

# STRATEGIC PLAN 2018-20

## EVERYBODY READY FOR A GREAT START

# TABLE OF CONTENTS

LETTER TO THE COMMUNITY [1](#)

GREAT START COLLABORATIVE PROFILE & HISTORY [2](#)

COMMUNITY NEEDS AND STRENGTHS ASSESSMENT [6](#)

GOALS AND OBJECTIVES [27](#)

EARLY CHILDHOOD ACTION AGENDA [34](#)

FINANCING AND FUND DEVELOPMENT [54](#)

APPENDIX [55](#)

- Acronyms
- Evidence-Based Home Visiting programs
- Evidence-Based Early Literacy programs
- Additional data sources link

EXECUTIVE SUMMARY [PDF](#)



# LETTER TO THE COMMUNITY

Dear Community Members of Wayne County,

This Great Start Strategic Plan embodies collaboration at every level. Throughout Detroit and Wayne County there is an acute awareness of the need to support early childhood development so that all children have improved chances of succeeding in school and in life. There are numerous initiatives, programs, and organizations concurrently reviewing their data, action plans, procedures, visions and missions to collectively move the needle for children in Detroit and Wayne County. Our *ABLE Change* process, wherever possible, aligned and partnered with these entities to share data, coordinate surveys, combine meetings, and focus on the collective work that we all need to do. In addition, GSC-W and the GSPC conducted individual interviews, workgroups and focus groups to gather and validate the data, assess the challenges and imagine the possibilities and opportunities. It is from that collective body of work that the 2018-20 *Everybody Ready for a Great Start- Strategic Plan and Action Agenda* were developed.

What became abundantly clear to all partners throughout this process is that there is not one minute to waste or one resource that can be dismissed. In addition, the focused role of the GSC-W became increasingly evident throughout this process. Our job is to assist in building, maintaining and enhancing the early childhood system in Detroit and Wayne County - as a partner not as a controlling entity. GSC-W's strengths are (where appropriate) coordinating, networking, facilitating, demonstrating, data gathering/analyzing and developing and sharing content, research and resources. The GSC-W can also support all other Early Childhood Partners by identifying, sharing and coordinating the highest quality resources, activities and content for families and making these available in a timely, accurate and accessible manner.

This plan is based on a collection of stories from parents, providers, professionals and partners. Questions were asked and answers were given in an open, cooperative, authentic manner. Challenges were faced and opportunities were identified.


The members of the Great Start Collaborative-Wayne, Wayne RESA, the Great Start Parent Coalition and all partners look forward to moving the needle so that all children are ***Born Ready and Great at Eight!***


Moving forward,

Kathleen Alessandro, GSC-Wayne, Director 

Monica Duncan, GSC-W Chair 

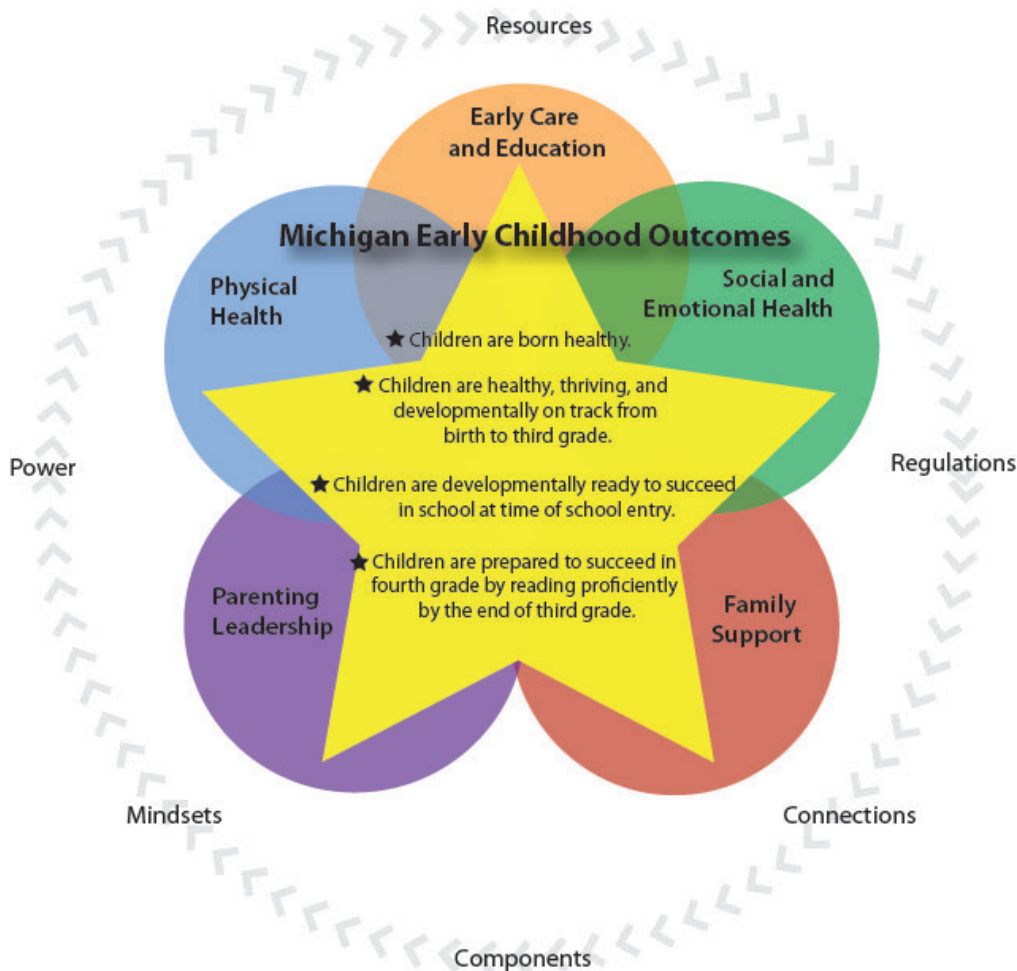
Randy A. Liepa, Ph.D., Superintendent, Wayne RESA 

Lena Montgomery, Manager Early Childhood and English Learner Services, Wayne RESA 

Laketa Thompson, GSC-W Deputy Director 

Kylah Washington, Great Start Parent Liaison 

# GREAT START COLLABORATIVE PROFILE & HISTORY



## GREAT START SYSTEM

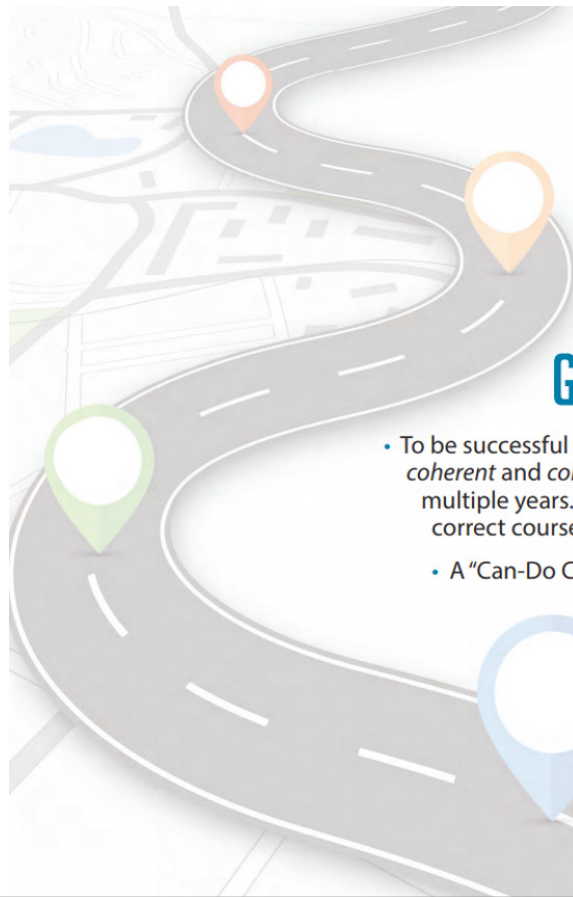
The Great Start System is an initiative that was launched in Michigan in 2003 as a movement that challenges us all to recognize that learning begins at birth, not when a child enters school. Great Start identifies four key outcomes for Michigan's children. The state report, [GREAT START, GREAT INVESTMENT, GREAT FUTURE](#) serves as the framework for these four outcomes:

**Outcome One - Children are born healthy**

**Outcome Two - Children are healthy, thriving and developmentally on track from birth to grade three**

**Outcome Three - Children are developmentally ready to succeed in school at time of school entry**

**Outcome Four - Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade**



# TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

In response to a request for suggestions on how to make Michigan a Top 10 state for education within the next 10 years, the Michigan Department of Education (MDE) and State Board of Education (SBE) received input from numerous stakeholders groups, education partners, and individual citizens.

This valuable information was provided via formal presentations to the SBE, written submissions, one-on-one and group meetings with the State Superintendent, and through more than 750 responses collected through a dedicated website.

## GUIDING PRINCIPLES

- To be successful at becoming a Top 10 performing state in 10 years, Michigan must develop a *coherent* and *cohesive* strategy for the children, and implement that plan with continuity for multiple years. Education reform takes time; we must implement, use evidence and data to correct course, and continue with progress on key goals.
  - A “Can-Do Culture” that focuses on student-directed learning and student outcomes, and the work on the instruction must take priority.
  - Data and accountability will be used to help drive resources and focus improvement activities for students and educators. Attention will be on transparency in support of key goals for the entire system to make Michigan a Top 10 state for education.
    - Poverty matters, not to be used as an excuse, but as a purpose to design a Michigan system of education that motivates and excites all children about learning, keeps them in school, and provides them with hope and knowledge for a successful future.



To realize Michigan becoming a Top 10 education state within the next 10 years, the existing structure and system of education must be challenged and reshaped. Michigan must establish an educational system that grants indelible rights for all stakeholders to succeed – a system focused more on what is best for children and their learning. This is a framework of the strategic goals necessary to move Michigan forward.



putting Michigan on the map as a premier education state

## STRATEGIC GOALS

- 1 Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education—to maximize lifetime learning and success.
- 2 Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.
- 3 Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.
- 4 Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.
- 5 Ensure that parents/guardians are engaged and supported partners in their child's education.
- 6 Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.
- 7 Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

## GREAT START COLLABORATIVE-WAYNE

The Great Start Collaborative-Wayne (GSC-W) is a state-driven initiative that is implemented at the local level supporting the development of a local early childhood system and ensuring parent leadership and voice. State funding flows through Wayne RESA to the local administrator and fiduciary (designated by Wayne RESA), Everybody Ready, a 501 c-3 established in 2001 to support early childhood awareness, knowledge and investment. GSC-W is funded through the Michigan Department of Education-Office of Great Start (MDE-OGS) block grant and several other public and private funding sources. The Early Childhood Investment Corporation, which was integral in the development of the Great Start System, provides oversight, training and technical assistance. Great Start Wayne consists of The Great Start Collaborative-Wayne, Great Start Parent Coalition, Executive Leadership Committee and Workgroups.



Wayne RESA was awarded a start-up grant in the fall of 2006. In September 2006, the Collaborative created its operating guidelines, including a vision, mission and purpose of the local Great Start System. Great Start Collaborative-Wayne is a partnership of local parents, service organizations, business leaders, home visiting programs, faith-based organizations, schools (K-12, colleges/universities, Head Start, Wayne RESA, GSRP,

Great Start to Quality), and other individual stakeholders dedicated to the success of our youngest citizens.

Over the term of the last strategic plan (2014-17), both the GSC-W and GSPC have evolved to focus their energies on the development of a strong early childhood system in Detroit/Wayne County that supports Ready Schools, Ready Services, Ready Communities and Ready Families - wrapping their collective arms around Ready Children.

## **GREAT START PARENT COALITION**

The Great Start Parent Coalition (GSPC) established in 2008, provides parents and caregivers a voice in the development of the early childhood system in Wayne County. Parents have access to training in leadership and parent trainings to empower them to speak to the needs of families and children in Wayne County. The GSPC also serves as a supportive network focused on the Strengthening Families Protective Framework. The GSPC provides families an opportunity to offer direct input and feedback into the development and maintenance of an early childhood system in Wayne County.

The Great Start Parent Coalition works closely with the Great Start Collaborative-Wayne with the common goal of providing a great start for all the children in Wayne County. Parent Coalition members offer input and feedback to the programs and/or services they receive from the GSC-W member organizations and other partners, providers and professionals in Wayne County. Success of the GSC-W depends on the strong leadership and voice of the Great Start Parent Coalition.



# COMMUNITY NEEDS AND STRENGTHS ASSESSMENT



*Seeing the big picture of the Early Childhood system in Wayne County is critical.*

- Early Childhood Professional

*How can we better use data to adjust regulations?*

- Community Leader



## OVERVIEW OF COMMUNITY NEEDS IN WAYNE COUNTY

An Early Childhood System Assessment was conducted at several levels to determine the needs and strengths of the current system in Detroit/ Wayne County. GSC-W and the GSPC utilized both quantitative and qualitative data to conduct this system review. Workgroups, ad-hoc groups, surveys and one on one conversations were conducted soliciting feedback and information from parents, professionals, providers and community leaders. In several instances, each group's feedback was shared among other groups to assess common priorities, needs and strengths from different perspectives.

Detroit/Wayne County have numerous initiatives and organizations supporting Early Childhood System development and family support. GSC-W and GSPC have been ongoing participants and partners in these initiatives. The plan reflects the shared data, ongoing conversations and reporting from this expansive wealth of county-wide focused energy and support moving the Early Childhood System forward with and for families and children.

Throughout this process two major areas of thought and action were embraced across the board. The first is the focus of *Ready Schools*,





*Ready Services, Ready Communities and Ready Families* all supporting and surrounding *Ready Children* who are ready for success in school and life. The second area of focus, supported across the board was recognizing and promoting third-grade reading proficiency as an *eight-year process*.

Data for this three year plan were gathered from over twenty sources. Examples are included in the Appendix, but all will be uploaded to [www.gscwdatadrivendialogue.org](http://www.gscwdatadrivendialogue.org) which will serve as the repository of Early Childhood data, maps and research for Wayne County. In addition to utilizing current data *Kids Count*, MLPP and MDE-OGS data to plan for the next three years, the GCS-W also prepared a comprehensive ten-year analysis to view key Detroit/Wayne County data over the life of Great Start.

## THE NEED FOR **READY COMMUNITIES** THROUGHOUT WAYNE COUNTY

Detroit and Wayne County have experienced a decade of numerous and varied challenges far greater than most urban counties of a similar size throughout the nation. Detroit and Wayne County have not just experienced job loss but a loss of employment-generating capacity, significant aging infrastructures, overall loss of population, specific school-age population loss, and the historic and ongoing impacts of racism and segregation.

These impacts have taken their toll in significant ways. The city of Detroit filed for bankruptcy and seven other communities (Allen Park, Ecorse, Inkster, Lincoln Park, Hamtramck, Highland Park, River Rouge) and the County of Wayne itself were put under the control of emergency financial managers or other types of financial oversight by the State of Michigan. In addition to the financial stress of local units of government, another two school districts were completely dissolved (Inkster and Highland Park) and a third completely reformulated (Detroit). Dozens of K-3 buildings were closed among the county's 33 districts. Concurrently, the significant growth of charter schools offered replacement, competition and, in some cases, a degree of confusion. Regardless of one's view of public, private, parochial or charter governance, the huge population loss in Detroit and Wayne County has left a situation where the simple act of catching a bus or walking to a neighborhood school is often the exception and no longer the rule.

This decade of significant challenges has impacted the viability, hours and location of local libraries, delivery of and access to utilities, provision of basic local services (specifically maintenance of parks) and overall community/neighborhood cohesion and continuity.



*We need cross-sector strategies.*

- Community Leader

*How do we all get on the same page?*

- Early Childhood Professional

*Do legislators know the impact of retaining children in third grade?*

- Community Leader





*Parents need guidance in planning and being prepared for children.*

- Early Childhood Provider

*Many children are living in chaotic situations.*

- Educator

*Access and affordability are not the same thing.*

- Community Leader



Wayne County - Number of Children Ages 0-8 Who Are Substantiated Victims of Abuse or Neglect

| FY11  | FY12  | FY13  | FY14  | FY15  |
|-------|-------|-------|-------|-------|
| 2,879 | 2,868 | 3,426 | 3,428 | 4,424 |

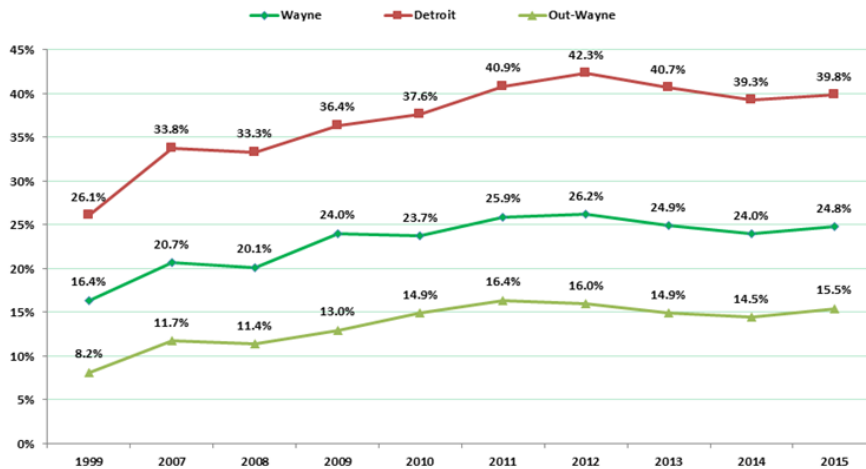
Wayne County - Number of Children Ages 0-8 Who Lived in Families That Were Investigated for Child Abuse or Neglect

| FY11   | FY12   | FY13   | FY14   | FY15   |
|--------|--------|--------|--------|--------|
| 17,660 | 20,251 | 21,305 | 20,938 | 26,573 |

This collective impact of the past decade has created a great deal of work and re-work necessary to develop a fluid, family-friendly early childhood system. To that end, in addition to the current data provided by *Kids Count*, MLPP and MDE-OGS, the GSC-W prepared a ten-year data analysis of key demographic and early childhood indices. These data along with additional specialized datasets (provided by Collaborative partners) were utilized throughout the *ABLE Change* process and serve as the basis for this 2018-20 Strategic Plan.

The poverty rates in Detroit and Wayne County continue to be some of the highest rates in the nation. This distinction for children in poverty is not singular. The rates of infant mortality, child abuse and third grade reading proficiency are not where they need to be for children to succeed in school and in life. The data also tell another story, one of disparity. Race and geography highlight disparate outcomes.

## POVERTY RATES REACHED THEIR HIGHEST LEVEL IN 2012 - MINIMAL DECREASE SINCE



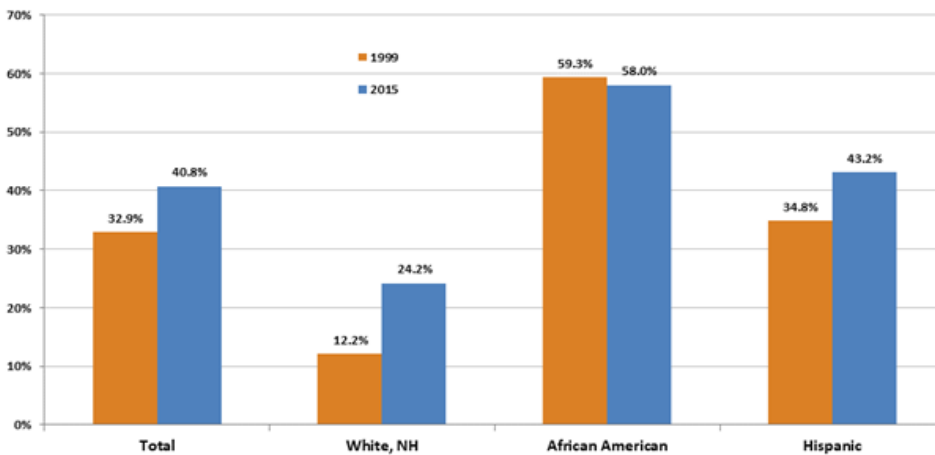
Source: Census Bureau – Census and American Community Survey, 1-year estimates

“

*Generational perspectives differ.*

- Early Childhood Provider

## THE POVERTY RATE FOR CHILDREN (5 YEARS AND UNDER) IN WAYNE COUNTY HAS INCREASED SINCE 2000 CENSUS



*Transportation is bad or not available for appointments.*

- Parents

*Early childhood education needs to start in middle school.*

- Early Childhood Professional



”

## THE NEED FOR **READY SCHOOLS** (PRE-K THROUGH GRADE 3) IN WAYNE COUNTY

The challenges that faced municipalities were mirrored among the 33 local school districts. There was an absolute reduction in the number of public and parochial school buildings concurrently with an increase in private/charter buildings. This evolution has created a challenge to both families and all early care and education providers to align with the wide geographic and governance range of K-3 classrooms.

There has also been a significant shift in Head Start and Early Head Start providers, along with a reduction in the total number of available slots due to the fact that most part-day slots being moved to full-day slots. A recent gap analysis of Head Start and GSRP (available slots compared to the number of children in poverty by zip code) reflected that there are 4346 four-year old children at 100-250% of poverty who are neither in Head Start nor GSRP.

### Wayne County - Number of Children Ages 5-19 Who Receive English Language Learning Services

| 2011          | 2012          | 2013          | 2014          | 2015          |
|---------------|---------------|---------------|---------------|---------------|
| <b>22,164</b> | <b>23,910</b> | <b>26,583</b> | <b>29,870</b> | <b>31,575</b> |

### Number of Children Who Did Not Achieve Proficiency in 3<sup>rd</sup> Grade English Language Arts on the New M-STEP Test

| 2015          | 2016          |
|---------------|---------------|
| <b>12,245</b> | <b>13,403</b> |

A comprehensive analysis conducted by IFF in 2014 determined that there is a deficit of nearly 30,000 quality early care and education slots for children ages 0-5 in Wayne County. Additional initiatives and programs have begun to assist GSQ in filling this gap.

There has been a significant amount of work in Wayne County and throughout the state, focused on transitioning “child care centers” to early care and education centers. This heavy lift of increasing the capabilities and capacity of early care and education centers is the ongoing intense work of Great Start to Quality. GSC-W and the GSPC will continue to support their ongoing efforts through numerous and varied methods.

Each year, approximately 24,000 children enter Kindergarten throughout Wayne County. They attend school in 410 buildings. In

*Wraparound services are needed in schools.*

- Educator

*Children need a quality education.*

- Parent

*I prefer to take care of my children.*

- Parent



In addition, there are 783 early care centers, 131 Group Homes and 248 Family Homes along with nearly 1200 unlicensed, subsidized providers. GSRP serves nearly 8,000 children and Head Start/Early Head Start serve approximately 6,800. This wide geographic range and the sheer number of early care, preschool and Kindergarten options create challenges developing a common conversation and approach regarding school readiness and the transition to Kindergarten.

Currently, the third grade reading proficiency rate in Wayne County is 65.9%.

The 2019-20 school year could begin the process of retaining children who are not testing at grade level in third-grade. In October, 2016 the Michigan state legislature enacted a policy which could result in students who do not pass the state reading assessment being retained in the third grade. The impact of this would be devastating for children and families. Children who are retained face a 71% likelihood that they will not complete high school. For many, the focus of this testing process is third grade, however Detroit/Wayne County partners feel strongly that this is an **eight-year process**. The challenge before us is to align birth to age 8 activities, services and educational supports for families, caregivers and educators so that an early literacy system begins at birth and develops through third grade.

