develop a coordinated system among service providers to help families connect to needed services.	Prioritized root causes related to the objective and addressed by this strategy: There is no consistent, effective, coordinated method/system for sharing information among services about available to support the growth and healthy development of children in Oakland County.		Performance Measures (results from Strategy 2): Number of active members using phone line about other resources. Number of participants at stakeholder meetings. Create a baseline and increase 10% per year.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			

Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Provide information about community services at stakeholder meetings.	GSC staff	Ongoing 2020	Staffing and community collaboration	Services providers will present information at stakeholder meetings 4 times per year.
2. Care coordinators (CC) will provide information about parent information line to community agencies and health care providers and engage them in coordination of services.	GSC staff	Ongoing 2020	Staffing and community collaboration	Number of conversations that CCs have with partners to connect to resources. Number of service referrals provided by care coordinators.
3. Develop a plan where community will communicate and update information to care coordinators to keep services updated.	GSC staff and community partners	Ongoing 2020	Staffing and community collaboration	Communication plan written. Number of services updating information.
This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s): <input checked="" type="checkbox"/> Children are born healthy. <input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" 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.			And addresses the following early childhood components: <input checked="" type="checkbox"/> Physical Health <input checked="" type="checkbox"/> Social-Emotional Health <input checked="" type="checkbox"/> Family Supports and Basic Needs <input checked="" type="checkbox"/> Parent Education <input checked="" type="checkbox"/> Early Education and Care	
Data: Parents believe their children need social/emotional readiness support for their children, such as positive encouragement to foster the ‘will to learn’, and positive communication between adults and children, to support the transition to kindergarten. (GSC-Oakland Parent Survey Interviews & GSC-O Social/Emotional Workgroup). Organizations are unfamiliar with one another’s services to the community and how they can support families (GSC-Oakland Community Programs Survey) Organizations lack capacity/resources to serve families in a timely manner (Social/Emotional Workgroup)				
2. Goal: Early childhood organizations will have effective communication and coordination.				
1. Objective related to the goal: Oakland County will have a coordinated system with new opportunities to meet the social emotional needs of families.				
Strategy 1: Create alignment within early childhood stakeholders around social emotional needs of children and families.	Prioritized root causes related to the objective and addressed by this strategy: Preschool early childhood programs are not addressing the social/emotional development of young children to the extent they could. Early childhood programs do not have effective policies and procedures related to child behavior and their social/emotional development.		Performance Measures (results from Strategy 1): List of names/agencies identified. Increase number of engaged members involved by two agencies represented in years two and three.	

<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Identify baseline measures in Oakland County around social emotional needs.	GSC team and social emotional group	July 2018	Community collaboration and information, staffing	Baseline data is identified and collected.
2. Identify what is currently happening around social emotional services in Oakland County.	GSC team and social emotional group	July 2018	Community collaboration and information, staffing	A map of Social emotional services in Oakland County will be created
3. Engage medical community, mental health community, policy makers, and education community.	GSC team and social emotional group	Ongoing 2020	Community collaboration and information, staffing, marketing	Quarterly meet with social emotional stake holders and invite 10 organizations who are not currently participating.
Strategy 2: Create a system to provide awareness and access to services for families, providers and community stakeholders.	Prioritized root causes related to the objective and addressed by this strategy: There is a lack of community-wide understanding of the impact of social/emotional development on children’s learning.		Performance Measures (results from Strategy 2): Through survey families, providers, and community members will report an increase in knowledge of social emotional needs and evidence based practices.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Identify and create common language across the system around social emotional terms and definitions. This will include marketing messages.	GSC team, social emotional group, trauma team	December 2018	Community collaboration and information, staffing	Common language is created and shared across stakeholders.
2. Inform community on evidence based practice around social emotional health and trauma informed care (e.g. Strengthening Families, Trauma Smart).	GSC team, social emotional group, and trauma team	Ongoing 2020	Marketing , GSC team/ parent/staff input	Number of materials, trainings and people informed.
3. Create innovative ways to reach parents to create awareness of the importance of social	GSC team and social emotional group	July 2019	Marketing , GSC team/ parent/staff	Campaign is developed and launched.

emotional health.			input	
4. Create a plan using baseline data to advocate for increased access and availability.	GSC team and social emotional group	December 2020	Community collaboration and information, political will, and financial support, staffing	Plan is developed.

Data: 43% of respondents indicated that a lack of service(s) that fit their family's culture and/or language created a barrier to getting the support(s)/service(s) needed. (GSC-Oakland Parent Survey Interviews) PQA scores below five for GSRP programs may indicate a lack of consistent staff. Recruitment fair for GSRP and Head Start Programs have garnered low attendance. (Workforce Development Focus Group)

2. Objective related to the goal: There will be a system of coordination around a high quality early childhood workforce.

Strategy 1: Create new recruitment practices for early childhood professionals to find high quality, diverse candidates and support new recruits with training for credentials.	Prioritized root causes related to the objective and addressed by this strategy: The quality and diversity of the applicant pool is not sufficient to meet the needs of Oakland County.	Performance Measures (results from Strategy 1): Increase the quality, quantity, and diversity of applicants of early childhood professionals as measured by collected baseline data from program administrators, and then comparing it to data in three years.
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<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power
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Activities (small wins promoting the strategy and <u>addresses</u> root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Collect data on how organizations are currently selecting staff, identify challenges, and develop a coordinated process.	GSC team, WFD work group, and LLG	July 2018	Community collaboration and staffing	Data is collected and analyzed and report is created. Data Informed coordination plan created.
2. Engage higher education in the community process of recruitment.	GSC team, WFD work group,	December 2018	Connection with higher education, good will, and staffing	Number of higher education partners engaged, engagement is tracked over time.
3. Create a marketing campaign utilizing the media platforms appropriate to potential applicant groups, which includes the importance of the field. <ul style="list-style-type: none"> Engage professional marketing firm for platforms, test messages, and distribution plan. 	GSC team, WFD work group, and LLG	December 2018	Marketing, and GSC team, staffing	Campaign is developed media platform is identified and launched.
4. Partner with high school vocational education programs in early childhood.	GSC team, WFD work group, and Oakland	December 2018	Connection with local districts, good will,	Number of district partners engaged, partnership

<ul style="list-style-type: none">Quarterly presentations to students, invite vocational education staff to join GSC, and involve them in marketing campaign development.	Schools		and staffing	engagement is tracked over time.
Strategy 2: Establish a continuum of learning and support activities to prepare individuals for working with diverse families during an orientation period.	Prioritized root causes related to the objective and addressed by this strategy: Orientation for new staff is inconsistent among agencies, resulting in ill-prepared staff and turnover.		Performance Measures (results from Strategy 2): Increase staff retention in early childhood programs as measured by collected baseline data from program administrators and comparing it to data in three years.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Examine current practices in onboarding/orientation of staff and recommend “what works”/best practice to lead to greater staff selection, retention and skill development.	GSC team, WFD work group, and LLG	July 2018	Community collaboration and staffing	Data is collected and analyzed and report is created.
2. Establish ‘what works’ and best practices for implementation across entities. Develop protocol to streamline/refer candidates among entities (e.g. staff mentoring program).	GSC team, WFD work group, and LLG	December 2018	Community collaboration and staffing	A protocol is developed and method for distribution is determined and universally adopted in three years.
Strategy 3: Create opportunities for staff to readily access high quality training in necessary content areas to increase job satisfaction, content knowledge and skill development.	Prioritized root causes related to the objective and addressed by this strategy: Staff training at all stages of employment is not consistently offered, and may not go beyond regulatory requirements.		Performance Measures (results from Strategy 3): As a result of participation in sponsored trainings, 25% of participants will indicate that they now possess one or more of the following: <ul style="list-style-type: none">Greater expertise, knowledge, and skillRegular use of new skillsIncreased job satisfactionIncreased job retention	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Share what entities are doing to support supervisors in their knowledge/skill development	GSC team, WFD work group, and LLG	Ongoing 2019	Community collaboration and	Data will be shared and evaluated to find bright spots.

and share 'what works'/best practices.			staffing	
2. Collaborate to create early child field expectations across programs within Oakland County.	GSC team, WFD work group, and LLG	December 2018	Community collaboration and staffing	Universal field expectations created.
3. Engage local colleges of field expectations and needs of employers for staff to create better alignment.	GSC team, WFD work group, and LLG	Ongoing 2020	Connection with higher education, good will, and staffing	Number of higher education partners engaged.
4. Identify and engage experts to provided training for supervisors in best practices.	GSC team, WFD work group, and LLG	Ongoing 2020	Community collaboration and staffing	Number of staff trained and number of experts engaged.
5. Identify/create a variety of opportunities to allow access to direct service staff to participate in trainings that reflect best practices (e.g. advocacy, strengths based approaches, self-care, developing a professional philosophy).	GSC team, WFD work group, and LLG	Ongoing 2020	Community collaboration and staffing	Number of trainings identified and number of staff being trained.