Wayne County - Number of 1<sup>st</sup> Graders Older Than Cohort (age 7 by December 1)

| 2011  | 2012  | 2013  | 2014  | 2015  |
|-------|-------|-------|-------|-------|
| 3,014 | 2,838 | 2,956 | 2,852 | 3,180 |

Wayne County - Number of Children in Grades K-12 Who Are Participating in Special Education

| SY11-12 | SY12-13 | SY13-14 | SY14-15 | SY15-16 |
|---------|---------|---------|---------|---------|
| 6,304   | 6,283   | 6,067   | 6,063   | 6,021   |

“

*There would be less turnover if staff were paid better.*

- Parent

*I ask family member or friends about childcare places.*

- Parent

”

## THE NEED FOR READY SERVICES IN WAYNE COUNTY

Each year, approximately 24,000 are born in Wayne County, of which over 50% are Medicaid-eligible.

Wayne County - Number of Births Paid For by Medicaid

| 2010          | 2011          | 2012          | 2013          | 2014          |
|---------------|---------------|---------------|---------------|---------------|
| <b>11,086</b> | <b>11,084</b> | <b>10,779</b> | <b>11,155</b> | <b>11,420</b> |

There are approximately 207,145 children ages 0-8 in Wayne County, with over 40% living in poverty. These families need access to a wide range of services on an occasional and often longer-term basis.

There are approximately 500 organizations in Wayne County that serve families with young children. This excludes public, private and non-profit medical, dental and mental health services which would add another 1500-1800 providers. The 500 organizations include food support, insurers, wraparound human service programs, home visiting programs, WIC programs, transportation services, utility support, basic needs and shelter support etc.

Wayne County - Number of Children Ages 0-3 Receiving Public Mental Health Services

| FY11       | FY12       | FY13       | FY14       | FY15       |
|------------|------------|------------|------------|------------|
| <b>476</b> | <b>552</b> | <b>633</b> | <b>743</b> | <b>790</b> |

Wayne County - Number of Children Ages 4-6 Receiving Public Mental Health Services

| FY11         | FY12         | FY13         | FY14         | FY15         |
|--------------|--------------|--------------|--------------|--------------|
| <b>1,321</b> | <b>1,417</b> | <b>1,504</b> | <b>2,025</b> | <b>2,302</b> |

Nearly each organization has its own outreach/referral process, data system and program eligibility. Detroit/Wayne County has nearly one dozen high-quality, highly respected wraparound family service providers. Their service delivery areas have also been impacted by overall population loss, changes/reductions in municipal services, fewer school buildings and often, community and neighborhood disarray. Family access to these wraparound services has been impacted by these multiple and disjointed challenges and compounded by historically fragmented transportation non-systems in Wayne County. Nearly all

*Providers need to be more aware of each other's services.*

- Early Childhood Professional

*Can Emergency Rooms connect people to medical homes?*

- Community Leader

*Attitudes regarding home visiting needs to change.*

- Early Childhood Professional



“

*Transportation equals access to resources.*

- Community Leader

*Families are just not aware of programs and resources.*

- Community Leader

Wayne County - Number of Children Ages 0-8 Receiving Family Independence Program (FIP)

| Dec. 11        | Dec. 12       | Dec. 13       | Dec. 14       | Dec. 15       |
|----------------|---------------|---------------|---------------|---------------|
| <b>25, 519</b> | <b>26,532</b> | <b>16,241</b> | <b>13,646</b> | <b>10,722</b> |

service providers have made major, ongoing program adjustments to meet the evolving needs of families with young children.

With respect to medical, dental and mental health services in Detroit/ Wayne County, all have been implementing the Affordable Care Act and Medicaid expansion over the past three years. A competitive, fragmented, non-system has actually made significant progress in improving service delivery. There still exists a challenge with accessible transportation to health services. In addition, many families often reference having difficulty in fully complying with the provider's instructions and managing care for children with special needs.

Detroit and Wayne County are making small strides in reducing infant mortality, however, children are often not receiving complete

*Families move around a lot so resource connections get lost.*

- Community Leader

”



*Health plans and Home Visiting programs are finally talking to each other.*

- Early Childhood Provider

*Let's provide better parent education in the community.*

- Community Leader

*More leaders need to be aware of early childhood issues.*

- Community Leader



Wayne County - Number of Births to Mothers Age <20  
(3 year average)

| 2010         | 2011         | 2012         | 2013         | 2014         |
|--------------|--------------|--------------|--------------|--------------|
| <b>3,386</b> | <b>3,096</b> | <b>2,799</b> | <b>2,450</b> | <b>2,159</b> |

Wayne County - Number of Children Ages 0-2 Servced by Early On

| 2011         | 2012         | 2013         | 2014         | 2015         |
|--------------|--------------|--------------|--------------|--------------|
| <b>1,567</b> | <b>1,526</b> | <b>1,356</b> | <b>1,347</b> | <b>1,314</b> |

immunizations and pediatric visits are often not routine. Oral health infections have taken over asthma as the number one medical reason that young children are absent from school. A recent mobile dental care clinic visit to one Head Start program determined that 100% of the children had dental caries infection.

Wayne County - Number of Children Ages 0-8 Receiving Food Assistance

| Dec. 11        | Dec. 12        | Dec. 13        | Dec. 14        | Dec. 15       |
|----------------|----------------|----------------|----------------|---------------|
| <b>111,436</b> | <b>110,366</b> | <b>107,662</b> | <b>103,180</b> | <b>98,950</b> |

Wayne County - Number of Children Ages 0-4 Participating in WIC, by county of residence

| 2011          | 2012          | 2013          | 2014          | 2015          |
|---------------|---------------|---------------|---------------|---------------|
| <b>70,079</b> | <b>71,286</b> | <b>72,423</b> | <b>74,122</b> | <b>73,197</b> |





Percent of Toddlers Ages 19-35 Months Who Are Immunized  
4:4:1:3:3:1:4

|       | Dec 11 | Dec 12 | Dec 13 | Dec 14 | Dec 15 |
|-------|--------|--------|--------|--------|--------|
| MI    | 73.3   | 74.0   | 74.3   | 73.8   | 74.2   |
| Wayne | 68.0   | 70.0   | 69.0   | 67.7   | 68.2   |

Number of Childre Ages 0-8 in Foster Care (Out of Home)

|       | Sept. 11 | Sept. 12 | Sept. 13 | Sept. 14 | Sept. 15 |
|-------|----------|----------|----------|----------|----------|
| MI    | 6,518    | 6,188    | 6,307    | 6,294    | 7,154    |
| Wayne | 1,466    | 1,199    | 1,055    | 1,191    | 1,516    |

## THE NEED FOR **READY FAMILIES** IN WAYNE COUNTY

Parents are their children’s first teachers. The more that families are strengthened across the Five Protective Factors (Strengthening Families Framework), the greater chance that their children will be better prepared for school and life.

Strengthening Families is built on two key beliefs: All families have strengths, and all families need support.

**Parental Resilience** - every family will experience challenges at one point in time in life. Certain skills and attitude are building blocks for resiliency. When parents are resilient, they have the ability to bounce back and cope with these real life issues.

**Social Connection** - positive relationships that provide emotional support and advice. Parents who have social connection have people in their lives who care about them and their children; who can be good listeners and who they can turn to for resources.

**Knowledge of Parenting and Child Development** - it is important that parents understand what to expect at different stages of child development. When parents have an understanding of child development it will increase the effectiveness of parenting skills and methods for finding help with specific developmental or behavioral problems

**Concrete Support in Times of Need** - means that parents have access to formal and informal services and resources in times of family crisis.



*I don't care how much you know until I know how much you care.*

- Parent

*Resource information needs to be where parents shop.*

- Parent

*I need help talking to doctors about my medical care.*

- Parent





*I need to be able to talk to parents who are also new parents.*

- Parent

*Fathers want more information on how to connect with their babies.*

- Parent

*Families need specific information to help their children learn.*

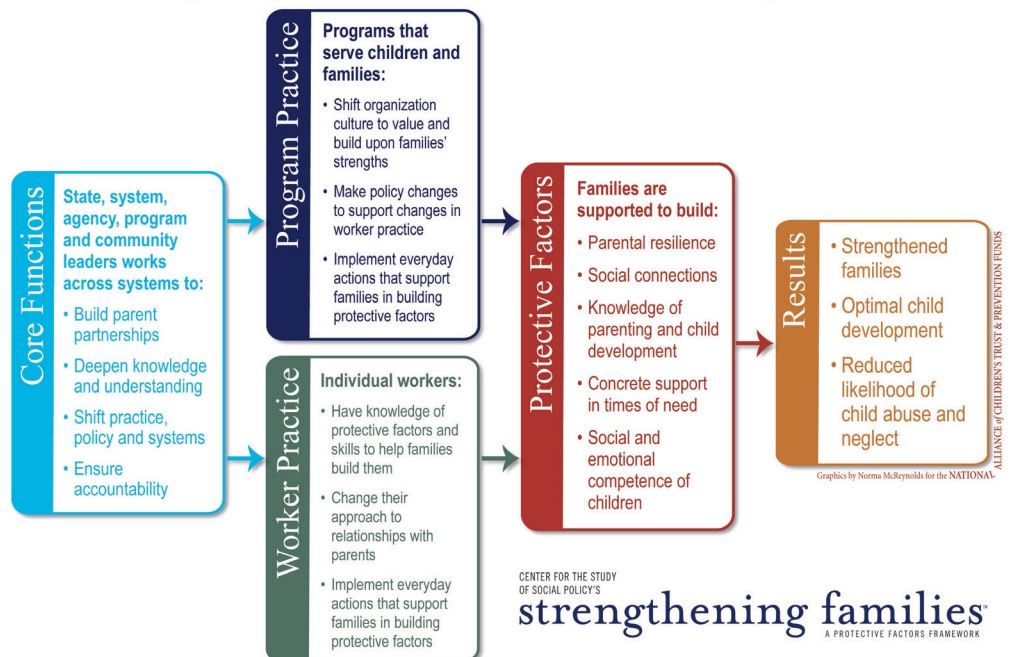
- Educator



**Social and Emotional Competence of Children** - social and emotional competence of children means parents are working with children to help them learn to interact positively with others, communicate their emotions and feel good about themselves.

Understanding the Strengthening Families Framework is the building block for success in a child's life and is a need for the whole child approach. Research tells us that all families need support. Although, some families are already receiving the support they need, the Parent Coalition wants to ensure that the all families in Wayne County have the necessary resources and support that the Strengthening Families Framework provides.

### The Pathway to Improved Outcomes for Children and Families Strengthening Families™ Protective Factors Framework Logic Model



## MAKING THE CONNECTIONS

The Great Start Collaborative-Wayne and the GSPC view early childhood system development work, in part, as being “matchmakers” between the 400,000 to 450,000 “LIFEPOINTS” and the 20,000 “TOUCHPOINTS”.

The “LIFEPOINTS” are the over 207,000 children ages 0-8 living in Wayne County and the approximately another 250,000 adults who care for them (parents, stepparents, grandparents, foster parents).

The “TOUCHPOINTS” (20,000+) include the collection of formal, informal and ad hoc connections that children and families make with agencies, organizations, K-3 schools, early care, preschools, houses of worship, basic needs services, health providers, public safety, libraries, community businesses, utilities, EBT vendors, transportation providers, food systems etc. On any given day a child or family member could connect with one “TOUCHPOINT” in isolation from any others. The more aware, connected, aligned and accessible these “TOUCHPOINTS” are, the more likely that families will be strengthened through their connection to quality information, resources and services.

[CLICK](#) for a visual representation of the Wayne County network of “LIFEPOINTS” and “TOUCHPOINTS”.



“

*Can the “touch points” provide better information to families?*

- Community Leader

*Can primary/ secondary “touchpoints” do a better job referring to services?*

- Community Leader

”



*Early literacy begins at birth.*

- Educator

*Parents want a successful transition for children into education.*

- Parent

*We need good and more childcare.*

- Parent



## OVERVIEW OF COMMUNITY STRENGTHS



### READY SCHOOLS - STRENGTHS IN DETROIT/WAYNE COUNTY

Authentic working relationships have been established among GSC-W, GSPC, Great Start to Quality, Wayne RESA, GSRP, Head Start, Early Head Start, IFF and Hope Starts Here with respect to increasing the high quality capabilities and capacities of early care and education providers. These working relationships looked at Connections, Components, Mindsets, Power, Resources and Regulations with the ongoing goal being to connect families to a system of quality early care and education opportunities that best meet their needs. The specific work and accomplishments include, but are not limited to:

- ➔ Aligning enrollment dates and referral forms between Head Start and GSRP
- ➔ Updating a phone “CONNECT” Line to assist in Head Start and GSRP referrals
- ➔ Completing a data and mapping analysis by zip code identifying gaps for HS/GSRP service gaps for 4 year old children 100-250% below the poverty line
- ➔ Partners routinely attend reciprocal meetings to update program information, referral processes and data exchange
- ➔ Supporting the work of IFF in identifying overall 0-5 early care gaps, and planning for higher quality physical facility upgrading and financing in Detroit/Wayne County
- ➔ Supporting the work of Hope Starts Here in soliciting family and community input for quality early care and early childhood system supports

- ➔ Providing nationally recognized oral health training for Head Start, Early Head Start, Home Visiting and residential provider staff
- ➔ Continuing GSPC support for GSQ among parents
- ➔ Continuing GSPC promotion and support for GSQ services among early care providers
- ➔ Providing links to GSRP, Head Start/EHS programs for additional family resources and enrichment activities
- ➔ Developing a READY FAMILIES, READY SERVICES, READY COMMUNITIES and READY SCHOOLS enveloping READY CHILDREN graphic poster supporting School Readiness
- ➔ Initiating the conversation among parents, professionals and the community that the third grade reading proficiency is an “Eight Year Process”
- ➔ Continuing the diverse, active and engaged membership of the School Ready Workgroup providing guidance, feedback and support of GSQ Resource Centers
- ➔ Initiating two early literacy pilot projects in Detroit to move the needle on third grade reading proficiency (several 0-8 evidence-based programs are being reviewed and assessed in partnership with Detroit Public Schools Community District (DPSCD) for curriculum alignment and coordination)
- ➔ Providing professional and parent development training in early literacy techniques among Home Visitors, early care providers and health providers
- ➔ Initiating a “Literacy Lives Here” initiative incorporating early literacy supports, activities, evidence-based programs and messaging throughout the greater community
- ➔ Providing families early literacy supports in multiple languages
- ➔ Partnering in the “LENA” project which uses technology and curriculum to decrease the 30 million word gap
- ➔ Conducting focus groups and surveys with Kindergarten teachers to best support and align school readiness content
- ➔ Publishing, printing and disseminating a Wayne County Early Childhood Programs and Services “Quick Reference” postcard supported by more thorough information on our Website



*There needs to be more clear and simple messaging for families.*

- Early Childhood Provider

*How do families understand the regulations for different preschool programs?*

- Community Leader

*Childcare needs to be safe, healthy and clean.*

- Early Childhood Provider





*We don't know how to find resources.*

- Parent

*Doctors should provide more information to parents about resources.*

- Parent



## READY SERVICES - STRENGTHS IN DETROIT/WAYNE COUNTY

A very strong, community-based network for wraparound human service providers, with specific family and early childhood program depth exists throughout Detroit/Wayne County. In addition, there are approximately 500 organizations that provide support services in some fashion to families with children ages 0-8. These include food support, basic needs, shelter, utility support, transportation providers, home visitors, WIC, ASQ-HMG, wrap-around services, infant mental health etc. This collection of service providers continues to move forward aligning, coordinating and improving services for families and young children. These initiatives include, but are not limited to:

- ➔ Developing and maintaining an expansive home visiting network where evidence-based programs (Parents as Teachers, Head Start, Early Head Start, Nurse Family Partnership, Family Spirit and Healthy Families America) share program information, referral processes and data to better serve families
- ➔ Developing a professional development series where providers and parents build local skills and knowledge in areas such as early literacy, oral health, trauma and toxic stress, executive functioning, to name a few
- ➔ Sharing and supporting a localized, detailed family support resource online database with families
- ➔ Sharing and supporting a localized detailed online family enrichment and resource calendar of events with families
- ➔ Distributing monthly GSC-W/GSPC newsletters among early childhood service providers



- ➔ Developing ASQ-HMG screening capabilities at over 200 organizations, agencies and health providers
- ➔ Utilizing the data from ASQ screening to inform the professional development series content
- ➔ Providing care coordination services for families completing ASQ screening
- ➔ Sharing of job postings, program updates and data among providers
- ➔ Developing multimedia common messages regarding breastfeeding, safe sleep, birth spacing and medical homes that are shared among parents, professional and community leaders



In addition to human service and early childhood providers there are nearly 4,000 medical, dental and mental health providers in Detroit/Wayne County. The GSC-W has supported the Born Ready workgroup focusing on infant mortality and health care access. Over the past 2-3 years, the greater health community has developed its own coordinating and alignment structure that far exceeds the capabilities of Great Start resources. To that end, the GSC-W and GSPC have become supporting partners in their varied, highly productive initiatives. These include:

The Detroit Institute for Equity in Birth Outcomes, (DIEBO), Make Your Date, Sister Friends, Infant Mortality Task Force, Detroit Health



*Workgroups address misconceptions and help with service alignment.*

- Early Childhood Professional

*Families need more and better ways to learn about resources and services.*

- Early Childhood Provider

*Resource information needs to be updated and shared with ever-changing staff.*

- Early Childhood Professional





*Alcohol and drugs are huge factors in infant mortality deaths.*

- Community Leader

*Parents need more information to prevent infant mortality.*

- Grandparent

*Infant mortality rate is finally starting to drop.*

- Early Childhood Provider



Department, Southeast Michigan Perinatal Quality Improvement Council, Institute for Population Health, Henry Ford Health System, Detroit Medical Center, Beaumont Health System, St. John Providence, several birthing hospitals, health care navigators, midwives, Wayne CHAP, Kids Healthy Dental, Delta Dental, Western Wayne Family Health Centers, the Wayne County Health Department and numerous FQHCs (partial listing).

Collectively, these organizations, health systems, insurers and providers have begun to move the needle on teen pregnancy and infant mortality.

Wayne County - Number of Births to Mothers Without a High School Diploma/GED (3 year average)

| 2010         | 2011         | 2012         | 2013         | 2014         |
|--------------|--------------|--------------|--------------|--------------|
| <b>5,893</b> | <b>5,582</b> | <b>5,313</b> | <b>5,015</b> | <b>4,714</b> |

Wayne County - Number of Births to Mothers Age <20 (3 year average)

| 2010         | 2011         | 2012         | 2013         | 2014         |
|--------------|--------------|--------------|--------------|--------------|
| <b>3,386</b> | <b>3,096</b> | <b>2,799</b> | <b>2,450</b> | <b>2,159</b> |

Wayne County - Number of Repeat Births to Teens 15-19 (3 year average)

| 2010       | 2011       | 2012       | 2013       | 2014       |
|------------|------------|------------|------------|------------|
| <b>623</b> | <b>580</b> | <b>523</b> | <b>454</b> | <b>399</b> |

Infant Mortality Number - Total (3 year average - latest year listed)

|       | 2010       | 2011       | 2012       | 2013       | 2014       |
|-------|------------|------------|------------|------------|------------|
| MI    | <b>864</b> | <b>815</b> | <b>783</b> | <b>777</b> | <b>785</b> |
| Wayne | <b>253</b> | <b>238</b> | <b>234</b> | <b>228</b> | <b>224</b> |

GSC-W and GSPC are partners in all of the above programs and initiatives. Data, information, referral systems and the constant evolution of the ACA, Medicaid expansion and future iterations, will require that these entities provide the lead, with the GSC-W and GSCP



sharing this information (in numerous and varied ways) with families and service providers in support of Outcome One, *Children Born Healthy*.

## READY COMMUNITIES - STRENGTHS IN DETROIT/WAYNE COUNTY

There are 43 individual communities, 33 school districts, 410 parochial, private and charter school buildings and 207,145 children ages 0-8 in the state's largest county. As previously shown, Detroit/Wayne County carries a substantive burden of poverty, outcome disparity and educational inequities. At the same time however, Detroit and Wayne County have an enormous collection of community-led resources including faith leaders, community organizations, library networks, foundation support, volunteer initiatives and a significant collection of arts, culture, history and emerging outdoor space resources.

There is a growing community awareness regarding the importance of early childhood care and education among elected officials, media and public safety organizations. GSC-W and GSPC are supporting this growing community awareness by developing customized newsletters and ongoing communications. We are also working with community leaders to share the valuable resources of Detroit and Wayne County with families so that each year more children are school ready and reading proficiently in third grade. Examples include:

- ➔ Sharing all family-focused enrichment resource events on the GSC-W website with various community leaders
- ➔ Developing and promoting an annual calendar of family-friendly enrichment events
- ➔ Developing ongoing information-sharing with Detroit and Wayne County public libraries to align early literacy content and share other family resources
- ➔ Meeting with religious leaders to share messaging and content regarding infant mortality, school readiness and third grade reading proficiency
- ➔ Meeting with arts, history and cultural organization leaders to incorporate early literacy supports into their programming
- ➔ Ongoing conversations with funders to support parent education, literacy initiatives and related pilot projects
- ➔ Coordinating the activities of parks and recreation programs with early literacy and school readiness support

*It's good to see teen pregnancy rates going down.*

- Early Childhood Professional

*Many children lack exposure to experiences and conversation.*

- Educator

The GSC-W and GSPC partner with the following quality organizations, agencies, providers and initiatives that support *READY SCHOOLS*, *READY SERVICES*, *READY COMMUNITIES* and *READY FAMILIES* so that *READY CHILDREN* can thrive in school and life.

|   |  |   |  |   |  |
|---|--|---|--|---|--|
|   | <br>Wayne RESA<br>SERVICE LEADERSHIP COLLABORATION EXCELLENCE<br><i>Leading... Learning for All</i> | <br>Wayne-Westland<br>COMMUNITY SCHOOLS  | <br>TOTAL HEALTH CARE<br>TOTALLY THERE FOR YOU   | <br>GDAHC<br>GREATER DETROIT AREA HEALTH COUNCIL             | <br>Hope starts HERE<br>DETROIT'S EARLY CHILDHOOD PARTNERSHIP |
| <br>Nurse-Family Partnership<br><i>Helping First-Time Parents Succeed</i>         | <br>Beaumont  | <br>everybody ready  | <br>NSO<br>Neighborhood Service Organization   | <br>Southwest Solutions                                      | <br>CHILD'S HOPE  |
| <br>THE GUIDANCE CENTER   | <br>MICHIGAN STATE UNIVERSITY  | <br>Lincoln Behavioral Services  | <br>Promise Neighborhoods<br>Detroit • Corkin • Westland   | <br>Since 1978<br>BLACK FAMILY DEVELOPMENT INC.<br>bfd inc. | <br>Michigan's Children                                       |
| <br>WAYNE COUNTY, MI  |  | <br>Healthy Families America   | <br>New St. Paul Head Start Agency, Inc.<br>Planting Seeds For Future Success<br>"Come Grow With Us" | <br>Wayne County Public Library                            | <br>MATRIX HUMAN SERVICES                                   |
| <br>CARE<br>OF SOUTHEASTERN MICHIGAN  | <br>Children's Hospital of Michigan<br>DMC DETROIT MEDICAL CENTER                                 | <br>Focus:HOPE<br>food • careers • community                                   | <br>DETROIT PUBLIC LIBRARY   | <br>aetna  | <br>early on MICHIGAN                                       |
| <br>THE KRESGE FOUNDATION<br><i>Expanding opportunities in America's cities</i> | <br>A New Beginning For a Brighter Tomorrow<br>RENAISSANCE HeadStart                              | <br>Great Start to Quality<br>Start here for Quality Early Childhood Education | <br>northeast GUIDANCE CENTER  | <br>Spaulding for Children                                 | <br>SEAS & BOUNDS Family Services                           |
| <br>BMBFA<br>BLACK MOTHERS' BREASTFEEDING ASSOCIATION                           | <br>HPI   | <br>DPSGD  | <br>DWMHA  | <br>DATA DRIVEN DETROIT                                    |  |

|  |   |   |  |   |   |
|--|---|---|--|---|---|
|    |    |    |    |    |    |
|    |    |    |    |    |    |
|    |    |   |   |    |   |
|    |    |   |    |   |   |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |



*Younger parents want information sent via tweets, instagram and facebook etc.*

- Parent

*Parents get information from friends and family members.*

- Early Childhood Professional

*Families need to have better parenting information.*

- Early Childhood Professional



## STRENGTHS OF READY FAMILIES

The Great Start Collaborative Wayne Parent Coalition(GSPC) is a group of expectant parents, parents, grandparents, foster/adoptive parents, and guardians with children under the age of 12. The Wayne County GSPC has a unique culture. Wayne County as a whole can be seen as a patchwork quilt where historically families have displayed a sense of vitality. This characteristic can provide a level of momentum that will assist spreading the message and strengthening families in the framework.

The GSPC believes the long term impact are:

- Parents are Ready for Change
- Parents are Ready to be Advocates for their children
- Parents are Ready to Share with other parents
- Parent are Ready to Connect with the community

Ultimately, parents are Ready for a better Early Childhood system of care for their children.

The Parent Coalitions model is “go where the parents are; shake a hand and make a friend”. This model aids in building social connections also provides opportunities to share with families the importance of education, coaching, encouragement and mentorship.

Educational Training includes:

- Strengthening Families Framework
- Positive Behaviors
- Parents as Leaders
- Parent Advocacy

We acknowledge the parent efforts and meet them where they are by highlighting their strengths and encouraging them to add another piece to the building block.



# GOALS AND OBJECTIVES

## READY SCHOOLS Supporting Outcomes 3 and 4

Outcome 3 - Children are developmentally ready to succeed in school at the time of entry  
Outcome 4 - Children are prepared to success in fourth grade and beyond by reading proficiently by the end of third grade

### OVERVIEW

Most recent data show that 65.9% of Wayne County children are not reading proficiently in third grade. Ninety-three percent of Kindergarten teachers can tell if a child has attended a Pre-K program from the moment they walk in the door. Reading proficiently at the end of third grade is an eight year process.

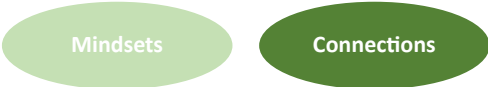
#### GOAL #1

Families across Wayne County have access to high quality early childhood learning and development experiences that support school readiness and third grade reading proficiency.

#### OBJECTIVE

There is county-wide support for the wide range of efforts focused on increasing enrollment in quality Early Childhood (0-5) Programs.

#### STRATEGY 1



Promote family awareness, access and ease of navigation connecting families to quality early childhood education and child development programs

#### STRATEGY 2



Continue collective efforts among GSC-W, GSQ, RESA, Hope Starts Here, IFF, GSPC, GSRP and HS/EHS to increase the number of quality programs for ages 0-5.

#### Why are we doing this?

Connecting young children in Wayne County to quality early care and education experiences is a critical piece of the eight-year process of reading proficiently at the end of third grade. All of the referenced partners/providers will continue to meet, communicate and align their work so that families can best access quality programs that are part of an Early Childhood system. These parties will continue to actively support the work of the Great Start to Quality Resource Center.

#### How are we doing this?

The publicly funded programs will continue to meet routinely to share, review, update and adjust outreach, recruitment, referral and enrollment policies, procedures and communications. In addition, the GSPC and GSC-W will continue to collaborate with the Great Start to Quality Resource Center to promote the recruitment and engagement of licensed and registered providers to participate in GSQ and achieve higher levels of quality.

ASSESS/GATHER • COMMUNICATE • EDUCATE • DISSEMINATE • CONNECT



# READY SCHOOLS (continued)

## GOAL #2

Families, caregivers and schools have effective partner relationships to ensure a common understanding of school readiness and importance of third grade reading proficiency.

## OBJECTIVE

Families, caregivers, providers and schools have an aligned understanding that third grade reading proficiency is an eight-year process.

### STRATEGY 1

Resources

Mindsets

Components

Develop and embed consistent, easy to understand definitions, examples and practical supports of school readiness across the EC system.

### STRATEGY 2

Mindsets

Connections

Components

Resources

Develop and embed consistent, easy to understand definitions, examples and practical supports of third grade reading proficiency as an eight year process across the EC/ K-3 systems.

### STRATEGY 3

Mindsets

Resources

Connections

Families have increased knowledge or supports in building social and emotional competence in their children.

#### Why are we doing this?

*The broad conversations regarding school readiness are often overwhelming and confusing to families. In addition, families (and educators) have expressed a significant need for building social and emotional competence in children. These issues come together as we develop an eight-year system of services and supports for third grade reading proficiency.*

#### How are we doing this?

*So that the Early Childhood community can build, maintain and share clear, quality information and resources regarding school readiness, social and emotional competence and and third grade reading proficiency. This will be continued through authentic conversations, feedback and alignment among professionals, providers and families. It will then be shared with the community-at-large for wider dissemination and support.*

**ASSESS/GATHER • COMMUNICATE • EDUCATE • DISSEMINATE • CONNECT**



## READY SERVICES Supporting Outcomes 1 and 2 (primarily)

Outcome 1 - Children are born healthy

Outcome 2 - Children are healthy, thriving and developmentally on track from birth through third grade

### OVERVIEW

Local Surveys and focus groups were conducted with nearly 2000 parents, 100 Kindergarten teachers, and over 400 Early Childhood program leaders, home visitors, health providers and early care and education professionals. There was overwhelming agreement that there is still work to do connecting families to the most appropriate programs and services (there are over 500 entities that serve families with young children in some capacity). Programs, providers and professionals assessed their outreach, accessibility and community perceptions. Families discussed their immediate and longer term needs, resources and commitments. Community leaders, in many instances were enlightened by the data, the scope, and the impact of Early Childhood system building.

It became very clear throughout the *ABLE Change* process that the significant and highly complex health network (physical, mental and dental) in Wayne County is a more appropriate lead in Outcome 1, Children Born Healthy. GSC-W and GSPC will continue to work with several key health initiatives and incorporate their body of work, where appropriate, into Early Childhood system development, supporting Outcome 1 in Wayne County.

# READY SERVICES (continued)

## GOAL

Families, caregivers and schools are more aware and can better access and navigate the wide range of Early Childhood services, programs and resources in Wayne County that support early childhood development, school readiness and third grade reading proficiency.

## OBJECTIVE

Early Childhood services have ongoing community outreach, effective service delivery and facilitate coordinated (internal and external) referrals that strengthen families.

### STRATEGY 1

Resources

Connections

To assemble service information into user friendly formats and distribute to families and natural touchpoints.

### STRATEGY 2

Components

Resources

Connections

Detailed Early Childhood resources, services and calendar information is accessible to families, providers, professionals and the community through various sources.

### STRATEGY 3

Mindsets

Components

Connections

Early Childhood services develop and support similar messaging, content and communication regarding early childhood development, school readiness and third grade reading proficiency.

### STRATEGY 4

Resources

Components

Connections

Develop specialized system and family supports that build capacity for all Wayne County providers through targeted professional development learning communities.

#### **Why are we doing this?**

*So that families can be more aware of the resources available to them and can access and utilize these resources in an equitable and responsive manner. Concurrently, the Early Childhood system can better identify gaps, duplications and emerging challenges and opportunities.*

#### **How are we doing this?**

*GSC-W will coordinate the ongoing collection of resources, activities and services for families with young children in Wayne County. This information will be available to all Early Childhood system partners, parents, providers, professionals and leaders in Wayne County.*

**ASSESS/GATHER • COMMUNICATE • EDUCATE • DISSEMINATE • CONNECT**



# READY COMMUNITIES

Supporting Outcomes 1, 2, 3 and 4

Outcome 1 - Children are born healthy

Outcome 2 - Children are healthy, thriving and developmentally on track from birth through third grade

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

Outcome 4 - Children are prepared to success in fourth grade and beyond by reading proficiently by the end of third grade

## GOAL

Community leaders throughout Wayne County have a better understanding of the importance of Early Childhood issues, services and supports and how they can use this information to impact the lives of their congregants, employees, members and constituents with respect to school readiness and and third-grade reading proficiency.

## OBJECTIVE

Community leaders share and embed their understanding of Early Childhood resources, services, school readiness, and third grade reading proficiency in their daily leadership work.

### STRATEGY 1

Mindsets

Resources

Power

Connections

Develop a detailed communication plan for community leaders to share the initiatives, practices and opportunities that support the eight-year process of school readiness and third grade reading proficiency.

### STRATEGY 2

Connections

Resources

Mindsets

Introduce and familiarize community leaders with the best ways to connect families with young children (ages 0-8) to resources and services that support early childhood development and third grade reading proficiency.

### STRATEGY 3

Resources

Connections

Power

Mindsets

Develop a mutual awareness and connection between all “enrichment touch points” in Wayne County and families with young children.

#### **Why are we doing this?**

*To best serve families, building and supporting a system of quality Early Childhood resources, services and messaging must go beyond professionals and providers. It needs to be a community-wide conversation shared among the thousands of “TOUCHPOINTS” that connect with families in their daily life.*

#### **How are we doing this?**

*Providing community leaders (broadly defined) with key information about Early Childhood development. More detailed Information will be customized for particular audiences: elected officials, faith leaders, first responders, community businesses etc. The content will be developed for distribution through various forms of media.*

**ASSESS/GATHER · COMMUNICATE · EDUCATE · DISSEMINATE · CONNECT**



## READY FAMILIES Supporting Outcomes 1, 2, 3 and 4

Outcome 1 - Children are born healthy

Outcome 2 - Children are healthy, thriving and developmentally on track from birth through third grade

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

Outcome 4 - Children are prepared to success in fourth grade and beyond by reading proficiently by the end of third grade

### GOAL

Agencies are structured around the Five Strengthening Families Protective Factors.

### STRATEGY 1

Connections

Mindsets

Resources

Monthly GSPC meetings focusing on teaching, coaching, and encouraging parents.

### STRATEGY 2

Resources

Mindsets

Components

Connections

Bring awareness to the Strengthening Families framework/ Five Protective Factors and State of Michigan outcomes.

**ASSESS/GATHER · COMMUNICATE · EDUCATE · DISSEMINATE · CONNECT**

# EVERYBODY READY FOR A GREAT START

## EVERYBODY READY AND EVERYBODY RESPONSIBLE

Supporting Outcomes 1, 2, 3 and 4

### GOAL

The GSC-W and the GSPC are considered a quality focal point for current, quality information, resources and connections among parents, professionals and community leaders in Detroit/Wayne County supporting school readiness and third-grade reading proficiency.

### OBJECTIVE

The components of the Early Childhood system supporting school readiness and third-grade reading proficiency in Wayne County have a common understanding, context, messaging and support among families, providers, professionals and the community-at-large.

### STRATEGY 1



Develop updated branding that better reflects the current positioning of the Great Start Collaborative-Wayne.

### STRATEGY 2



Maintain a website and related comprehensive multi-media messaging and content that support early childhood development, school readiness and third grade reading proficiency.

### STRATEGY 3



Maintain a database and calendar for all resources, fun and enrichment activities for families with young children.

### STRATEGY 4



Develop/share responsive Professional and Parent Development messaging, content, webinars etc. that support early childhood development, school readiness and third grade reading proficiency.

### STRATEGY 5



Maintain a website Early Childhood Data Driven Dialogue

*ASSESS/GATHER · COMMUNICATE · EDUCATE · DISSEMINATE · CONNECT*

# EARLY CHILDHOOD ACTION AGENDA

FY18 Early Childhood Action Agenda - Great Start Collaborative-Wayne

## READY SCHOOLS

|  |  |   |                                       |   |  |
|--|--|---|---------------------------------------|---|--|
| <p>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</p> <p><input type="checkbox"/> Children are born healthy.</p> <p><input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.</p> <p><input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.</p> <p><input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</p>  |  | <p>And addresses the following early childhood components:</p> <p><input type="checkbox"/> Physical Health</p> <p><input checked="" type="checkbox"/> Social-Emotional Health</p> <p><input type="checkbox"/> Family Supports and Basic Needs</p> <p><input checked="" type="checkbox"/> Parent Education</p> <p><input checked="" type="checkbox"/> Early Education and Care</p> |                                       |   |  |
| <p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s))</b></p> <ul style="list-style-type: none"> <li>Wayne County previously was funded for 3,067 Head Start/Early Head Start slots (HS/EHS). Due to making more slots full day rather than part day, 1,649 for Head Start and 412 for Early Head Start</li> <li>The current RESA/GSC-W analysis indicates a total of 11,316 HS and Great Start Readiness Program (GSRP) slots in Wayne County in 2016-17. There are 15,723 4 year olds "below 100- 250% of poverty." This is a 28% (4,407) gap.</li> <li>There are approximately 1200 unlicensed family/friend providers in Wayne County</li> <li>The county-wide analysis by IFF (a Community Development Financial Institution) indicates that there might be a shortage of nearly 30,000 quality early care and education slots (ages 0-8)</li> <li>Nearly 100 Kindergarten teachers surveyed indicate that limited social-emotional development impeded School Readiness</li> <li>65.9% of third grade students in Wayne County are not reading at grade level as measured by M-STEP</li> </ul> |  |   |                                       |   |  |
| <p><b>Goal related to the targeted problem(s):</b></p> <p>Families across Wayne County have access to high quality early childhood learning and development experiences that support school readiness and third-grade reading proficiency</p>  |  |   |                                       |   |  |
| <p><b>Objective related to the goal:</b></p> <p>There is county-wide support for the wide range of efforts focused on increasing enrollment in quality Early Childhood (0-5) Programs</p>  |  |   |                                       |   |  |
| <p><b>Strategy 1:</b></p> <p>Promote family awareness, access and ease of navigation connecting families</p>   |  | <p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>Many families are not aware of choices or their choices are limited.</li> <li>Many families are not aware of the "system" sources for child care information and resources</li> </ul>   |                                       | <p><b>Performance Measures (results from Strategy 1):</b></p> <p>Develop and maintain a responsive system that monitors the number of quality early education (slots) sites and openings and seamlessly connects families to same</p> |  |
| <p>to quality early childhood education and child development programs</p>   |  | <ul style="list-style-type: none"> <li>There are not a sufficient number of 3+ star rated child care facilities in Wayne County</li> <li>Only 46.8% of three and four-year olds are in preschool</li> </ul>   |                                       |   |  |
| <p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>   |  | <p><b>System Characteristic(s) Addressed</b> <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</p>   |                                       |   |  |
| <p><b>Activities (small wins promoting the strategy and addresses root causes)</b></p>   |  | <p><b>Persons or Groups Responsible</b></p>   | <p><b>Target Dates</b></p>            | <p><b>Resources Needed</b></p>  | <p><b>Progress Measures (outputs of activities):</b></p>   |
| <p>ASSESS/GATHER</p> <ul style="list-style-type: none"> <li>Continuously review and align the current referral process, content, forms, schedule and communications among HS/EHS and GSRP</li> <li>Monitor the ongoing number of any HS/EHS/GSRP open slots (via a monthly call, Google doc etc.) open so that formal and informal networks can fill quickly</li> <li>Ongoing info and data reports from GSQ re: availability of open quality slots</li> </ul>   |  | <p>Wayne RESA, Great Start to Quality (GSQ), Great Start Collaborative-Wayne (G SC-W), Great Start Parent Coalition (GSPC), Great Start Readiness Programs (GSRP), Head Start (HS) and Early Head Start (EHS)</p>   | <p>Ongoing through September 2020</p> | <p>Ongoing status report of slot availability across GSRP and HS/EHS</p> <p>Data analysis of children ages 0-5 in various ranges of poverty by zip code</p>   | <ul style="list-style-type: none"> <li>Schedule two meetings annually to assure referral process among GSRP/HS, EHS and GSQ is aligned and responsive</li> <li>Annually confirm alignment of updated referral forms/processes (via digital and hard copy)</li> <li>Reciprocal meeting attendance among Head Start, EHS, GSRP and GSQ is continuous</li> <li>Reduce the open slot rate among all programs by 10%</li> <li>There is ongoing communication between providers and directors to ensure slots are filled in a timely manner.</li> <li>Develop a system to track waiting lists and serve more children</li> </ul> |
| <p>COMMUNICATE</p> <p>Distribute and embed contact info (via social media, FB, newsletters, press releases, website links, community leaders) for Head Start/Early Head</p>  |  | <p>RESA, GSRP, Head Start/EHS and GSC-W, GSPC and GSQ</p>   | <p>Ongoing through September 2020</p> | <p>Current and correct content shared via social media, Facebook, literature distribution, website links, agency partnerships, formal and informal touch points</p>   | <ul style="list-style-type: none"> <li>Increase the number of calls to the "CONNECT" line by 10%</li> <li>Confirm digital link to this number on websites for 11 Early Childhood community service providers</li> <li>Confirm dissemination of printed copy re: "CONNECT" line to 11 Early Childhood community service providers</li> </ul>  |

|   |  |                                |  |   |
|---|--|--------------------------------|--|---|
| Maintain formal and informal feedback loops, routine and ad-hoc communication and referrals among GSQ, GSRP, IFF, GSPC, Head Start and Early Head Start   |  |                                |  |   |
| <b>Strategy 2:</b><br><br>Continue collective efforts among GSC-W, GSQ, RESA, Hope Starts Here, IFF, GSPC, GSRP and HS/EHS to increase the number of quality programs for ages 0-5  | <b>Prioritized root causes related to the objective and addressed by this strategy:</b> <ul style="list-style-type: none"> <li>Wayne County previously was funded for 3,067 HS/EHS slots. Due to making more slots full day than part day, those numbers are now 1648 for HS and 412 for EHS</li> <li>The current RESA/GSC-W analysis indicates a total of 11,316 HS and GSRP slots in Wayne County. There are 15,723 4 year olds "below 100 250% of poverty". This is a 28% (4,407) gap.</li> <li>Nearly 30,000 eligible children have NO learning/care options</li> <li>Only 46.8% of three and four-year olds are in preschool</li> </ul> |                                |  | <b>Performance Measures (results from Strategy 2):</b><br><br>Increased number of early care and education (3 stars and above) programs in Wayne County<br><br>Maintain data on number of HS/EHS/GSRP programs, openings and waiting lists.   |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment   | <b>System Characteristic(s) Addressed</b> <input type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input checked="" type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> Power   |                                |  |   |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   | <b>Persons or Groups Responsible</b>   | <b>Target Dates</b>            | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b>   |
| <b>ASSESS/GATHER</b><br><br>Continue to secure and monitor the number and availability of quality child care and preschool sites for children ages 0-5 in Wayne County<br><br>Track data on service gap specifically for children who are 4 years old | RESA, GSPC, GSC-W, GSRP, GSQ, IFF and Hope Starts Here   | Ongoing through September 2020 | Data sharing among responsible parties<br>Mapping of quality sites by type   | Annual (minimally) review of available, quality child care/preschool slots shared by responsible parties<br><br>Ongoing review of HS/EHS/GSRP slot enrollments  |
| Start, GSRP and GSQ program information and access through dissemination/promotion of "CONNECT" Line phone number and GSQ site  |  |                                |  | <ul style="list-style-type: none"> <li>Confirm inclusion of "CONNECT" line info in all 12 monthly GSCW/GSPS newsletters</li> <li>Confirm same as above for GSQ (links and content provided by GSQ)</li> <li>Tally and analyze the total number of Facebook, Twitter and website postings and clicks for increased access to "CONNECT" line and GSQ on RESA and GSC-W websites</li> <li>Increase the number of Wayne County calls/site access to Great Start to Quality</li> <li>Increase the number of calls to RESA HS/EHS/GSRP referral line</li> </ul> |
| <b>EDUCATE</b><br><br>Solicit and share all parent feedback regarding the "CONNECT" line and the GSQ phone and web-based referral site with both CONNECT and GSQ.   | RESA, GSRP, GSQ, Head Start/EHS, GSPC, and GSC-W   | Ongoing through September 2020 | Responsive links for families to provide feedback<br><br>Copies of all feedback distributed to "CONNECT" and GSQ   | <ul style="list-style-type: none"> <li>Reduce the open slot rate among all programs by 10%</li> <li>There is monthly communication among Directors of Early Childhood Agencies and Services to ensure that children are placed and served in quality programs in a timely manner.</li> <li>Parent feedback is received and shared among partners via GSPC, GSQ and other program feedback loops</li> </ul>  |
| <b>DISSEMINATE</b><br><br>Disseminate GSQ materials at every GSPC and GSCW event and embed links on all digital messaging<br><br>Develop and disseminate "parent voice" video/digital clips recommending and validating GSQ.                          | GSQ, GSC-W and GSPC  | Ongoing through September 2020 | Social media, Facebook, literature distribution, website links, agency partnerships, formal and informal touch points<br><br>Onsite video/audio capture and editing capability | <ul style="list-style-type: none"> <li>Distribute 10,000 copies of "Guide to Early Childhood Programs and Services" to families and other formal/informal touch points</li> <li>Increase the number of formal and informal touch points (service, community and school organizations) where GSQ information is shared</li> <li>Increase the opportunities to share Great Start to Quality process information with current early care providers who are not utilizing the GSQ system</li> </ul>   |
| <b>CONNECT</b><br><br>Continue ongoing mutual attendance at GSQ, GSRP, IFF, Head Start, EHS meetings and community events   | GSPC, GSC-W, IFF, GSRP, Head Start, EHS and GSRP   | Ongoing through September 2020 | Minutes/notes reflecting cooperation, coordination and ongoing mutual referrals and data sharing   | The number of networking meetings and related attendance is constant and consistent throughout the year as evidenced by minutes/notes/sign-in sheets  |

|   |   |                                       |   |   |
|---|---|---------------------------------------|---|---|
| <p><b>COMMUNICATE</b></p> <p>Continuously share and embed content (via social media, FB, newsletters, press releases, website links, community leaders) supporting family and provider awareness and understanding of the value and need for quality child care</p> | <p>RESA, GSPC, GSC-W, GSRP, GSQ, IFF and Hope Starts Here</p>       | <p>Ongoing through September 2020</p> | <p>Correct, timely content, social media accounts, analytics for digital access and distribution methods among parents, professionals and community leaders</p> | <p>Number of Wayne County calls/site access to Great Start to Quality increases by 5% annually</p>  |
| <p><b>EDUCATE</b></p> <p>Continue working relationships with partners who are facilitating expansion of quality child care and preschool slot availability</p>  | <p>GSC-W, IFF, Hope Starts Here, RESA, GSRP and GSPC</p>            | <p>Ongoing through September 2020</p> | <p>Continuous updates of data, progress and challenges</p>  | <p>One or two meetings are held annually by responsible partner parties to share updated progress</p>   |
| <p><b>DISSEMINATE</b></p> <p>Continuously share reports and communications from partners regarding the importance of quality slots and relevant improvement in Wayne County</p>   | <p>RESA, GSRP, GSC-W, GSPC and HS/EHS. IFF and Hope Starts Here</p> | <p>Ongoing through September 2020</p> | <p>Methods of timely distribution, analysis and updates</p>   | <p>Provide one annual report on status of available quality slots in Wayne County, supported by all responsible partner parties</p> <p>GSPC distributes GSQ outreach materials at 50 events</p> |
| <p><b>CONNECT</b></p> <p>Continue to attend meetings of partners so that communications, data sharing, challenges and progress are current and aligned</p>  | <p>RESA, GSRP, GSC-W, GSPC and HS/EHS. IFF and Hope Starts Here</p> | <p>Ongoing through September 2020</p> | <p>Annual schedules and agendas</p>   | <p>Copies of minutes/notes from relevant meetings are saved and shared among responsible partner parties</p>  |