Data: Parents reported they need a preschool program, containing the elements of a quality program, child skill development toward kindergarten expectations, and resources and information regarding kindergarten expectations and child development. (GSC-Oakland Parent Survey Interviews) Parents indicated supports necessary for kindergarten transition; before and after care, and summer programming before kindergarten (GSC-Oakland Parent Survey Interviews) Support for children aging out of services is problematic when no services to meet their needs are available for their advanced age (GSC-Oakland Transition Workgroup) Transitions out of home visiting programs need to be evaluated for ease and efficiency (Local Leadership Group)

3. Objective related to the goal: There will be effective communication and increased understanding across systems during times of transition, Prenatal - third grade.

Strategy 1: Provide early childhood professionals with a variety of strategies to support parent engagement and advocacy in their child’s learning.	Prioritized root causes related to the objective and addressed by this strategy: Parent engagement is inconsistent to support their child’s ongoing education. Child’s needs are not relayed during times of transition.	Performance Measures (results from Strategy 1): A survey of program staff will show increased parent engagement and advocacy in their child's education. Create a baseline in year one, and then increase by 10% in years two and three.		
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Survey early childhood professionals and parents on current parent engagement and advocacy	GSC team, early childhood transition	July 2018	Community collaboration and	Survey data is collected and analyzed.

strategies that have been successful and unsuccessful.	team, LLG		information, staffing	
2. Using survey results develop parent engagement strategies across 3 organizations to pilot successes.	Early childhood transition team, LLG, identified organizations	December 2018	Community collaboration and information, staffing	Plan is developed and implemented across 3 organizations.
3. Analyze the success of pilots and create a scale up plan.	GSC team, early childhood transition team, LLG, identified organizations	July 2019	Community collaboration and information, staffing	Evaluation report and scale up plan developed.
4. Implement scale up from the analysis of the pilots.	GSC team, early childhood transition team, LLG, community support	December 2020	Community collaboration and information, staffing	Documented implementation efforts.
5. Recruit parents, providers, and community members who represent the diversity of the area and programs and services, to ensure equal representation and engagement on the School Readiness Advisory Committee.	GSC team, early childhood transition team, GSRP	December 2019	Community collaboration and information, staffing	Increase parent participation in School Readiness Advisory Committee
6. Create a marketing campaign around the importance of parent’s role in their child’s education	GSC team	December 2018	Marketing, GSC team/ parent/staff input	Campaign is developed and launched.
7. Using the data collected above, develop a plan to increase parent’s confidence to advocate for their child’s individual needs	GSC team, early childhood transition team, LLG	December 2018	Community collaboration and information, staffing	Plan is developed.
Strategy 2: Provide strategies and opportunities for Pre-Kindergarten and Kindergarten staff to increase understanding of each grade’s standards and expectations to support collaboration.	Prioritized root causes related to the objective and addressed by this strategy: Pre-Kindergarten & Kindergarten programs do not communicate/share information consistently on transition no system exists for this exchange.		Performance Measures (results from Strategy 2): Number of Pre-Kindergarten and Kindergarten teachers that have participated in cross learning.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input type="checkbox"/> Resources <input checked="" type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Identify 3 school districts that have had bright spots around Pre-Kindergarten/Kindergarten partnership.	GSC team, early childhood transition team, identified school districts	July 2018	Community collaboration and information, staffing	Survey data is collected and analyzed, including academic and economic data for the districts;