READY SCHOOLS

|  |  |  |  |  |
|--|--|--|--|--|
| This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):<br><br><input type="checkbox"/> Children are born healthy.<br><input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.<br><input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.<br><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:<br><input type="checkbox"/> Physical Health<br><input checked="" type="checkbox"/> Social-Emotional Health<br><input type="checkbox"/> Family Supports and Basic Needs<br><input checked="" type="checkbox"/> Parent Education<br><input checked="" type="checkbox"/> Early Education and Care |  |  |
| <b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s))</b><br><br><ul style="list-style-type: none"> <li>93% of Kindergarten teachers can tell if a child attended a quality Pre-K program</li> <li>Many families are very unclear about expectations for school readiness</li> <li>Ongoing tardiness and absenteeism is a very significant issue identified by K-3 educators</li> <li>Family engagement with K-3 schools can be sporadic</li> <li>Kindergarten teachers indicated that social-emotional skills are most critical for school readiness</li> <li>65.9% of third grade students in Wayne County are not reading at grade level as measured by M-STEP</li> <li>Only 46.8% of three and four-year olds are in preschool</li> </ul> |  |  |  |  |
| <b>Goal related to the targeted problem(s):</b><br><br>Families, caregivers and schools have effective partner relationships to ensure a common understanding of school readiness and importance of third grade reading proficiency  |  |  |  |  |
| <b>Objective related to the goal:</b><br><br>Families, caregivers, providers and schools have an aligned understanding that third grade reading proficiency is an eight-year process   |  |  |  |  |
| <b>Strategy 1:</b><br><br>Develop and embed consistent, easy to understand definitions, examples and practical supports of school readiness across the EC system   | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br><br><ul style="list-style-type: none"> <li>Perceptions and realities of school readiness vary across geography, demographics, families, schools and providers</li> <li>Transition between Pre-K and K is often viewed as a point in time, rather than an ongoing process</li> <li>Some Pre-K and K settings do not incorporate transition as a mutual responsibility or expectation</li> <li>Not enough transition activities/experiences are offered by schools or Pre-K programs</li> </ul> |  |  | <b>Performance Measures (results from Strategy 1):</b>   |
| <input type="checkbox"/> Parent led Strategies<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment  | <b>System Characteristic(s) Addressed</b> <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  |  |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>  | <b>Persons or Groups Responsible</b>   | <b>Target Dates</b>  | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b><br>There is an increased awareness of school readiness among families, professionals, providers and the community at large |
| ASSESS-GATHER<br><br>Identify the best family resources and practices that support school readiness from ages 0-5  | GSC-W, GSPC and School Readiness Workgroup   | Develop by September 2018 and maintain/augment through September 2020  | Highest quality, early literacy activities and parent education tools that support school readiness from ages 0-5                                | Produce a digital/written collection of the highest quality content and activities to share throughout the Early Childhood system  |
| COMMUNICATE<br><br>Share family school readiness resources and practices among professionals, educators and parents for feedback   | GSC-W, GSPC, Home Visiting Local Leadership Group (LLG) and 32P Home Visitors, Wayne RESA, Kindergarten Teachers   | Develop by September 2018 and maintain/augment through September 2020  | Highest quality, school readiness resources that have been reviewed by parents, professionals, and educators for families with children ages 0-5 | Determine and monitor the number, range and diversity of the parents, professionals and community leaders who receive and/or access school readiness information             |

|  |  |   |   |  |
|--|--|---|---|--|
| <p><b>EDUCATE</b></p> <p>Provide parent and professional development training for the best understanding and utilization of school readiness resources and activities for families with children ages 0-5</p>    | GSC-W, GSPC, LLG and 32P Home Visitors, Wayne RESA | Develop by September 2018 and maintain/augment through September 2020 | Relevant curriculum, trainers, resources and pre-post surveys                           | Pre and post surveys show an increased awareness, understanding and planned actions for professionals, parents and educators |
| <p><b>DISSEMINATE</b></p> <p>Share this collection of school readiness activities and resources and with entire "touchpoint" network of parents, professionals and community leaders throughout Wayne County</p> | GSC-W, GSPC and LLG                                | Develop by September 2018 and maintain/augment through September 2020 | Digital and printed content along with all relevant social media sites, apps and venues | Provide literature, resources and connections for families regarding developing school readiness from ages 0-5               |
| <p><b>CONNECT</b></p> <p>Establish focus group/s and/or Survey Monkey to assess ongoing school readiness feedback from families, preschool and Kindergarten teachers</p>   | GSC-W, GSPC, LLG and Educators                     | Develop by September 2018 and maintain/augment through September 2020 | Convenient locations for focus groups and access to Survey Monkey                       | Pre and post surveys show an increased awareness, understanding and planned actions for professionals, parents and educators |

|  |  |   |
|--|--|---|
| <p><b>Strategy 2:</b></p> <p>Develop and embed consistent, easy to understand definitions, examples and practical supports of third grade reading proficiency as an eight year process across the EC/K-3 systems</p> | <p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <p>65.9% of third grade students in Wayne County are not reading proficiently at third grade</p> <p>Many families are unaware of the importance and implications of reading proficiently at third grade</p> | <p><b>Performance Measures (results from Strategy 2):</b></p> <p>There is an increased awareness and understanding among parents, professionals and community leaders that third grade reading proficiency is an eight year process</p> |
|--|--|---|

|  |   |
|--|---|
| <p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p> | <p><b>System Characteristic(s) Addressed</b> <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</p> |
|--|---|

| Activities (small wins promoting the strategy and addresses root causes)  | Persons or Groups Responsible                                     | Target Dates  | Resources Needed  | Progress Measures (outputs of activities):   |
|---|---|---|---|--|
| <p><b>ASSESS-GATHER</b></p> <p>Identify the best family resources and practices that support third grade reading proficiency from birth through age 8</p>   | GSC-W, GSPC, LLG and School Readiness Workgroup                   | Develop by September 2018 and maintain/augment through September 2020 | Highest quality activities and parent education tools that support literacy from ages 0-8   | Produce a digital/written collection of the highest quality content and activities for early literacy to share throughout the Early Childhood system     |
| <p><b>COMMUNICATE</b></p> <p>Share early literacy resources and practices among professionals, educators and parents for feedback</p>   | GSC-W, GSPC, LLG and 32P Home Visitors, Wayne RESA, K-3 educators | Develop by September 2018 and maintain/augment through September 2020 | Highest quality early literacy resources that have been reviewed by parents, professionals, and educators for families with children ages 0-5 | The above collection of content would be adjusted based on feedback  |
| <p><b>EDUCATE</b></p> <p>Provide parent and professional development training for the best understanding and utilization of early literacy resources and activities for families with children ages 0-5</p> | GSC-W, GSPC, LLG and 32P Home Visitors, Wayne RESA                | Develop by September 2018 and maintain/augment through September 2020 | Relevant curriculum, trainers, resources and pre-post surveys   | Pre and post surveys show an increased awareness, understanding and planned actions supporting early literacy among professionals, parents and educators |



|   |  |   |  |  |
|---|--|---|--|--|
| DISSEMINATE<br>Share this collection of early literacy activities and resources and with entire "touchpoint" network of parents, professionals and community leaders throughout Wayne County                          | GSC-W, GSPC and LLG  | Develop by September 2018 and maintain/augment through September 2020 | Digital and printed content along with all relevant social media sites, apps and venues  | Determine and monitor the number, range and diversity of the parents, professionals and community leaders who receive and/or access early literacy information   |
| CONNECT<br>Establish focus group/s and/or Survey Monkey to assess ongoing early literacy feedback from families and K-3 educators   | GSC-W, GSPC, LLG and Educators   | Develop by September 2018 and maintain/augment through September 2020 | Convenient locations for focus groups and access to Survey Monkey  | Pre and post surveys show an increased awareness, understanding and planned actions supporting early literacy among professionals, parents and educators   |
| <b>Strategy 3:</b><br>Families have increased knowledge or supports in building social and emotional competence in their children   | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br>35% of Kindergarten teachers interviewed identified Social/Emotional Development as a major shortcoming in Kindergarten Readiness   |   |  | <b>Performance Measures (results from Strategy 2):</b><br>There is an increased awareness and understanding of social-emotional competence and its importance in school readiness among parents, professionals and community leaders |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment   | <b>System Characteristic(s) Addressed</b> <input type="checkbox"/> Mindsets <input type="checkbox"/> Components <input type="checkbox"/> Connections <input type="checkbox"/> Regulations <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Power |   |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   | <b>Persons or Groups Responsible</b>   | <b>Target Dates</b>   | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b>  |
| ASSESS-GATHER<br>Identify the best family resources and practices that support building social-emotional competence among children from birth through age 8   | GSC-W, GSPC, LLG and School Readiness Workgroup  | Develop by September 2018 and maintain/augment through September 2020 | Highest quality activities and parent education tools that support social-emotional competence among children from ages 0-8  | Produce a digital/written collection of the highest quality content and activities for social-emotional competence among children to share throughout the Early Childhood system   |
| COMMUNICATE<br>Share social-emotional competence resources and practices among professionals, educators and parents for feedback  | GSC-W, GSPC, LLG and 32P Home Visitors, Wayne RESA, K-3 educators  | Develop by September 2018 and maintain/augment through September 2020 | Highest quality, social-emotional competence activities and resources that have been reviewed by parents, professionals, and educators for families with children ages 0-5 | The above collection of content would be adjusted based on feedback  |
| EDUCATE<br>Provide parent and professional development training for the best understanding and utilization of social-emotional competence among children resources and activities for families with children ages 0-5 | GSC-W, GSPC, LLG and 32P Home Visitors, Wayne RESA   | Develop by September 2018 and maintain/augment through September 2020 | Relevant curriculum, trainers, resources and pre-post surveys  | Pre and post surveys show an increased awareness, understanding and planned actions supporting social-emotional competence among professionals, parents and educators  |
| DISSEMINATE<br>emotional competence activities and resources and with entire "touchpoint" network of parents, professionals and community leaders throughout Wayne County   | GSC-W, GSPC and LLG  | Develop by September 2018 and maintain/augment through September 2020 | Digital and printed content along with all relevant social media sites, apps and venues  | Determine and monitor the number, range and diversity of the parents, professionals and community leaders who receive and/or access social-emotional competence information  |
| CONNECT<br>Establish focus group/s and/or Survey Monkey to assess ongoing feedback from families and K-3 educators regarding social-emotional competence among children   | GSC-W, GSPC, LLG and Educators   | Develop by September 2018 and maintain/augment through September 2020 | Convenient locations for focus groups and access to Survey Monkey  | Pre and post surveys show an increased awareness, understanding and planned actions supporting social-emotional competence among professionals, parents and educators  |

READY SERVICES

|  |   |  |  |   |
|--|---|--|--|---|
| <p><b>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</b></p> <p><input type="checkbox"/> Children are born healthy.</p> <p><input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.</p> <p><input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.</p> <p><input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</p>             |   | <p><b>And addresses the following early childhood components:</b></p> <p><input type="checkbox"/> Physical Health</p> <p><input type="checkbox"/> Social-Emotional Health</p> <p><input type="checkbox"/> Family Supports and Basic Needs</p> <p><input type="checkbox"/> Parent Education</p> <p><input checked="" type="checkbox"/> Early Education and Care</p> |  |   |
| <p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s))</b></p> <p>37% of children in poverty in Wayne County (Detroit is 57.6%)<br/>                 1500 parent surveys indicate a significant level of confusion about accessing necessary services<br/>                 35.5% of pregnant women had less than adequate prenatal care<br/>                 63.6% of children receiving WIC service<br/>                 Infant mortality rate of 9.6%<br/>                 65.9% of third-graders not proficient in reading</p> |   |  |  |   |
| <p><b>Goal related to the targeted problem(s):</b></p> <p>Families, caregivers and schools are more aware and can better access and navigate the wide range of Early Childhood services, programs and resources in Wayne County that support early childhood development, school readiness and third grade reading proficiency.</p>  |   |  |  |   |
| <p><b>Objective related to the goal:</b></p> <p>Early Childhood services have ongoing community outreach, effective service delivery and facilitate coordinated (internal and external) referrals that strengthen families</p>   |   |  |  |   |
| <p><b>Strategy 1:</b></p> <p>To assemble service information into user friendly formats and distribute to families and natural touchpoints.</p>  | <p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>The sheer number, range and geographic distribution of Early Childhood services makes coordination and alignment difficult</li> <li>Services are not always facilitated or cooperative with respect to referrals</li> </ul> |  | <p><b>Performance Measures (results from Strategy 1):</b></p> <p>A system of early childhood family services is more aligned and responsive supporting families as they raise children who are school ready and reading proficiently at third grade.</p> |   |
| <p><input type="checkbox"/> Parent Led strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>   | <p><b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power</p>                              |  |  |   |
| <p><b>Activities (small wins promoting the strategy and <u>addresses root causes</u>)</b></p>  | <p><b>Persons or Groups Responsible (service touchpoints)</b></p>   | <p><b>Target Dates</b></p>   | <p><b>Resources Needed</b></p>   | <p><b>Progress Measures (outputs of activities):</b></p>  |
| <p>ASSESS /GATHER</p> <p>Develop a comprehensive, highly detailed living database that reflects all sources of services and supports for families with children ages 0-8</p>   | <p>Human service agencies, home visiting programs, health providers, basic needs, insurance, transportation, GSC-W and GSPC.</p>  | <p>Developed by September 2018 and maintained and enhanced through September 2020.</p>   | <p>Current, correct service, referral and access information from agencies, programs and providers who serve families with children 0-8.</p>   | <p>A comprehensive, responsive database of all service touchpoints for families (with children ages 0-8) is accessible to public, community leaders and all providers/professionals</p> |
| <p>COMMUNICATE</p> <p>Develop various methods of developing and sharing aligned</p>  | <p>Human service agencies, home visiting</p>  | <p>Developed by September 2018 and maintained</p>  | <p>Compilations of referral and access procedures of all service touchpoints</p>   | <p>Service touchpoints share referral and access procedures among all providers/professionals as evidenced by utilization of online resource database</p>                               |

|  |   |   |  |   |
|--|---|---|--|---|
| service delivery and referral systems among all early childhood service touchpoints  | programs, health providers, basic needs, insurance, transportation, GSC-W and GSPC.   | and enhanced through September 2020.  |  |   |
| EDUCATE<br>Early childhood provider/professional service touchpoints are aware and understand each other's referral and access processes   | Human service agencies, home visiting programs, health providers, basic needs, insurance and transportation, GSC-W and GSPC.  | Developed by September 2018 and maintained and enhanced through September 2020. | Compilations of referral and access procedures of all service touchpoints  | A Survey Monkey pre and post questionnaire reflects a higher level of service referral and access understanding and working relationships |
| DISSEMINATE<br>Distribute printed resource guides and/or digital access to all EC service providers/professionals, community leaders and GSPC events                                       | Human service agencies, home visiting programs, health providers, basic needs, insurance, transportation, GSC-W and GSPC.   | Developed by September 2018 and maintained and enhanced through September 2020. | An intuitive, online resource directory with broad functionality           | Record the number of resource guides distributed by location and track the analytics of access to the digital resource database           |
| CONNECT<br>Conduct an annual meeting of early childhood providers, professionals, educators, community leaders and parent representatives to share information, resources and updates      | Human service agencies, home visiting programs, health providers, basic needs, insurance, GSO, GSRP, HS/EHS, transportation, GSC-W and GSPC etc.  | September 2019  | An accessible, large location and availability of early childhood partners | Event will be held in 2019  |
| <b>Strategy 2:</b><br>Detailed Early Childhood resources, services and calendar information is accessible to families, providers, professionals and the community through various sources. | <b>Prioritized root causes related to the objective and addressed by this strategy:</b>   |   |  | <b>Performance Measures (results from Strategy 1):</b>  |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment  | <ul style="list-style-type: none"> <li>Individual agencies tend to develop their own resource guides that might not reflect all available services/resources</li> <li>Accurate, timely information about services and resources changes daily</li> </ul>  |   |  |   |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment  | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power |   |  |   |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>  | <b>Persons or Groups Responsible</b>  | <b>Target Dates</b>   | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b>   |
| ASSESS/GATHER  | GSC-W, GSPC and partners  | Developed and will be maintained  | ICarol resource database software and Calendarwiz                          | A current, correct version of database and calendar will be hosted on greatstartwayne.org and available to other Early Childhood partners |

|  |   |   |   |   |
|--|---|---|---|---|
| Maintain detailed information on 500+ entities that provide services, resources and events to families with children ages 0-8  |   | and enhanced through September 2020   | software (or comparable) and team members to maintain   |   |
| COMMUNICATE<br>Maintain ongoing communication with all 500+ entities to share new content, tech updates and procedures   | GSC-W, GSPC and partners  | Developed and will be maintained and enhanced through September 2020            | GSC-W team members who will maintain the database   | There will be a minimal information error/outdated rate of data entries in this database  |
| EDUCATE<br>Train Early Childhood partners in the most effective way to access and utilize the resource and event information   | GSC-W, GSPC and partners  | Developed and will be maintained and enhanced through September 2020            | Training venue, materials and internet access   | Conduct two training sessions annually for Early Childhood partners   |
| DISSEMINATE<br>Share links to the Family Fun and Resource database and calendar with Early Childhood partners  | GSC-W, GSPC and partners  | Developed and will be maintained and enhanced through September 2020            | Unbroken, live links on responsive (viewable on any device) websites  | Analytics of the clicks on Family Fun and Resource databases and calendar should show a 10% increase annually   |
| CONNECT<br>Update all GSC-W members and partners of any major changes in database information or access  | GSC-W, GSPC and partners  | Developed and will be maintained and enhanced through September 2020            | GSC-W, GSPC and partners  | Provide an updated usage report at each GSC-W meeting   |
| <b>Strategy 3:</b><br>Early Childhood services develop and support similar messaging, content and communication regarding early childhood development, school readiness and third grade reading proficiency. | <b>Prioritized root causes related to the objective and addressed by this strategy:</b>   |   |   | <b>Performance Measures (results from Strategy 1):</b>  |
|  | <ul style="list-style-type: none"> <li>The varied Early Childhood services/disciplines utilize different professional terminologies</li> <li>Service provider language is not always family-friendly</li> <li>Not all service providers hold a common understanding/message re: school readiness and third-grade reading proficiency</li> </ul> |   |   | The wide range of Early Childhood service providers in Wayne County simplify and align their communications so that family awareness, understanding and success for school readiness and third grade reading proficiency is increased |
| <input type="checkbox"/> Parent Led Strategy<br><input checked="" type="checkbox"/> Strategy came from Strengthening Families Assessment   | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power                   |   |   |   |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>  | <b>Persons or Groups Responsible</b>  | <b>Target Dates</b>   | <b>Resources Needed</b>   | <b>Progress Measures (outputs of activities):</b>   |
| ASSESS/GATHER<br>Identify best practice content/messages for early childhood development, school readiness and third grade reading proficiency   | GSC-W, GSPC, K-3 educators and service provider partners  | Developed by September 2018 and maintained and enhanced through September 2020. | Review of "best practice" national, state and local messaging content for early childhood development, school readiness and third grade reading proficiency | Develop a collection of best practice content/messaging re: early childhood development, school readiness and third grade reading proficiency within one year   |

|   |  |   |  |  |
|---|--|---|--|--|
| COMMUNICATE<br>Share content/message with families throughout Wayne County for feedback and refinement  | GSPC, GSC-W, K-3 educators and service provider partners   | Developed by September 2018 and maintained and enhanced through September 2020. | Various versions of displaying and sharing best practice content (printed and digital)                             | Develop a feedback tool to review family connection to messaging/content (minimum 25 families)   |
| EDUCATE<br>Develop both professional and parent development training sessions to best share and embed this content and messaging throughout Wayne County  | GSC-W, GSPC, K-3 educators and service provider partners   | Developed by September 2018 and maintained and enhanced through September 2020. | Final versions of training content for professional and parents  | Conduct 5 professional and parent training sessions re: content and messaging awareness and understanding  |
| DISSEMINATE<br>Develop numerous strategies to share and embed consistent content and messaging including but not limited to: websites, social media, training curriculum, FAQs, printed media, speakers' bureau, family libraries, etc. | GSC-W, GSPC, K-3 educators and service provider partners   | Developed by September 2018 and maintained and enhanced through September 2020. | Finalized, appropriate methods and versions for sharing this best practice content/messaging (printed and digital) | Develop 10 digital and printed formats for sharing this content and messaging  |
| Bring messaging strategies to the GSC-W and GSPC to share, expand and enhance common messaging  |  | Developed by September 2018 and maintained and enhanced through September 2020. | Various messaging formats that can be delivered via various printed and digital media                              | Training and implementation strategies are shared among providers, professionals and Families  |
| <b>Strategy 4:</b><br>Develop specialized system and family supports that build capacity for all Wayne County providers through targeted professional development learning communities.   | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br><ul style="list-style-type: none"> <li>There are certain initiatives that require immediate action</li> <li>New and different data require a shift in priorities</li> <li>Specific challenges often require a "demonstration" approach</li> <li>Certain initiatives are regional or from a separate funding source</li> </ul> |   |  | <b>Performance Measures (results from Strategy 1):</b><br>Post surveys indicate that the objectives of trainings/learning community have been met. |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment   | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power  |   |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   | <b>Persons or Groups Responsible</b>   | <b>Target Dates</b>   | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b>  |
| Continue the regional partnership with United Way providing ASQ/Help Me Grow training for parents and providers, along with care coordination and data support/analysis   | ASQ/HMG and GSC-W/SIF Team   | October 1, 2017 through September 2018  | ASQ materials, training sites, professional trainers, care coordination specialists, referral agencies/programs    | Conduct (#) training sessions, and (#) care coordination referrals.  |
| Conduct specialized BRUSH oral health training for child care providers, Head Start, Early  | GSC-W Team   | October, 2017 through September 2020  | BRUSH curriculum materials for various audiences, parent newsletters, professional trainers, venues                | Conduct 6 BRUSH training sessions annually for audiences such as GSRP, Head Start/EHS, Home Visitors, child care providers etc.                    |

|  |  |                                      |   |   |
|--|--|--------------------------------------|---|---|
| Head Start, GSRP, Home Visitors and home care providers  |  |                                      |   |   |
| Develop a range of state of the art, yet early literacy support skills and techniques for providers, community leaders and families with children ages 0-8                     | Everybody Ready and GSC-W Team                       | October, 2017 through September 2020 | Born Reading trails, multilingual family -friendly literacy resources and materials, Project LENA resources | Identify 3 local initiatives (annually) for developing community coordinated literacy projects  |
| Identify and support a selection of neighborhood/community initiatives (demo projects) that uniquely support early childhood development, school readiness and early literacy. | Everybody Ready and GSC-W Team                       | October, 2017 through September 2020 | Partnerships with community organizations, blended/braided funding  | Provide ER/GSC-W support to three targeted neighborhood initiatives such as Brightmoor scholarships and Munger and Garvey early literacy projects |
| Continue support of the Home Visiting Local Leadership Group enhancing referrals, information exchange and supports for families with children ages 0-3                        | Everybody Ready LLG team and Home Visiting providers | October, 2017 through September 2018 | Home visiting professional development, HV contact, referral and resource databases and processes           | Implement the LLG grant with fidelity and conducting Continuous Quality Improvement per MDHHS criteria  |

READY COMMUNITIES

|  |  |   |  |
|--|--|---|--|
| <p><b>This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):</b></p> <p><input type="checkbox"/> Children are born healthy.</p> <p><input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.</p> <p><input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.</p> <p><input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.</p>             |  | <p><b>And addresses the following early childhood components:</b></p> <p><input type="checkbox"/> Physical Health</p> <p><input checked="" type="checkbox"/> Social-Emotional Health</p> <p><input type="checkbox"/> Family Supports and Basic Needs</p> <p><input checked="" type="checkbox"/> Parent Education</p> <p><input checked="" type="checkbox"/> Early Education and Care</p>  |  |
| <p><b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s))</b></p> <p>37% of children in poverty in Wayne County (Detroit is 57.6%)<br/>                 1500 parent surveys indicate a significant level of confusion about accessing necessary services<br/>                 35.5% of pregnant women had less than adequate prenatal care<br/>                 63.6% of children receiving WIC service<br/>                 Infant mortality rate of 9.6%<br/>                 65.9% of third-graders not proficient in reading</p> |  |   |  |
| <p><b>Goal related to the targeted problem(s):</b></p> <p>Community leaders throughout Wayne County have a better understanding of the importance of Early Childhood issues, services and supports and how they can use this information to impact the lives of their congregants, employees, members and constituents with respect to school readiness and third-grade reading proficiency</p>  |  |   |  |
| <p><b>Objective related to the goal:</b></p> <p>Community leaders share and embed their understanding of Early Childhood resources, services, school readiness, and third grade reading proficiency in their daily leadership work</p>   |  |   |  |
| <p><b>Strategy 1:</b></p> <p>Develop a detailed communication plan for community leaders to share the initiatives, practices and opportunities that support the eight year process of</p>  |  | <p><b>Prioritized root causes related to the objective and addressed by this strategy:</b></p> <ul style="list-style-type: none"> <li>• “Early Childhood” is often considered a marginal issue by the general public</li> <li>• The language of “Early Childhood” is not familiar to many community leaders</li> <li>• Many community leaders do not see the eight year connection among early childhood development, school readiness and third grade reading proficiency</li> </ul> |  |
| <p>school readiness and third-grade reading proficiency.</p>   |  | <p><b>Performance Measures (results from Strategy 1):</b></p> <p>Community leaders are providing quality Early Childhood information, resources and opportunities with their members/constituents through various communications and messaging methods.</p>   |  |
| <p><input type="checkbox"/> Parent Led Strategy</p> <p><input type="checkbox"/> Strategy came from Strengthening Families Assessment</p>   |  | <p><b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power</p>  |  |
| <p><b>Activities (small wins promoting the strategy and addresses root causes)</b></p>   |  | <p><b>Persons or Groups Responsible (Touchpoints)</b></p>   |  |
| <p><b>ASSESS and GATHER</b></p> <p>Develop databases of the numerous and varied key community leadership groups in Wayne County</p>  |  | <p>GSC-W, GSPC, faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development etc.</p>   |  |
| <p><b>COMMUNICATE</b></p> <p>Develop multiple avenues (newsletter, social media etc.) to share current, powerful information about Early Childhood challenges and opportunities and related, appropriate resources that support the eight-year school readiness and third-grade reading proficiency process.</p>   |  | <p>Developed by September 2018 and maintained through September 2020</p>  |  |
| <p>Develop audience specific (15-20) website content pages (i.e. faith leaders, elected officials etc.) and quarterly newsletters (4) along with weekly social media posts (50 annually)</p>   |  | <p>Ongoing current content re: Early Childhood with local resources, and digital tools to deliver the communications on a monthly, quarterly and/or annual basis</p>  |  |
| <p>15-20 community leader databases are developed for communication, education and information dissemination</p>   |  | <p>Developed by September 2018 and maintained through September 2020</p>  |  |
| <p>Developed by September 2018 and maintained through September 2020</p>   |  | <p>Community leaders contact information in a Google Doc database along with team/partner support for ongoing updating</p>  |  |

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>EDUCATE</b></p> <p>Develop a speakers bureau to share awareness and knowledge of Early Childhood issues, challenges and opportunities with the greater community and how they can support the eight-year process of school readiness and third grade reading proficiency.</p>   | <p>GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development etc.</p> | <p>Developed by September 2018 and build/maintain through September 2020</p>   | <p>Identify local leaders who are willing to serve as part of a Speakers' Bureau, develop content and locations.</p> | <p>Establish one countywide Early Childhood Speakers' Bureau that provides 12-20 events annually.</p>  |
| <p><b>DISSEMINATE</b></p> <p>Facilitate the distribution of Early Childhood information and resources with the employees, members and constituents who are connected to the community leaders so that the awareness and knowledge re: the eight-year process of school readiness and third grade reading proficiency is increased</p> | <p>GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development etc.</p> | <p>Developed by September 2018 and build/maintain through September 2020</p>   | <p>Connections to employee, member, constituent, congregant newsletters, websites and social media</p>               | <p>Identify 10 community leaders annually who will embed Early Childhood content within their routine communications with their members/constituents/congregants and employees</p> |
| <p><b>CONNECT</b></p> <p>Introduce and connect community leaders to their local Early Childhood programs/services for volunteer initiatives, funding support, service referrals and resource development.</p>   | <p>GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development etc.</p> | <p>Developed by September 2018 and build/maintain through September 2020</p> <p>Identify networking events and locations along with community leaders logistical support</p> |  |  |



|   |  |   |  |  |
|---|--|---|--|--|
| <b>Strategy 2:</b><br><br>Introduce and familiarize community leaders with the best ways to connect families with young children (ages 0-8) to resources and services that support early childhood development and third grade reading proficiency  | <b>Prioritized root causes related to the objective and addressed by this strategy:</b> <ul style="list-style-type: none"> <li>• Most community leaders are unaware of the wide range of resources and services for families</li> <li>• Community leaders are not familiar with the terminology of human services and education</li> <li>• Many community leaders are not aware or conversant re: the issues of school readiness and third grade reading proficiency</li> <li>• Many community leaders do not know the best ways to connect families to existing resources in the community</li> </ul> |   |  | <b>Performance Measures (results from Strategy 2):</b><br><br>The number and diversity of Community Leaders' awareness and support of Early Childhood issues (school readiness and third grade reading proficiency) etc., along with related resources and opportunities is increased. |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment   | <b>System Characteristic(s) Addressed</b> ☒ Mindsets ☒ Components ☒ Connections ☒ Regulations ☒ Resources ☒ Power  |   |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   | <b>Persons or Groups Responsible (Touchpoints)</b>   | <b>Target Dates</b>   | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b>  |
| <b>ASSESS and GATHER</b><br><br>Work with local educators and EC programs to gather the best content/information to share with community leaders re: school readiness and third grade reading proficiency along with related community resources and services   | GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development, public transportation, etc.   | Developed by September 2018 and build/maintain through September 2020 | Appropriate content<br><br>Website maintenance<br><br>Analytics review   | There is a 10% increase in the metrics of site access and click through and related analytics annually<br><br>10% annual increase in the # of hits and click throughs for Community Leader pages on GSC-W website  |
| <b>EDUCATE</b><br><br>GSC-W and GSPC share the content with community leaders and provide a better understand of school readiness and third grade reading proficiency supports and where to refer families for additional services. Specifically introduce community leaders to Great Start Resource and Fun sites and calendars. | GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development, public transportation etc.  | Developed by September 2018 and build/maintain through September 2020 | Thorough, current content that supports school readiness and third grade reading proficiency<br><br>Webinar and video training content | Fifty Community Leaders (annually) have a better understanding of ways to connect their members, constituents, employees, congregants with appropriate supports for school readiness and third grade reading proficiency along with Early Childhood resources and services             |
| <b>COMMUNICATE</b><br><br>Develop community leader <i>customized</i> newsletters along with related social media campaign and articles, blog info for community leader dissemination  | GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development, public transportation etc.  | Developed by September 2018 and build/maintain through September 2020 | Customized, current content for various types of community leaders   | Develop 12 sets of customized newsletter, social media and related content   |
| <b>DISSEMINATE</b><br><br>Disseminate information regarding Early Childhood resources and services via webinars, a speakers bureau and other varied communication tools (referenced above) so that these leaders can share with their members, employees and constituents   | GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries, workforce development, public transportation etc.  | Developed by September 2018 and build/maintain through September 2020 | Methods (digital and printed) to disseminate content for Community Leader distribution/sharing   | Disseminate 12 sets of customized newsletter, social media and related content (blogs, articles, research etc.)<br><br>10% annual increase in "open" rates for newsletters and click throughs for Community Leader web pages on GSC-W website  |
| <b>CONNECT</b><br><br>Establish networking opportunities for Community Leaders and Early Childhood providers and professionals to meet and share information and content to facilitate a common understanding of  | GSC-W, GSPC, Faith leaders, key municipal departments, elected officials, community businesses, utilities, public safety, cultural institutions, local libraries,  | Developed by September 2018 and build/maintain through September 2020 | Location and resources for networking events<br><br>Knowledgeable Speakers<br><br>Related materials for distribution                   | Establish 10 networking events where community leaders are meeting with EC professional and parents sharing information resources and action steps   |

|  |   |  |   |  |
|--|---|--|---|--|
| school readiness and third grade reading proficiency   | workforce development, public transportation, etc.  |  |   |  |
| <b>Strategy 3:</b><br><br>Develop a mutual awareness and connection between all “enrichment touch points” in Wayne County and families with young children   | <b>Prioritized root causes related to the objective and addressed by this strategy:</b>   |  |   | <b>Performance Measures (results from Strategy 3):</b>   |
| <b>ASSESS and GATHER</b><br><br>Develop and maintain Early Childhood content and resources for <i>enrichment</i> community touch points via GSC-W website  | GSC-W team and key contacts at each enrichment “touchpoint” location  | Currently developed, will be maintained and enhanced through September 2020            | Current and correct database and calendar of enrichment “touchpoints” serving Wayne County                        | Database of 400+ organizations is maintained with specificity throughout year  |
| <b>COMMUNICATE</b><br><br>Develop and implement a communication strategy with all “enrichment” touch points that shares their resources with families re: school readiness and third grade reading proficiency   | GSC-W/GSPC and all Detroit/Wayne County libraries, museums, art centers, science centers, zoos etc. (“Enrichment touch points” listed in Family Activity Resource database) | Developed by September 2018 and will be maintained and enhanced through September 2020 | Contact information for enrichment touchpoints key contacts and relevant programming information for children 0-8 | Development of an aligned programming strategy among enrichment “touchpoints” that incorporates school readiness and third grade reading proficiency |
| <b>EDUCATE</b><br><br>Develop and share Q and A re: Early Childhood resources,   | GSC-W/GSPC and all Detroit/Wayne County libraries, museums, art   | Developed by September 2018 and will be maintained and enhanced through September 2020 | Contact information for “enrichment touchpoints” key contacts and relevant  | Development of an aligned programming strategy among “enrichment touchpoints” that incorporates school readiness and third grade reading proficiency |
| connections and awareness so that “enrichment touchpoints” can incorporate school readiness and third grade reading content and connections through their programming  | centers, science centers, zoos etc. (“Enrichment touch points” listed in Family Activity Guide)   |  | programming information for children 0-8  |  |
| <b>DISSEMINATE</b><br><br>Community enrichment partners share school readiness and third grade reading awareness, content and resources with their employees, members and partners   | GSC-W/GSPC and all Detroit/Wayne County libraries, museums, art centers, science centers, zoos etc. (“Enrichment touch points” listed in Family Activity Guide)             | Developed by September 2018 and will be maintained and enhanced through September 2020 | Embedded links in all communications  | Customized newsletters (12) and editorial calendars will be shared with community leaders and media  |
| <b>CONNECT</b><br><br>Identify shared opportunities for families, professionals, providers, community leaders, educators and “enrichment touch points”: to coordinate programming, events, schedules and communications, where useful and appropriate. | GSC-W/GSPC and all Detroit/Wayne County libraries, museums, art centers, science centers, zoos etc. (“Enrichment touch points” listed in Family Activity Guide)             | Developed by September 2018 and will be maintained and enhanced through September 2020 | Logistics to support one annual gathering of enrichment touchpoints and Early childhood leaders                   | An action plan aligning “enrichment touchpoints” with school readiness and early literacy initiatives  |

READY FAMILIES

|  |   |  |   |   |
|--|---|--|---|---|
| This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):<br><input type="checkbox"/> Children are born healthy.<br><input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.<br><input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.<br><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:<br><input type="checkbox"/> Physical Health<br><input type="checkbox"/> Social-Emotional Health<br><input type="checkbox"/> Family Supports and Basic Needs<br><input type="checkbox"/> Parent Education<br><input checked="" type="checkbox"/> Early Education and Care |   |   |
| <b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s))</b><br>37% of children in poverty in Wayne County (Detroit is 57.6%)<br>1500 parent surveys indicate a significant level of confusion about accessing necessary services<br>35.5% of pregnant women had less than adequate prenatal care<br>63.6% of children receiving WIC service<br>Infant mortality rate of 9.6%<br>65.9% of third-graders not proficient in reading  |   |  |   |   |
| <b>Goal related to the targeted problem(s):</b><br>Families in targeted communities throughout Wayne County have access to resources they need.  |   |  |   |   |
| <b>Objective related to the goal:</b><br>To include more families into the GSPC  |   |  |   |   |
| <b>Strategy 1:</b><br>Monthly GSPC meetings focusing on teaching, coaching, and encouraging parents  | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br>Not all children are healthy, thriving and developmentally on track from birth to grade three  |  |   | <b>Performance Measures (results from Strategy 1):</b> <ul style="list-style-type: none"> <li>• Parent coalition membership will increase.</li> <li>• More families will have access to information.</li> </ul>   |
|  |   |  |   | Long term impact will be that we will have better parents = better parent-child relationships, healthier children, and stronger parent voices   |
| <b>X Parent led Strategy</b><br><b>X Strategy came From</b><br><b>Strengthening Families Assessment</b>  | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power |  |   |   |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>  | <b>Persons or Groups Responsible</b>  | <b>Target Dates</b>  | <b>Resources Needed</b>   | <b>Progress Measures (outputs of activities):</b>   |
| Outreach efforts would intentionally include all of Wayne County families such as: <ul style="list-style-type: none"> <li>• Fathers</li> <li>• Grandparents who are raising grandchildren</li> <li>• LGBTQ</li> <li>• Foster parents</li> <li>• Head Start</li> <li>• Children with special needs</li> <li>• English as second Language</li> <li>• Young parents</li> </ul>  | GSPC  | October 1, 2017-September 30, 2018   | Leadership training PowerPoints and videos from ECIC's website such as<br>-Parenting style/positive behavior training<br>-Strengthening Families Framework<br>-Parents as leaders | Feedback forms from parent coalition indicate that they have more information and are from diverse backgrounds.<br><br>An annual review indicates that there is at least one outreach activity to attempt to recruit families from groups that are not represented. |

|   |   |                                    |  |  |
|---|---|------------------------------------|--|--|
| Utilize social media as an outreach tool to reach more families. <ul style="list-style-type: none"> <li>Highlight at least one parent a month to tell their story.</li> <li>Include information about PC meetings.</li> </ul>   | GSPC  | October 1, 2017-September 30, 2018 | Use existing Facebook page; Instagram accounts; Establish snapchat and YouTube platforms. Parents that use social media/expertise. | Monthly posts to all social media platforms.   |
| <b>Strategy 2:</b><br>Bring awareness to the Strengthening Families framework/ Five Protective Factors and State of Michigan outcomes   | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br>Not all children are healthy, thriving, and developmentally on track from birth to third grade   |                                    |  | <b>Performance Measures (results from Strategy 1):</b><br>Families that participate in the SF trainings and celebration will become aware of SF framework and knowledgeable of Outcomes in Michigan (Feedback forms) |
| <b>X Parent Led Strategy</b><br><b>X Strategy came from Strengthening Families Assessment</b>   | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power |                                    |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   | <b>Persons or Groups Responsible</b>  | <b>Target Dates</b>                | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b>  |
| Hold nine parent coalition meetings with six of the meetings focused on SF outreach to family groups (going to families where they are at).<br><br>Participate in community resource table events to provide families with resources they may need.                     | GSPC  | October 1, 2017-May 30, 2018       | Gas cards, food, childcare, parent leaders, locations, groups that are willing to have GSPC as speakers.                           | Nine parent coalition meetings are held<br><br>reaching 20-50 new families (Sign in sheets at meetings).   |
| Bring attention to the importance of the SF protective factors and the four Michigan outcomes through a parent planned and implemented end of year celebration.<br><br>Participate in community resource table events to provide families with resources they may need. | GSPC  | June-Sept 2018                     | Prizes, food, games, location, volunteers, music, outreach to families (social media).   | Event is held and 100 people (adults and children) participate in event.   |

**EVERYBODY READY FOR A GREAT START  
EVERYBODY READY and EVERYBODY RESPONSIBLE**

|  |  |  |  |  |
|--|--|--|--|--|
| This Goal, Objective and Strategy(ies) targets the following early childhood outcome(s):<br><br><input type="checkbox"/> Children are born healthy.<br><input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade.<br><input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry.<br><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:<br><input checked="" type="checkbox"/> Physical Health<br><input checked="" type="checkbox"/> Social-Emotional Health<br><input checked="" type="checkbox"/> Family Supports and Basic Needs<br><input checked="" type="checkbox"/> Parent Education<br><input checked="" type="checkbox"/> Early Education and Care |  |  |
| <b>% and # of children not reaching targeted outcome(s), broken down by demographics when possible (Targeted Problem(s)):</b><br><br>37% of children in poverty in Wayne County (Detroit is 57.6%)<br>1500 parent surveys indicate a significant level of confusion about accessing necessary services<br>35.5% of pregnant women had less than adequate prenatal care<br>63.6% of children receiving WIC service<br>Infant mortality rate of 9.6%<br>65.9% of third-graders not proficient in reading   |  |  |  |  |
| <b>Goal related to the targeted problem(s):</b><br><br>The GSC-W and the GSPC are considered a quality focal point for current, quality information, resources and connections among parents, professionals and community leaders in Detroit/Wayne County supporting school readiness and third-grade reading proficiency  |  |  |  |  |
| <b>Objective related to the goal:</b><br><br>The components of the Early Childhood system supporting school readiness and third-grade reading proficiency in Wayne County have a common understanding, context, messaging and support among families, providers, professionals and the community-at-large  |  |  |  |  |
| <b>Strategy 1:</b><br><br>Develop updated branding that better reflects the current positioning of the Great Start Collaborative-Wayne   | <b>Prioritized root causes related to the objective and addressed by this strategy:</b> <ul style="list-style-type: none"> <li>The term Great Start Collaborative Wayne is cumbersome</li> <li>Many perceive GSC-W as part of the city of Wayne or County of Wayne</li> <li>Many perceive that GSC-W excludes Detroit</li> </ul> |  | <b>Performance Measures (results from Strategy 1):</b><br><br>Create a more family, partner friendly, inclusive brand  |  |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment  |  |  |  |  |
| <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power  |  |  |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>  | <b>Persons or Groups Responsible</b>   | <b>Target Dates</b>  | <b>Resources Needed</b>  | <b>Progress Measures (outputs of activities):</b>  |
| Creating a brand/communication Task Force  | GSC-W and GSPC   | December 2017  | Graphics and marketing (printed, digital and social) team members  | GSC-W, GSPC members and community partners embrace the updated branding and messaging evidenced by increased traffic |
| Update collateral materials as necessary   | GSC-W  | June 2018  | Graphics and marketing (printed, digital and social) team members  | GSC-W, GSPC members and community partners embrace the updated branding and messaging evidenced by increased traffic |
| <b>Strategy 2:</b><br><br>Maintain a website and related comprehensive multi-media messaging and content that support early childhood development, school readiness and third grade reading proficiency  | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br><br>Parents are overwhelmed with too much information and often incorrect information   |  | <b>Performance Measures (results from Strategy 2):</b><br><br>Maintain a content-rich, parent friendly website that is responsive both programmatically and technically as evidenced by a 25% analytics improvement annually |  |

|   |  |   |  |   |   |   |  |  |  |  |
|---|--|---|--|---|---|---|--|--|--|--|
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment   |  |   |  |   | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power |   |  |  |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   |  | <b>Persons or Groups Responsible</b>  |  | <b>Target Dates</b>   |   | <b>Resources Needed</b>   |  | <b>Progress Measures (outputs of activities):</b>  |  |  |
| Develop/identify high quality parent education content that is straightforward to teach, adopt, implement and share   |  | GSC-W, GSPC and partners  |  | Develop by September 2018 and maintain and augment through 2020 |   | Highest quality family-friendly, parent/caregiver education resources   |  | Create an authentic body of work that supports parents and caregivers as they assist their children in becoming school ready and reading proficiently at third grade |  |  |
| <b>Strategy 3:</b><br><br>Maintain a database and calendar for all resources, fun and enrichment activities for families with young children  |  | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br><br>Families are not aware of the enormous range of enrichment and support services that are available (based on survey responses) |  |   |   |   | <b>Performance Measures (results from Strategy 3):</b><br><br>Website analytics will show a 25% increase in the number of hits to this site annually   |  |  |  |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment   |  |   |  |   | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power |   |  |  |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   |  | <b>Persons or Groups Responsible</b>  |  | <b>Target Dates</b>   |   | <b>Resources Needed</b>   |  | <b>Progress Measures (outputs of activities):</b>  |  |  |
| Maintain and expand the database and calendar of enrichment resources for families  |  | GSC-W   |  | September 2018 and maintain, update through September 2020      |   | Weekly resource and calendar updates of correct and current information |  | Families and caregivers will have an increased awareness of support services and enrichment opportunities for their families   |  |  |
| Maintain and expand the database and calendar of support resources for families   |  | GSC-W   |  | September 2018 and maintain, update through September 2020      |   | Weekly resource and calendar updates of correct and current information |  | Families and caregivers will have an increased awareness of support services and enrichment opportunities for their families   |  |  |
| <b>Strategy 4:</b><br><br>Develop/share responsive Professional and Parent Development messaging, content, webinars etc. that support early childhood development, school readiness and third-grade reading proficiency |  | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br><br>Every parent survey, workgroup and meeting identifies an overwhelming need for useful, authentic parent training               |  |   |   |   | <b>Performance Measures (results from Strategy 4):</b><br><br>A comprehensive body of work (comprised of printed/digital media and in-person trainings) will be available (and access will be tracked) supporting parents and caregivers in their daily work of parenting/caregiving |  |  |  |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment   |  |   |  |   | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power |   |  |  |  |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   |  | <b>Persons or Groups Responsible</b>  |  | <b>Target Dates</b>   |   | <b>Resources Needed</b>   |  | <b>Progress Measures (outputs of activities):</b>  |  |  |

|   |   |  |   |  |
|---|---|--|---|--|
| Identify, develop and share the highest quality, yet most doable parenting/caregiving information, techniques and activities  | GSC-W, GSPC and 32P and LLG Home Visiting programs  | September 2018 and maintain, update through September 2020 | High quality content and family-friendly activities that support school readiness and third grade reading | A body of work will be created that is simple to access and easy to use on a daily basis   |
| Identify and share this quality content in the widest range of media, applications, venues and formats                        | GSC-W, GSPC and 32P and LLG Home Visiting programs  | September 2018 and maintain, update through September 2020 |   | Various formats of the parenting/caregiver content is published and distributed  |
| <b>Strategy 5:</b><br>Develop A website for Data Driven Dialogue  | <b>Prioritized root causes related to the objective and addressed by this strategy:</b><br>There is a tremendous amount of Early Childhood data, research and reports that are not organized. Partners and providers are duplicating time and effort looking for existing data, research and reports                          |  |   | <b>Performance Measures (results from Strategy 5):</b><br>Assess the scope and quality of the content through a review of analytics showing minimum of 10 hits monthly |
| <input type="checkbox"/> Parent Led Strategy<br><input type="checkbox"/> Strategy came from Strengthening Families Assessment | <b>System Characteristic(s) Addressed</b> <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 checked="" type="checkbox"/> Power |  |   |  |
| <b>Activities (small wins promoting the strategy and addresses root causes)</b>   | <b>Persons or Groups Responsible</b>  | <b>Target Dates</b>  | <b>Resources Needed</b>   | <b>Progress Measures (outputs of activities):</b>  |
| Locate all relevant data, research and reports relevant to Early Childhood in Wayne County to one accessible website          | GSC-W   | September 2018 and maintain, update through September 2020 | Data sets, analysis, research reports and maps  | A comprehensive collection of data, reports, research and analysis will be hosted in one location for all partners to utilize  |

# FINANCING AND FUND DEVELOPMENT

The Great Start Collaborative-Wayne functions through a highly effective administrative structure and financial partnership between Everybody Ready and Wayne RESA. Through a contractual relationship, Wayne RESA provides the county-wide visibility, presence and resources partnered with the nimble flexibility of the 501 C-3 nonprofit, Everybody Ready. This relationship provides for a powerful yet responsive opportunity to maximize fund development. Braided and blended funding opportunities are utilized to maximize options and opportunities for initiatives supporting early childhood. Funds from the Michigan Department of Education through the Office of Great Start and the Early Childhood Investment Corporation flow through Wayne RESA to Everybody Ready where the activities of the Collaborative, community-based Home Visiting programs and the Great Start Parent Coalition are funded. Systems are in place to facilitate the efficient and responsive movement of these funds.