				school district prioritization completed.
2. Using those bright spots, develop partnerships across 3 districts to pilot successes.	GSC team, early childhood transition team, identified school districts	December 2018	Community collaboration and information, staffing	Plan is developed and implemented across 3 organizations.
3. Analyze the success of pilots and create a scale up plan.	GSC team, early childhood transition team, identified school districts	July 2019	Community collaboration and information, staffing	Evaluation report and scale up plan developed.
4. Implement scale up from the analysis of the pilots.	GSC team, early childhood transition team, identified school districts	December 2020	Community collaboration and information, staffing	Documented implementation efforts.
Strategy 3: Provide strategies and opportunities for home visitation programs to develop coordinated referral and exit procedures.	Prioritized root causes related to the objective and addressed by this strategy: Programs do not communicate/share information consistently on transition - no system exists for this exchange.		Performance Measures (results from Strategy 3): Number of families that are successfully transitioned to further support.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Survey home visitation programs and parents to identify bright spots in current transition strategies.	GSC team, early childhood transition team, LLG	July 2018	Community collaboration and information, staffing	Survey data is collected and analyzed.
2. Using survey results develop transition strategies across 3 organizations to pilot bright spots.	GSC team, early childhood transition team, LLG, identified organizations	December 2018	Community Collaboration and information, staffing	Plan is developed and implemented across 3 organizations.
3. Analyze the success of pilots and create a scale up plan.	GSC team, early childhood transition team, LLG, identified organizations	July 2019	Community collaboration and information, staffing	Evaluation report and scale up plan developed.
4. Implement scale up from the analysis of the pilots.	GSC team, early childhood transition team, LLG	December 2020	Community collaboration and information, staffing	Documented implementation efforts.

This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):

And addresses the following early childhood components:

<div><input type="checkbox"/> Children are born healthy.</div> <div><input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.</div> <div><input type="checkbox"/> Children are developmentally ready to succeed in school at time of schoolentry.</div> <div><input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</div>	<div><input checked="" type="checkbox"/> Physical Health</div> <div><input checked="" type="checkbox"/> Social-Emotional Health</div> <div><input checked="" type="checkbox"/> Family Supports and Basic Needs</div> <div><input checked="" type="checkbox"/> Parent Education</div> <div><input checked="" type="checkbox"/> Early Education and Care</div>			
Data 46% percentage of Oakland County children did not achieve proficiency in 4th grade English language arts on the M-STEP test (2016) Only 34% of Oakland County children are performing at or above proficient on the National Assessment of Educational Progress 4th Grade Reading Assessment (2015)				
3. Goal: Families will have an increased knowledge of child development and an understanding of high quality programming.				
1. Objective related to the goal: Increase the quality of the environment for children’s language, literacy and communication development across the many settings in which they are growing up, birth to age 9.				
Strategy 1: Provide parents and caregivers the knowledge and resources to increase the quality of language and literacy experiences at home.	Prioritized root causes related to the objective and addressed by this strategy: There is a lack of consistent, shared messaging around the importance of literacy and language development.	Performance Measures (results from Strategy 1): Increased communication and outreach to families around quality language and literacy development, through the number of partners sharing literacy materials, and number of materials created and distributed.		
Parent Led Strategy Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Create Marketing campaign around language and literacy.	Literacy work group, GSC	December 2018	Staffing and collaboration among collaborative members, marketing	Campaign is created and launched.
2. Equip parent education and family support staff with a consistent message around language and literacy beginning at birth.	GSC team, literacy community, LLG	Ongoing 2020	Staffing, experts in the field of professional learning	Professional learning is created and implemented as needed. Increase number of staff learning by 10% in year two and three.
3. Provide parents and caregivers with resources to help families create literacy rich home environments.	GSC team, literacy work group	Ongoing 2020	Staffing, materials, experts in the field	Identified resources needed for parents and the number resources provided on literacy increasing each year by 10%.
4. Collect data on effective early literacy campaigns and efforts nationally that address reading	GSC team, literacy work group	July 2018	Community collaboration and	Data is collected and report is created and analyzed.