In addition, Everybody Ready's 501 c-3 status provides additional resources for numerous activities and initiatives that are aligned with the Goals and Objectives of this Strategic Plan. Direct, braided and blended funding have supported Early Childhood events, demonstration projects, home visitors, initiatives and families in numerous ways including, but not limited to: diaper banks, children's books for homeless centers, toothbrushes for oral health programs, literacy support materials for home visitors, early care scholarships, backpacks with books, balls and blocks, BRUSH! training, resources for new Moms, Fatherhood books, summer camps, data development and ASQ/HMG training and resources. All funds that are expended support Early Childhood system building and initiatives. These include:





# APPENDIX

## ACRONYMS

ASQ/HMG - Ages and Stages Questionnaire/Help Me Grow  
BRUSH! - Nationally recognized Early Childhood Oral Health parent and professional training program  
EHS - Early Head Start  
GSC-W - Great Start Collaborative-Wayne  
GSPC - Great Start Parent Coalition  
GSRP - Great Start Readiness Program  
GSQ - Great Start to Quality  
HS - Head Start  
HSH - Hope Starts Here  
IFF - Non-profit community development organization  
LLG - Home Visiting Local Leadership Group  
Wayne RESA - Wayne Regional Educational Service Agency

## EVIDENCED-BASED HOME VISITING PROGRAMS

Parents as Teachers  
Early Head Start  
Growing Great Kids  
Head Start  
Nurse-Family Partnership  
Healthy Families America  
Family Spirit

## EVIDENCE-BASED EARLY LITERACY PROGRAMS

Reading Rockets  
Born Learning®  
Center for Early Literacy Learning (CELL)  
Too Small to Fail - Talk, Read Sing Together Everyday!  
Raising a Reader

LOCAL SOURCES OF DATA are all housed at [www.gscwdatadrivendialogue.org](http://www.gscwdatadrivendialogue.org)

## ABLE CHANGE

This Strategic Plan was developed utilizing the ABLe Change Framework. GSC-W and GSPC team members were trained in the process and were provided the ongoing support, advice and guidance of ECIC staff. We would specifically like to thank our consultant, Kay Balcer for her patience, counsel and keen eye.

### ABLe Change Overview

The **ABLe Change Framework** is a model designed to help communities more effectively address the significant social issues affecting children, youth and families. The model is based upon the premise that communities can achieve transformative results when they make local system and community conditions the intentional targets of their change initiative, when they pursue the effective implementation of their efforts and when they build a community engagement infrastructure that supports real-time learning and action across diverse stakeholders and sectors. Designed by Drs. Pennie Foster-Fishman and Erin Watson at Michigan State University, the ABLe Change Framework draws upon research from the successes and failures of prior organizational, community, service system and international change efforts. The ABLe Change Framework is dynamic and adaptive to local conditions and problems, providing stakeholders with the flexibility they need to effectively address targeted community problems. The model is organized around 6 “simple rules” that, when pursued together, transform how community stakeholders work and learn together.



#### ENGAGE DIVERSE PERSPECTIVES

Diverse stakeholders hold unique perspectives on the system, its problems, and possible solutions. Engaging diverse perspectives leads to a more comprehensive understanding of the system and how to change it.



#### THINK SYSTEMICALLY

Change efforts often target the surface of problems, not the underlying system conditions causing local problems. Thinking systemically attends to and shifts system characteristics and their interactions, leading to more effective solutions to local problems.



#### INCUBATE CHANGE

Transformative change is accelerated when communities create the conditions for rapid innovation to occur across the community system. Incubating change includes fostering small actions across multiple community layers as well as leveraging systemic feedback loops to reinforce the change.



#### IMPLEMENT CHANGE EFFECTIVELY

Great strategic designs for promoting community change are not enough; systems change efforts must also attend to how effectively their proposed strategies are carried out by assessing and building a climate for effective implementation.



#### ADAPT QUICKLY

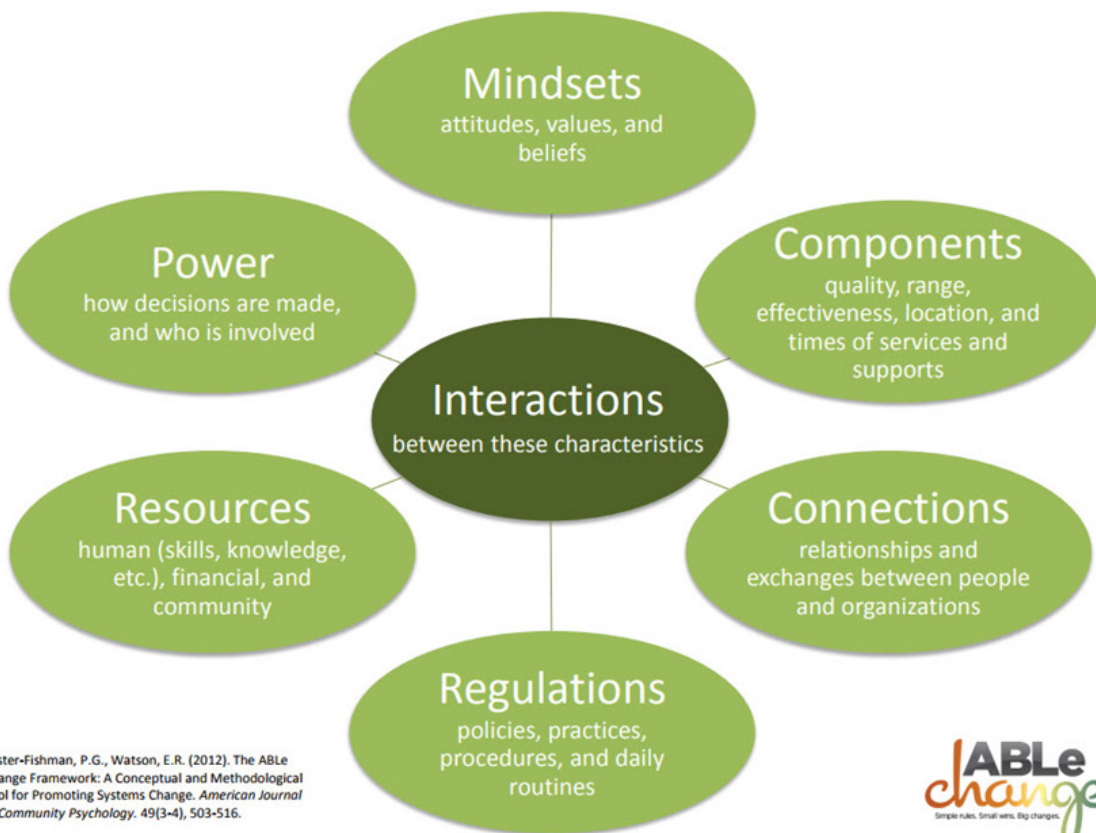
Problems facing our communities today are complex and ever-changing. Transformative change requires an ongoing, dynamic process, where understanding, learning, and adapting become more important than planning. To adapt quickly, you must identify and quickly respond to emerging problems and opportunities.



#### PURSUE SOCIAL JUSTICE

In order to really shift the status quo, one must understand disparities in outcomes and opportunities. Pursuing social justice involves embedding an equity lens within all efforts to transform the lives of all children and families.

# Strategic Planning Process



Foster-Fishman, P.G., Watson, E.R. (2012). The ABLe Change Framework: A Conceptual and Methodological Tool for Promoting Systems Change. *American Journal of Community Psychology*. 49(3-4), 503-516.



# EARLY CHILDHOOD: WHAT DO TEN YEARS OF DATA TELL US?

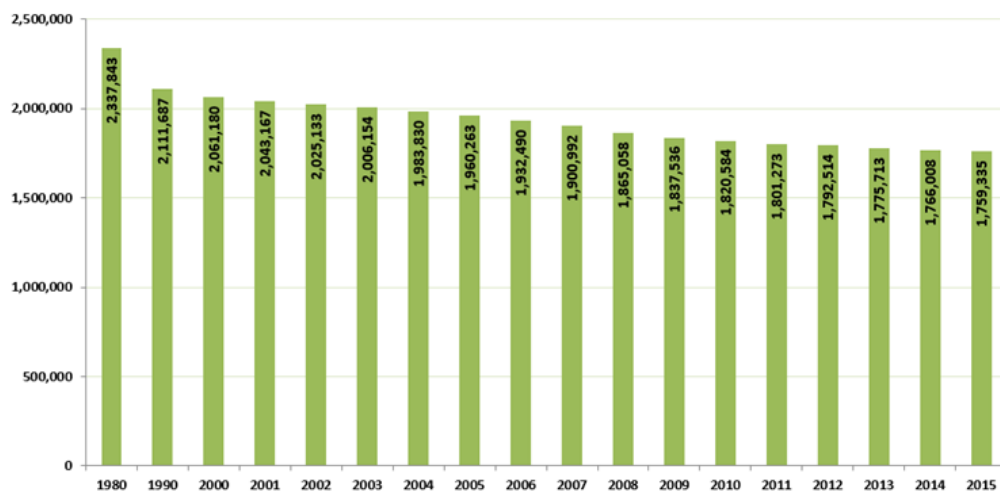
Presentation to

## Great Start Collaborative-Wayne Collaborative Meeting

Kurt Metzger

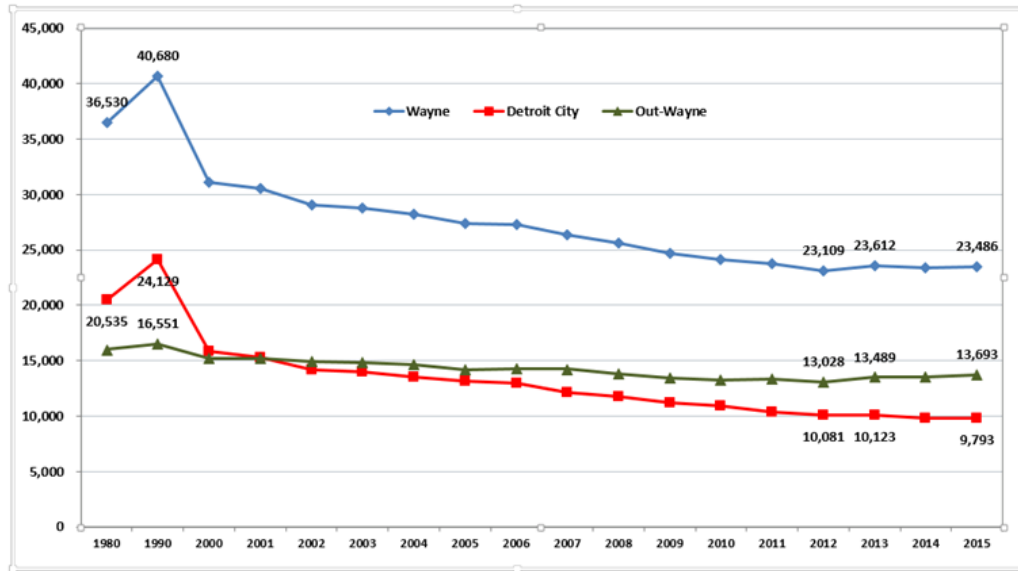
February 20, 2017

### Wayne County Population Continues to Decrease Highest in Country Since Katrina Until 2015



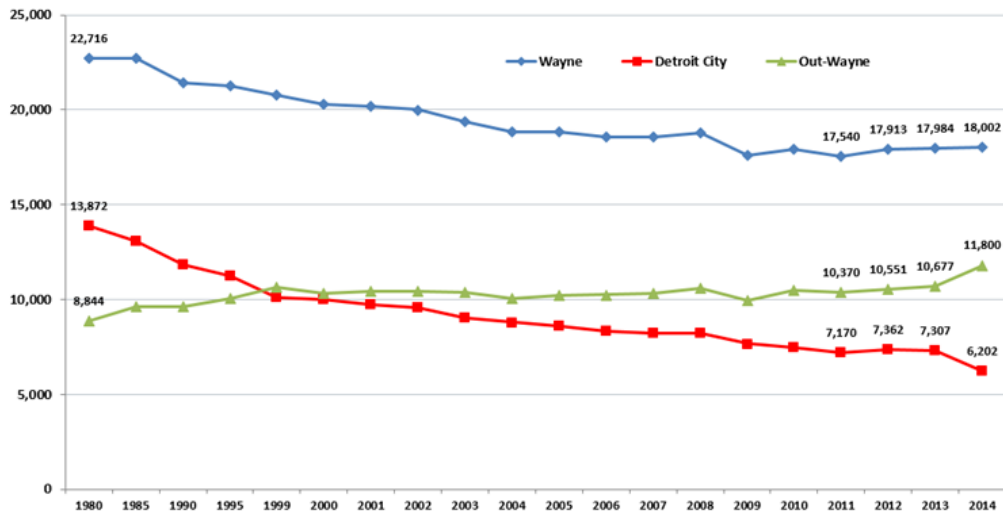
Source: Census Bureau – Census and Population Estimates

## Births Show Slight Rise Out-Wayne Detroit Down 59.4% Since 1990



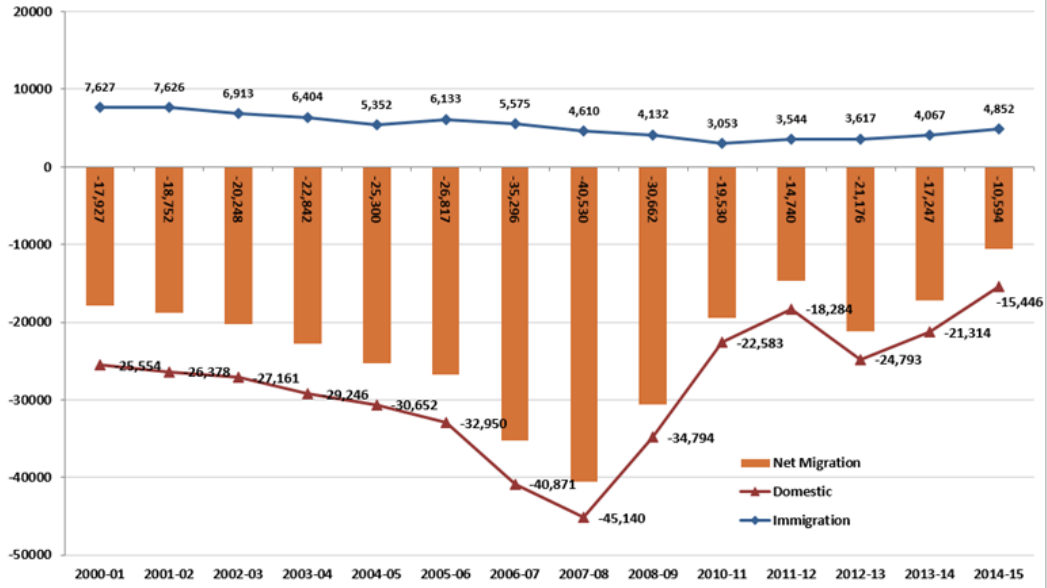
Source: Census Bureau – Census and Population Estimates

## While Out-Wayne County Showed Large Increase in Deaths in 2014, Detroit Went in the Other Direction



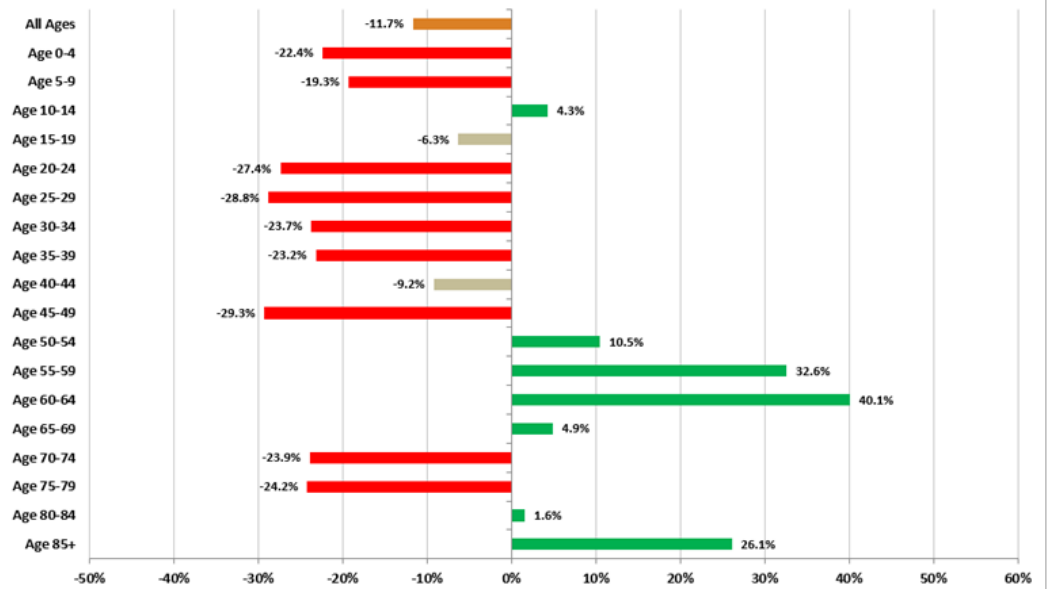
Source: Census Bureau – Census and Population Estimates

## Domestic Out-Migration Continues to Dominate Population Trends in Wayne County



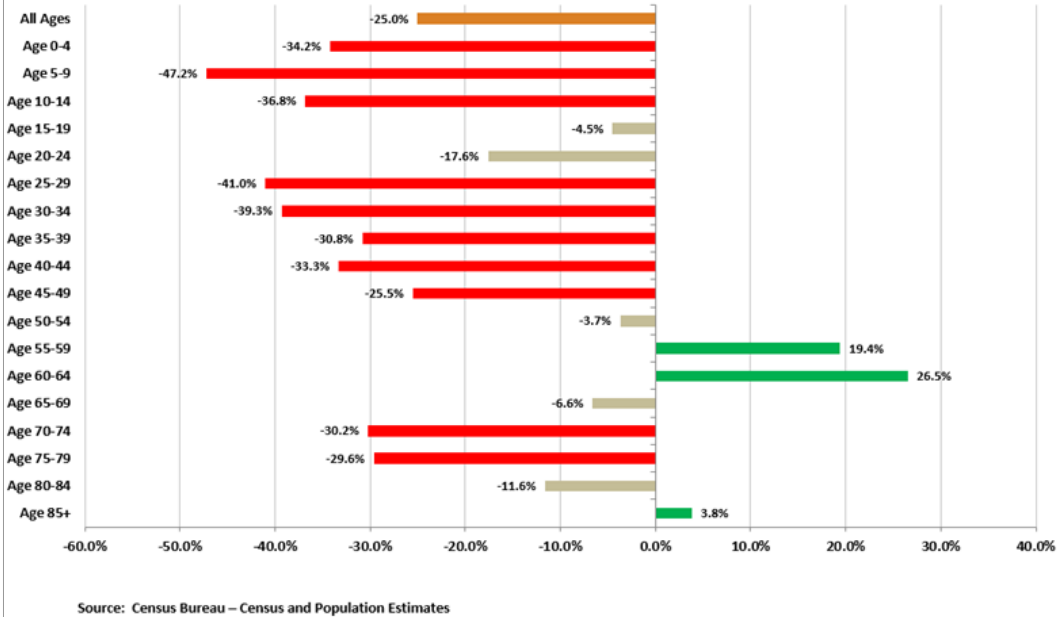
Source: Census Bureau – Census and Population Estimates

## Wayne County Experienced Large Losses in Child Population Between 2000 and 2010



Source: Census Bureau – Census and Population Estimates

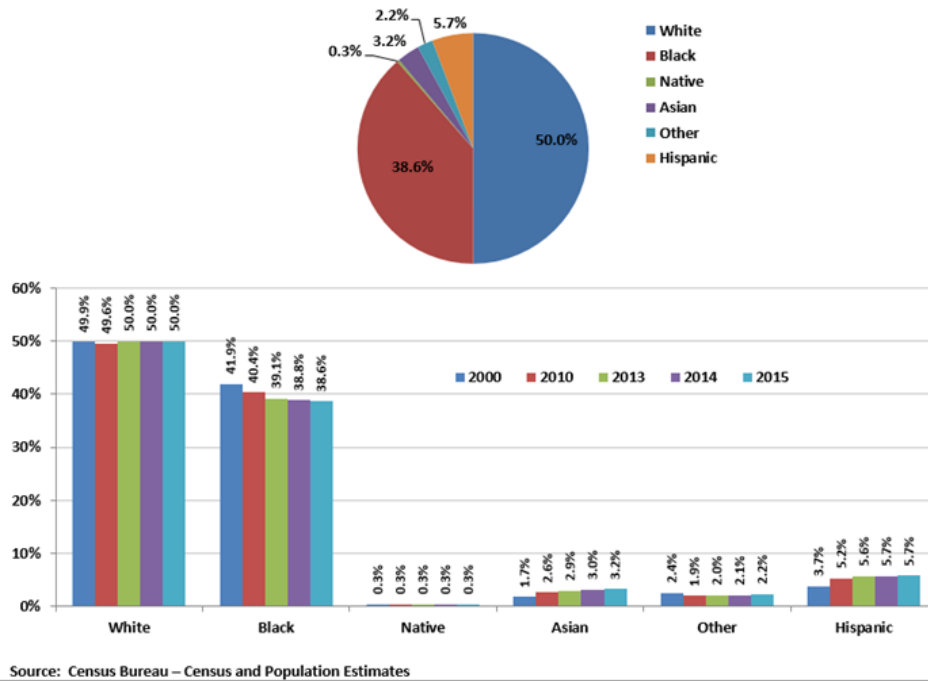
## Detroit Population Loss Between 2000 and 2010 Driven By Exodus of Young Families



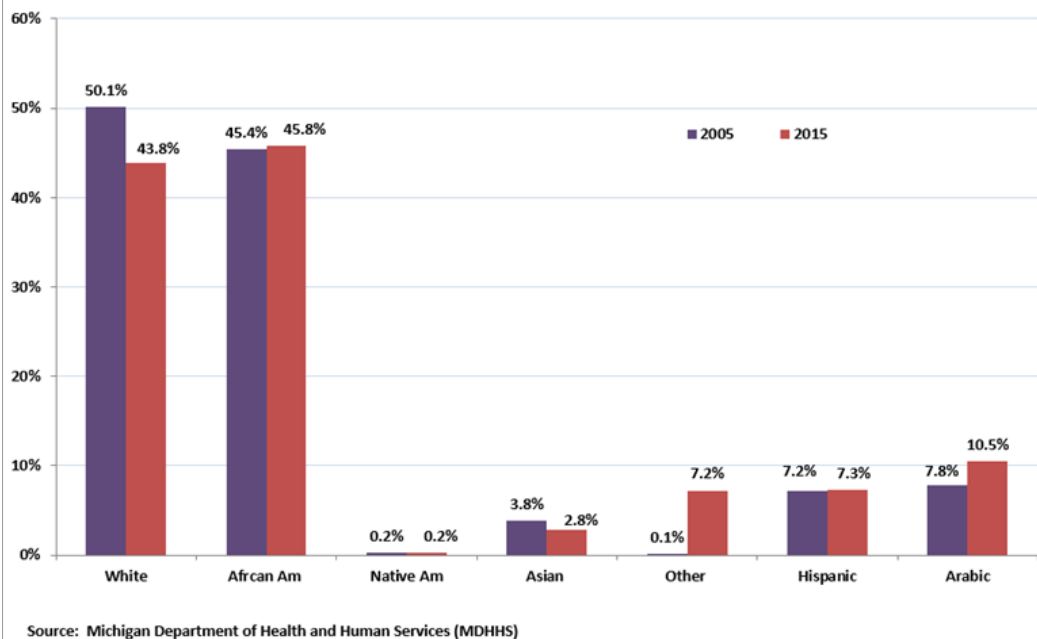
## Decreasing Births and Continued Out-Migration in Wayne County Combined to Decrease Number of Children Between 2010 and 2015



## The Overall Racial Composition of Wayne County Has Changed Minimally Between 2000 and 2015

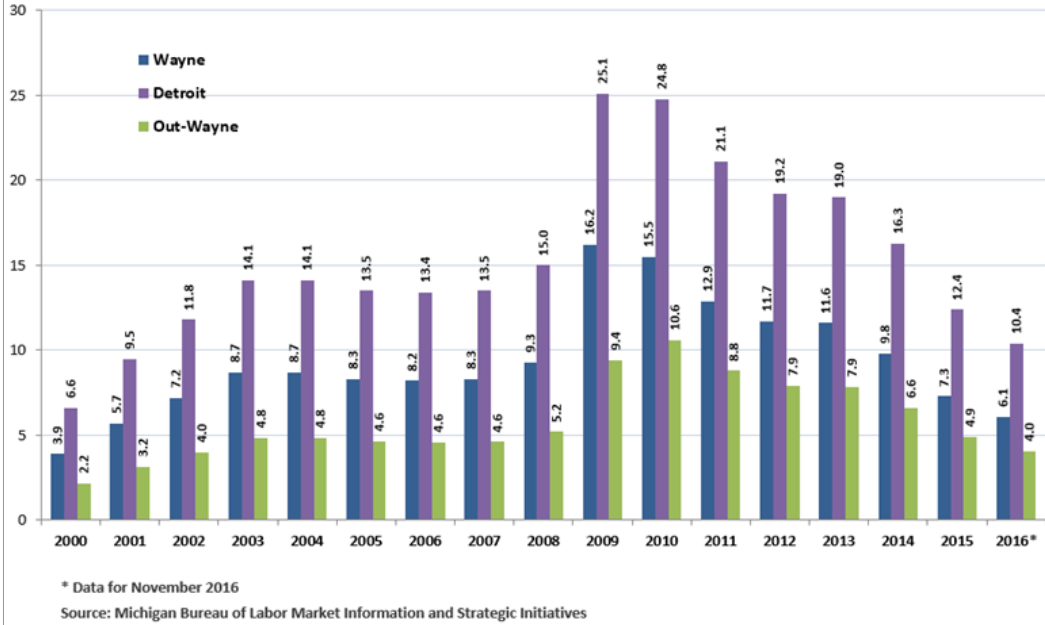


## Births to Persons of Color in Wayne County Have Continued to Increase

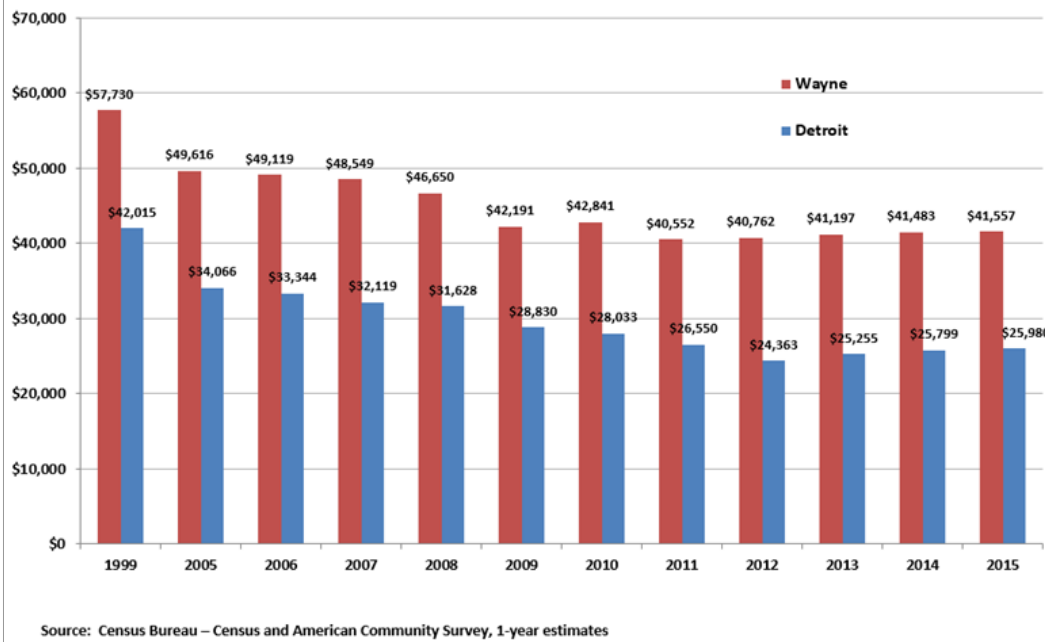




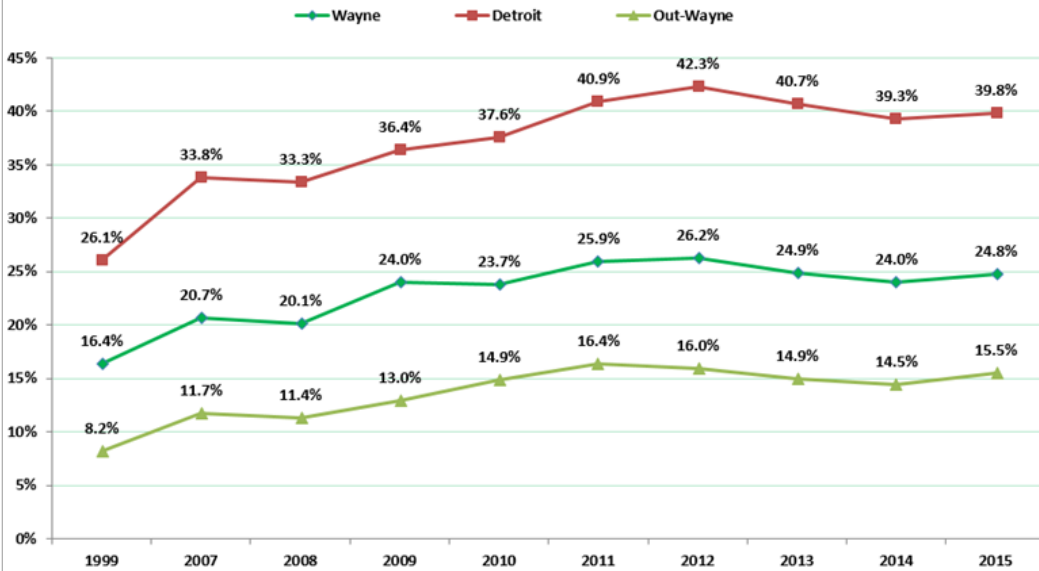
## While Unemployment Has Been Decreasing, Labor Force Participation Remains Low in Detroit and 66% of Detroit Workers Must Leave the City



## The Buying Power of Wayne County Households Has Decreased by 28% Since 1999 – Detroit Is Down 38%

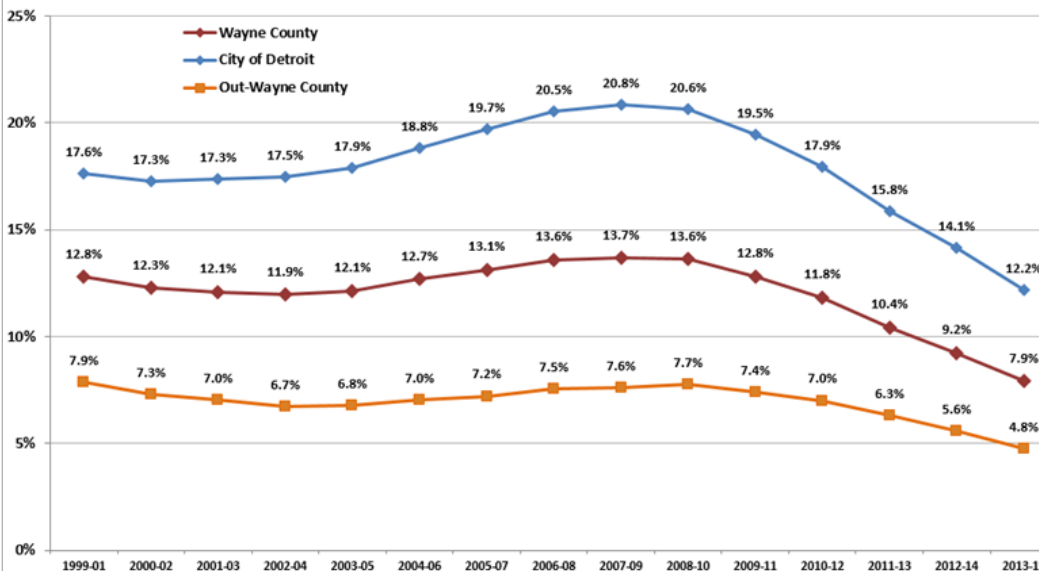


## Poverty Rates Reached Their Highest Level in 2012 – Minimal Decreases Since



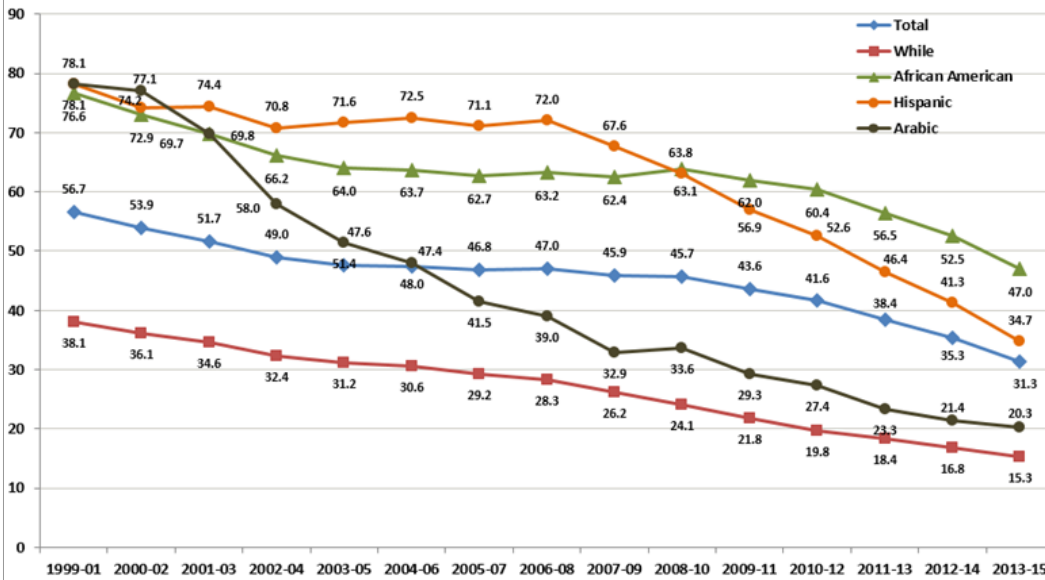
Source: Census Bureau – Census and American Community Survey, 1-year estimates

## The Decrease in Teen Births, As a Share of Total, Has Accelerated in Recent Years



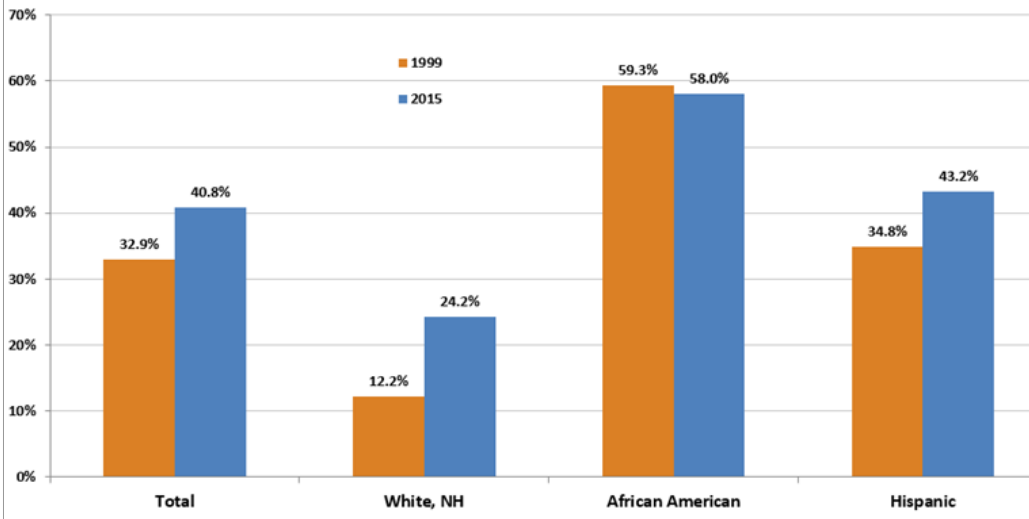
Source: Michigan Department of Health and Human Services (MDHHS)

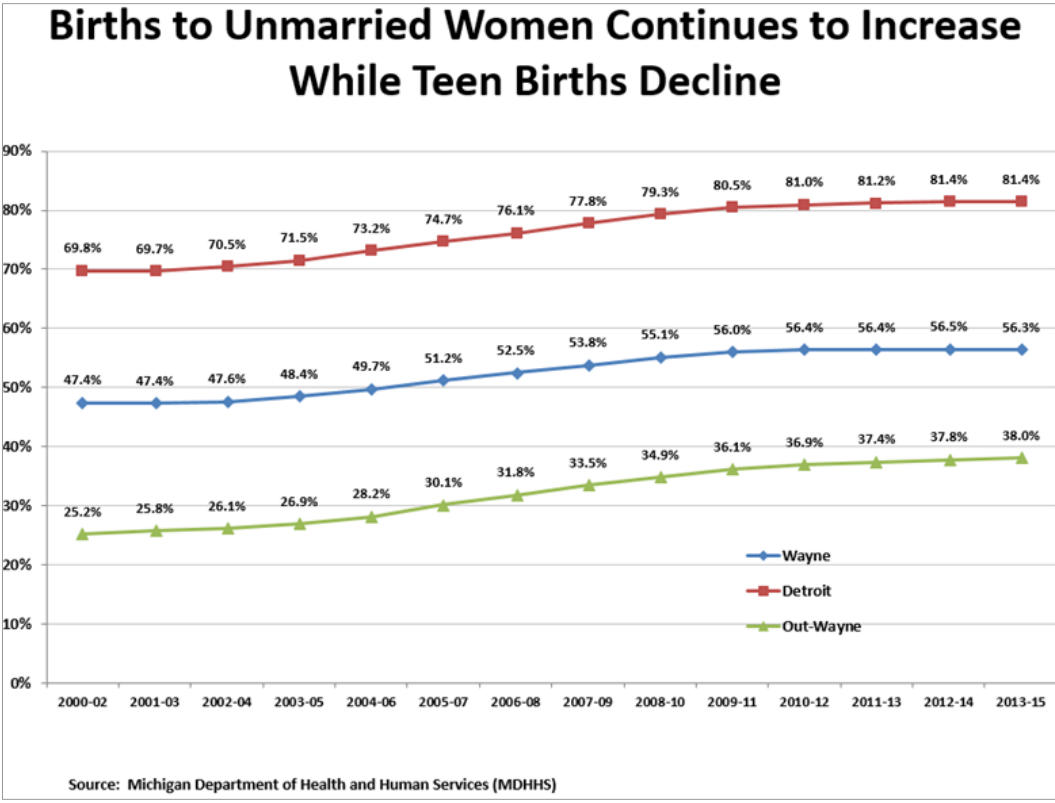
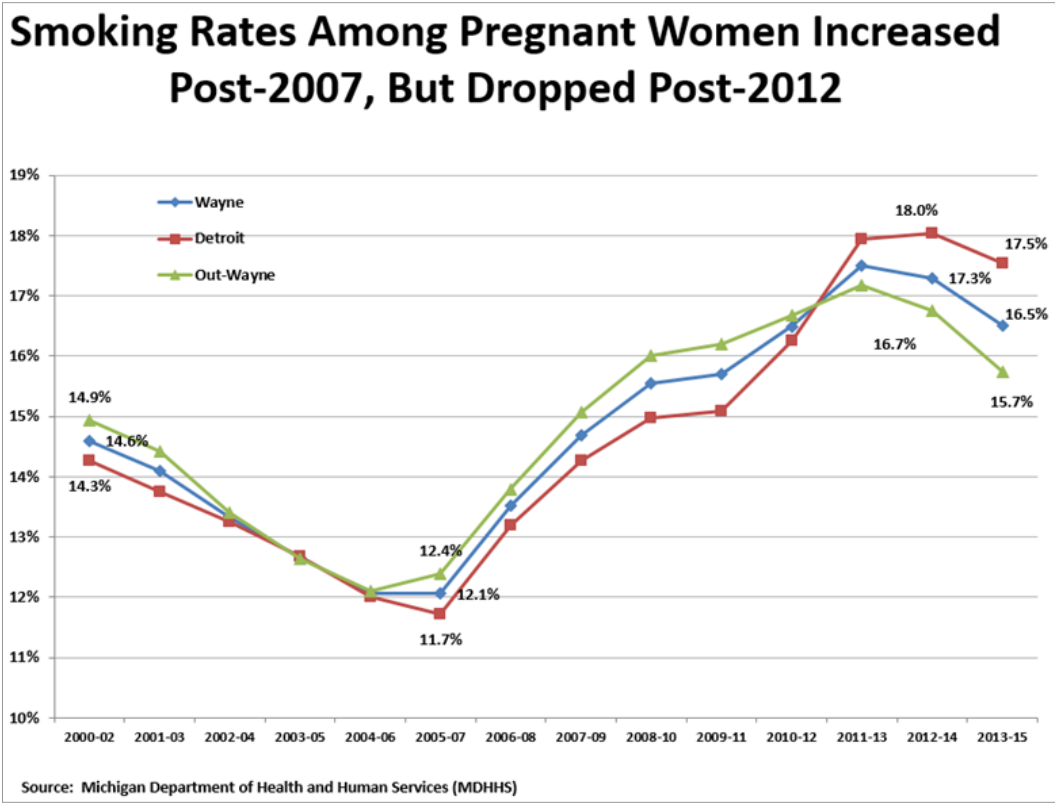
## The Teen Birth Rate in Wayne County Continues to Decrease Across All Racial/Ethnic Groups



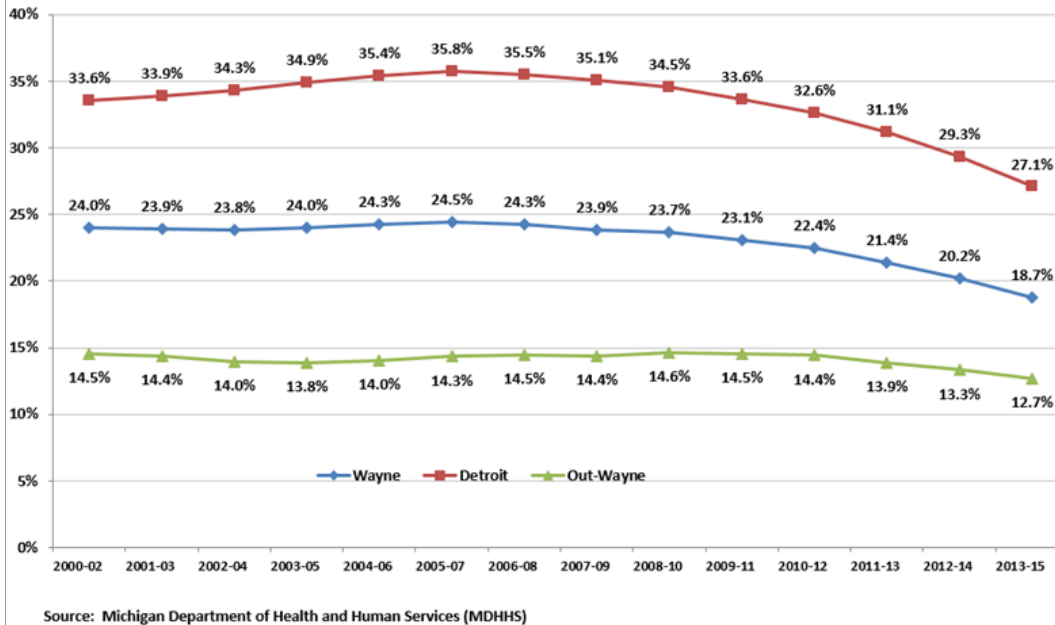
Source: Michigan Department of Health and Human Services (MDHHS)