proficiency by the 4 th grade.			information, staffing	
5. Using the collected data identify bright spots and create a plan for effective strategies to increase the quality of literacy in the home.	Literacy work group	December 2018	Community collaboration and information, staffing	Plan is developed.
Strategy 2: Provide early childhood professionals with developmentally appropriate strategies to increase quality language and literacy instruction.	Prioritized root causes related to the objective and addressed by this strategy: There is no consistent training focused on literacy and language support within the early childhood curriculum. Language and Literacy is not embedded within the curriculum.		Performance Measures (results from Strategy 2): Number of new strategies used by early childhood professionals around quality language and literacy instruction through survey of identified partners in above in strategy.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Link early care and education family engagement activities to language, literacy and reading.	GSC, GSRP staff, and literacy work group	December 2018	Community collaboration and information, staffing	Plan is developed and implemented with a pilot group.
2. Collect data on evidenced based practices and/or local efforts to support licensed and unlicensed early care and education providers around language and literacy development.	GSC team, literacy work group	July 2018	Community collaboration and information, staffing	Data is collected and report is created and analyzed.
3. Using the collected data identify bright spots and create a plan for effective strategies to educate young children.	Literacy work group	December 2018	Community collaboration and information, staffing	Bright spots are found and replication plan is developed.
Strategy 3: Expand and strengthen community partnerships to focus on improving children's language and literacy skills.	Prioritized root causes related to the objective and addressed by this strategy: There is a lack of public knowledge and will around this key to success in school and life for children.		Performance Measures (results from Strategy 3): Increase number of community partners who will focus on language and literacy practices regularly. Baseline created in the first year and increased 10% per year thereafter.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input type="checkbox"/> Resources <input checked="" type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Create a literacy rich community environment by	GSC team, literacy work	Ongoing 2020	Community	Identify stakeholders to support

having trusted stakeholders communicate the importance of language and literacy beginning at birth.	group		collaboration and information, staffing	and develop consistent message that is communicated and observed effectively.
2. Identifying three libraries to partner with in supporting and promoting increased family literacy practices.	GSC team, literacy work group, library partners	September 2018	Community collaboration and information, staffing	Current library practices are identified and chosen to pilot a partnership for increased opportunities for families.
3. Collect data on community programs or initiatives that supplement exposure to language and literacy.	GSC team, literacy work group	July 2018	Community collaboration and information, staffing	Data is collected and report is created and analyzed.
4. Using the collected data identify bright spots and create a plan for effective strategies to promote literacy development across the community.	Literacy work group	December 2018	Community collaboration and information, staffing	Bright spots are found and replication plan is developed.

Data: Of the Ages and Stages Questionnaires completed, high risk communities and children under age three are underrepresented (Help Me Grow Affiliate) 57% of parents report getting information on child development, behavior, and social and emotional development from their family physician/pediatrician. (GSC-Oakland Parent Survey Interviews).

2. Objective related to the goal: There will be universal and equitable access to developmental screening.

Strategy 1: Promote ASQ screening in targeted communities with underserved populations.	Prioritized root causes related to the objective and addressed by this strategy: The number of ASQs completed is significantly lower in economically disadvantaged communities within the county.		Performance Measures (results from Strategy 1): More partners participating and more screens completed in targeted communities. Tracking of screen numbers over time to identify progress/improvement	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Outreach to community partners serving families in targeted communities.	HMG team, GSC staff	Ongoing 2020	Staffing and collaboration among collaborative members	Increased number of partner sites in targeted communities by 15%.
2. Outreach to families in targeted communities through parent coalition, playgroups and other community events.	Parent coalition	Ongoing 2020	Staffing, engaged parents and collaboration among collaborative	Increased number of ASQ screens in targeted communities by 50.

			members	
Strategy 2: Increase access of ASQ to children 2 months to 3 years of age.	Prioritized root causes related to the objective and addressed by this strategy: The number of ASQs completed for children 2 months to 3 years of age is significantly lower than those for preschool age children within the county.	Performance Measures (results from Strategy 2): Number of screens 2 months- 3 years of age increased by 30%.		
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input checked="" type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power			
Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Explore ways to reach out to health care partners who have direct access to parents/caregivers of children 2 months- 3 years of age.	HMG team, GSC staff	July 2018	Staffing and collaboration among collaborative members	Develop and implement a plan to help increase health care partner sites.
2. Care Coordinators/Technical Assistants will use various methods to present to caregivers the ease, benefits and importance of screening.	HMG team, GSC staff	Ongoing 2020	Staffing and community collaboration	Provide information to 10 providers on ASQ per year.
Data: 17 parents reported before and after school care as a need to support the transition to kindergarten. (GSC-Oakland Parent Survey Interviews) Only 60% of Oakland County children aged 3 and 4 are enrolled in preschool (GSRP, Head Start).				
3. Objective related to the goal: <ol style="list-style-type: none"> 1. Advise in improvements to joint recruitment and enrollment. 2. Increase awareness, use, and success of joint recruitment and enrollment for publicly funded programs. 3. Review the components of the Great Start Readiness Program and make recommendations. 4. Collaborate with regional resource for participation in the Great Start to Quality 				
Strategy 1: Convene a workgroup focused on making recommendations of community services that support all children's school readiness, also serving as an advisory group to the Great Start Readiness Program (GSRP).	Prioritized root causes related to the objective and addressed by this strategy: There is no consistent, ongoing communication between efforts around Great Start to Quality at the county level.	Performance Measures (results from Strategy 2): An active School Readiness Advisory Committee meeting regularly and addressing all required tasks.		
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input checked="" type="checkbox"/> Components <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Regulations <input type="checkbox"/> Resources <input checked="" type="checkbox"/> Power			
Activities (small wins promoting the strategy and addresses root causes)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):

1. Recruit parents, providers, and community members who represent the diversity of the area and programs and services, to ensure equal representation and engagement on the School Readiness Advisory Committee.	Early Childhood Director, GSC staff,	Ongoing 2020	Community collaboration, Teacher participation, parent participation	Number of different stakeholders in attendance. Number of people in attendance.
2.. Engage families to discuss and potentially impact the current availability and/or need for wrap around care (i.e. child care) or care that is not offered through GSRP/Head Start (i.e. summer, weekends, weather days, etc.).	Early Childhood Director, GSC staff, parent coalition	Ongoing 2020	Parent participation, community collaboration	Data collected number of times, data is shared with stakeholders.
Strategy 2: Collaborate with regional resource center and parent coalition to distribute information about high quality care.	Prioritized root causes related to the objective and addressed by this strategy: There is no centralized messaging around high quality care that is shared between the regional resource center, the GSPC and the GSC.		Performance Measures (results from Strategy 1): Consistent messaging, and methods for distribution will be developed and shared.	
<input type="checkbox"/> Parent Led Strategy <input type="checkbox"/> Strategy came from Strengthening Families Assessment	System Characteristic(s) Addressed <input type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power			
Activities (small wins promoting the strategy and <u>addresses root causes</u>)	Persons or Groups Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities):
1. Recruit parents and providers who represent the diversity of the area and programs and services targeted, to ensure equal representation and engagement.	GSC team parent coalition and GSQ team	Ongoing 2020	Community collaboration	3 parents participate in sharing GSQ information to other parents.
2. Great Start Parent Coalition (GSPC) develops and implements strategies to increase parent awareness and choice of high quality settings.	GSC team parent coalition and GSQ team	Ongoing 2020	Community collaboration	Phone line will link parents identify GSQ when free preschool is not an option. Baseline collected and increased by 10% each year.
3. In collaboration and coordination with the GSPC, develop and implement strategies and opportunities to increase families’ knowledge, understanding, and/or utilization of childcare subsidy, high quality childcare options within their community, and Great Start to Quality.	GSC team parent coalition and GSQ team	Ongoing 2020	Community collaboration	GSQ will present information at parent coalition meetings annually.

fund development

In the last several years, the Great Start Collaborative - Oakland has been able to meet the goals of the strategic plan by leveraging additional resources when needed. We have been able to expand our Help Me Grow activities through regional funding from United Way for Southeastern Michigan. We have also applied for and received additional grants including Maternal Infant Early Childhood Home Visitation local leadership group, and 32p4 home visitation grants. Oakland Schools has generously provided funding for the Great Start Collaborative director which has allowed funding for additional programming and system building work. We have been able to use 32p funding to support additional home visitation, Help Me Grow, our parent coalition, and other system building work.

The Great Start Collaborative and Great Start Parent Coalition-Oakland will continue to look for untapped resources for funding, support, and in-kind donations. The Collaborative has developed a plan that is sustainable without the need for any additional funding sources beyond those mentioned above. The completion of the goals and strategies includes considering how to better use our current resources. Moreover, when working to execute the strategic plan, the Collaborative examined innovative ways to work with the current agencies/programs in our county resource network to utilize other funding sources. Implementing many components of the strategic plan will challenge participants to think outside of the box. We will embrace new ideas for funding, and community investment in our early childhood system.

Fatherhood Initiative

The GSC will make a concerted effort to engage fathers in collaboration and parent involvement opportunities including male parenting perspective and father-led groups.



appendix