## The Poverty Rate for Children (5 Years and Under) in Wayne County Has Increased Since 2000 Census

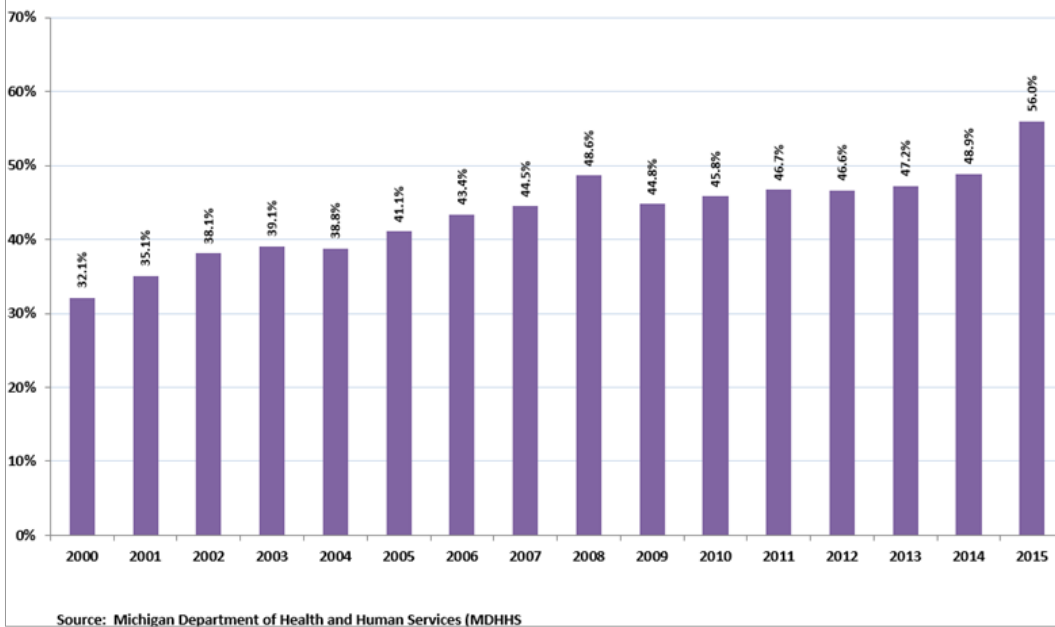




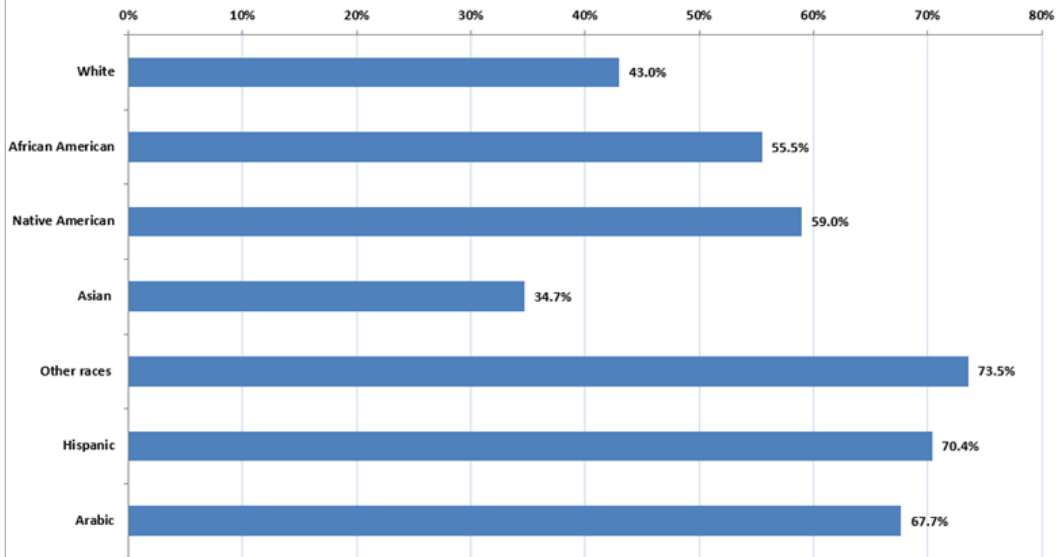
## The Share of New Mothers Without a High School Degree Continues to Decline



## The Share of Births in Wayne County That Were Paid For By Medicaid Has Increased in Recent Years

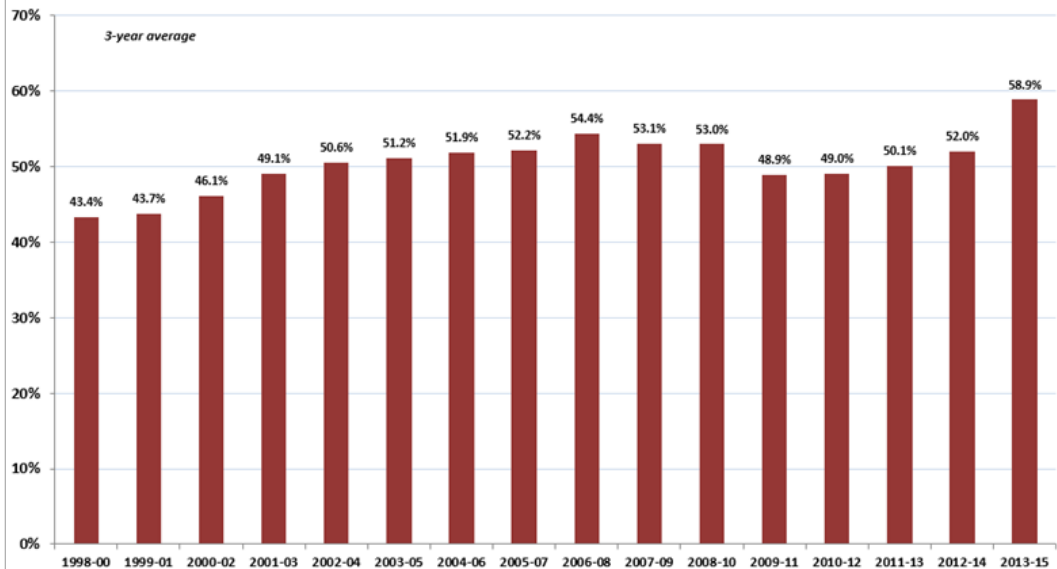


## More Than Half of Births in Wayne County Were Paid For By Medicaid For All Race/Ethnic Groups But Asians and Whites



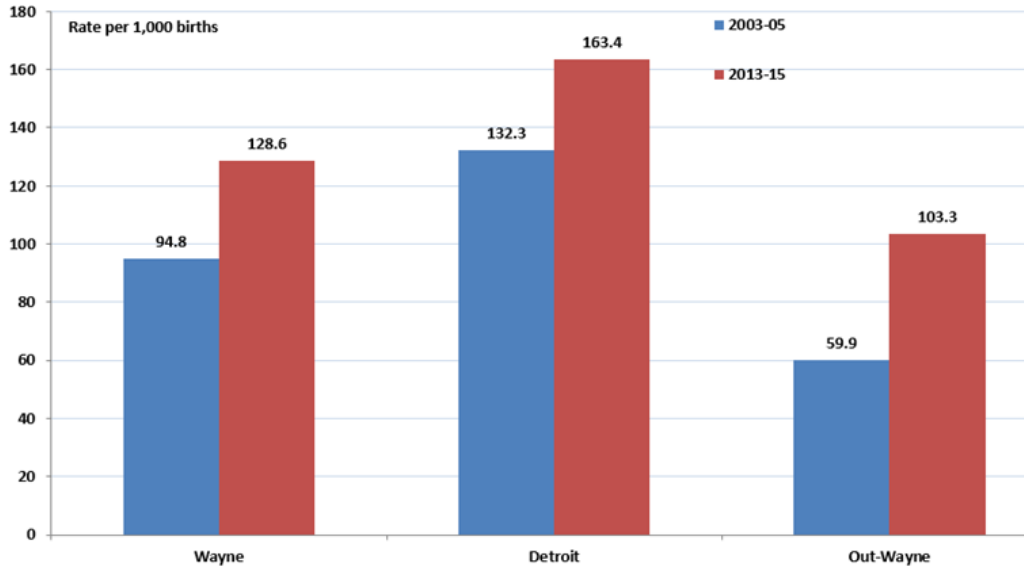
Source: Michigan Department of Health and Human Services (MDHHS)

## The Share of Births in The City of Detroit That Were Paid For By Medicaid Has Remained Relatively Constant Between 1998-2000 and 2013-15



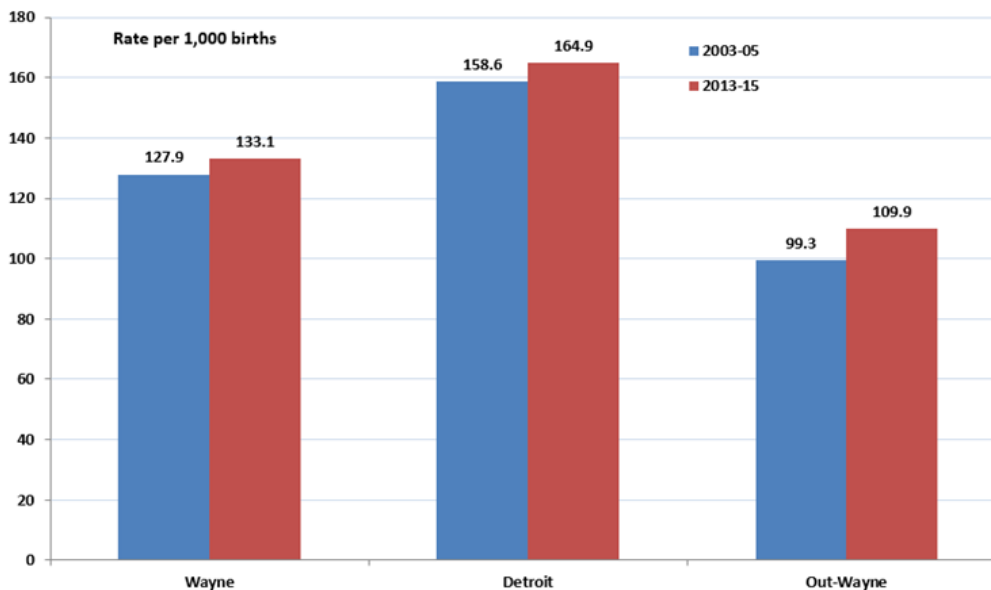
Source: Michigan Department of Health and Human Services (MDHHS)

## The Share of Mothers With Less Than Adequate Prenatal Care Has Increased Throughout the County



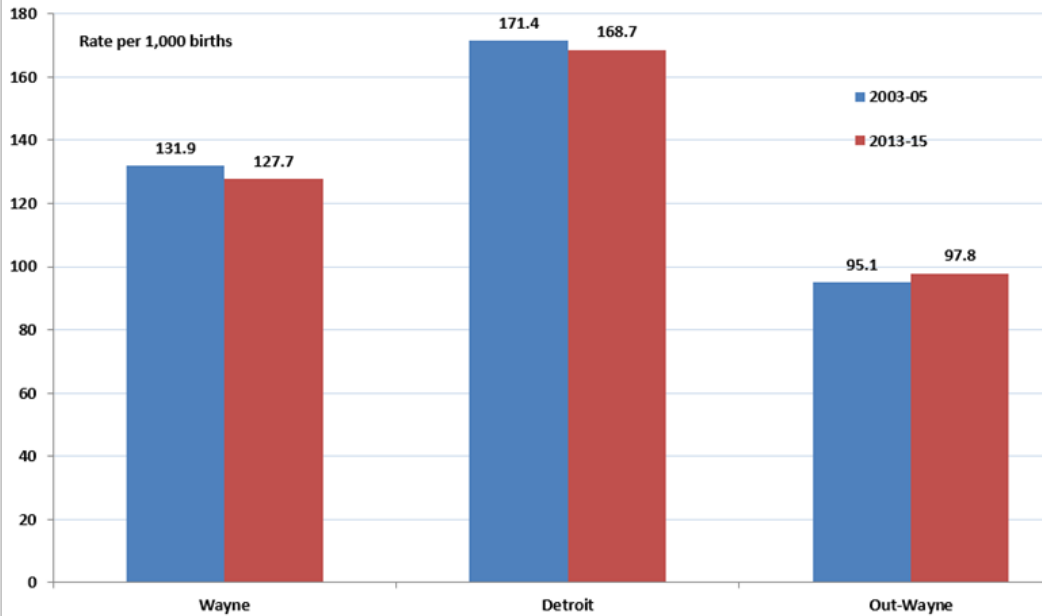
Source: Michigan Department of Health and Human Services (MDHHS)

## The Rate of Preterm Births Has Shown An Increase in Both Detroit and Out-Wayne



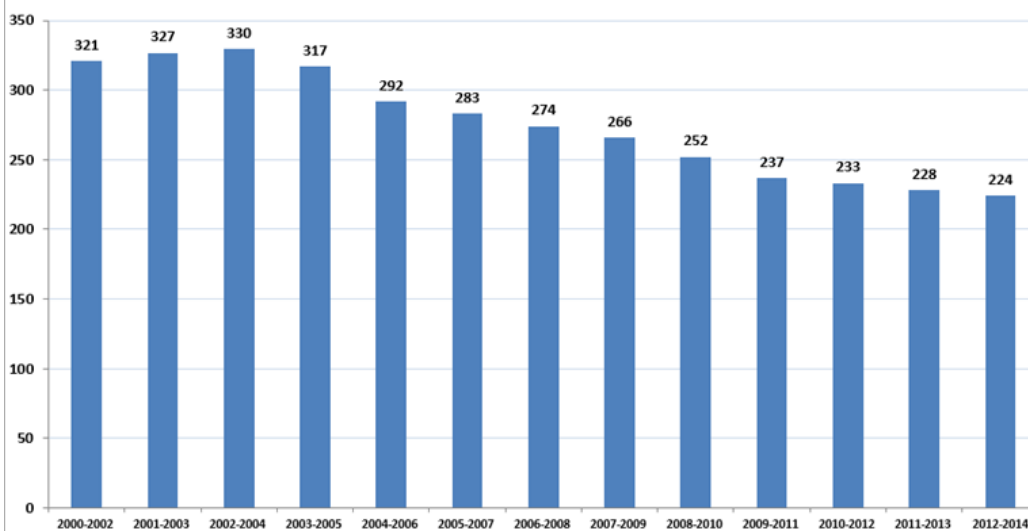
Source: Michigan Department of Health and Human Services (MDHHS)

## The Incidence of Low Birthweight Has Increased Slightly Out-Wayne While Decreasing In Detroit



Source: Michigan Department of Health and Human Services (MDHHS)

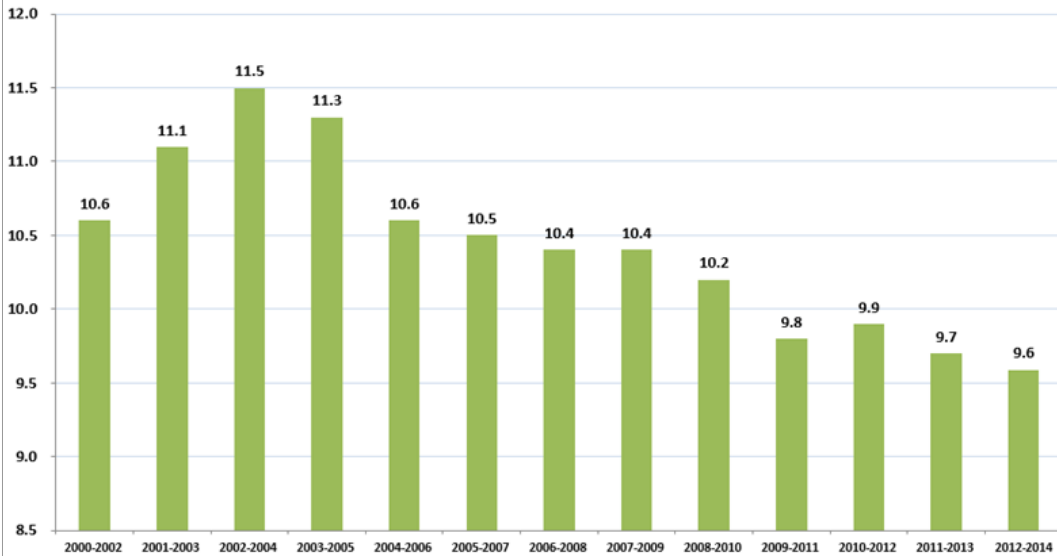
## The Number of Infant Deaths Has Decreased at a Rate Slightly Higher Than Total Births



Source: Michigan Department of Health and Human Services (MDHHS)

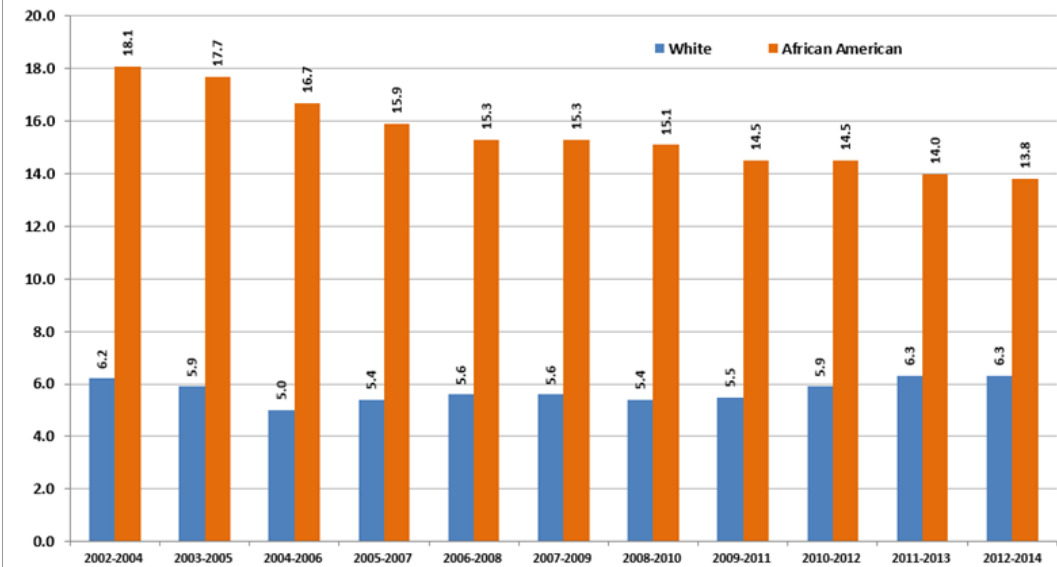


## The Infant Mortality Rate in Wayne County Has Shown a Very Small Decrease Over the Last 10 Years



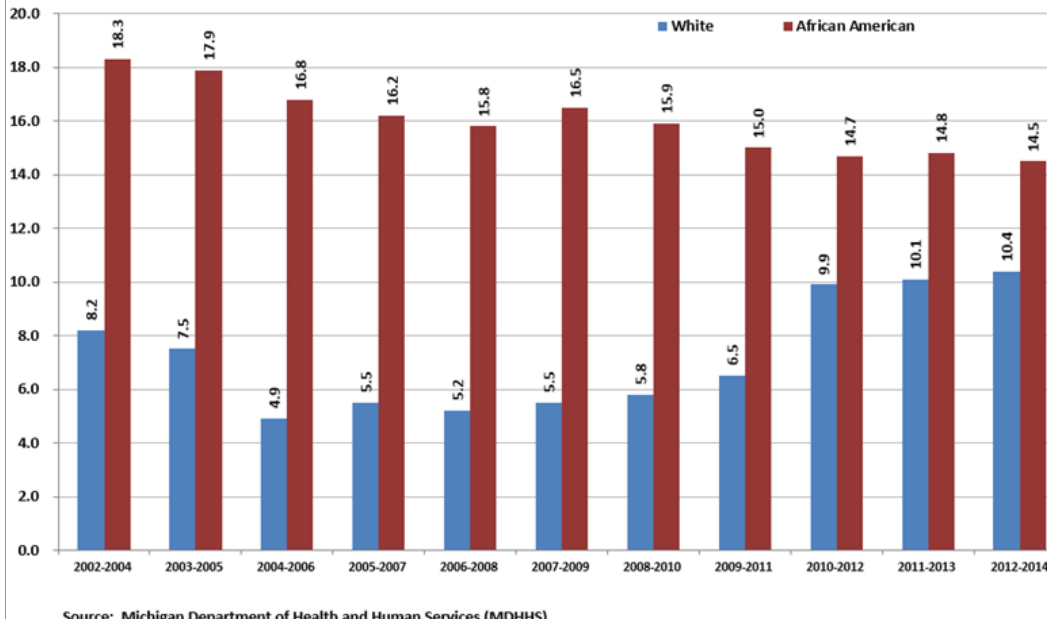
Source: Michigan Department of Health and Human Services (MDHHS)

## Wayne County Has Experienced A Slow, But Steady, Decrease in the Infant Mortality Rate For African Americans

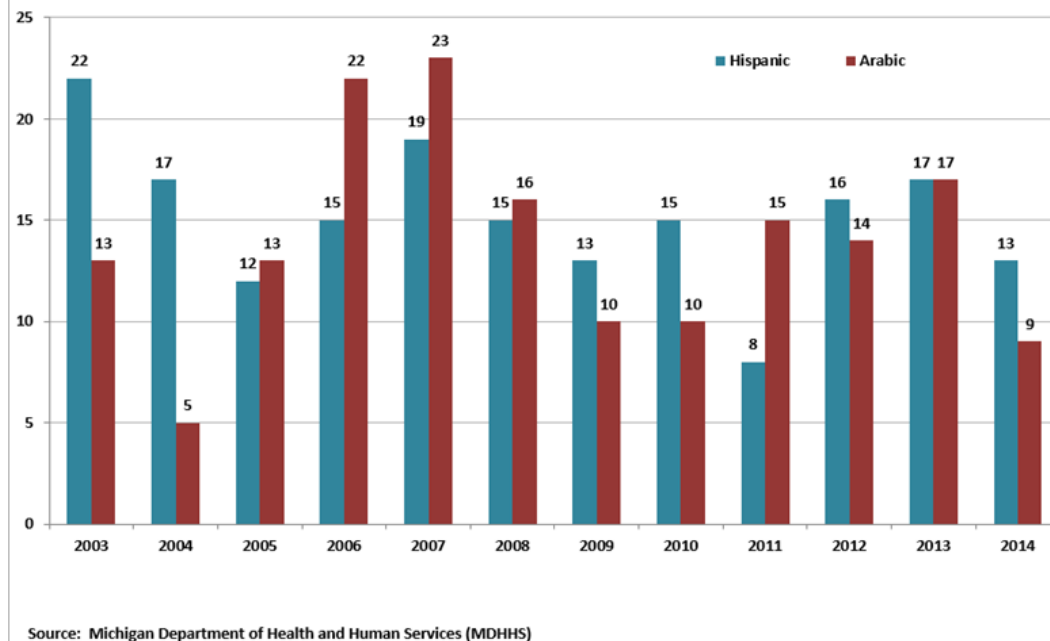


Source: Michigan Department of Health and Human Services (MDHHS)

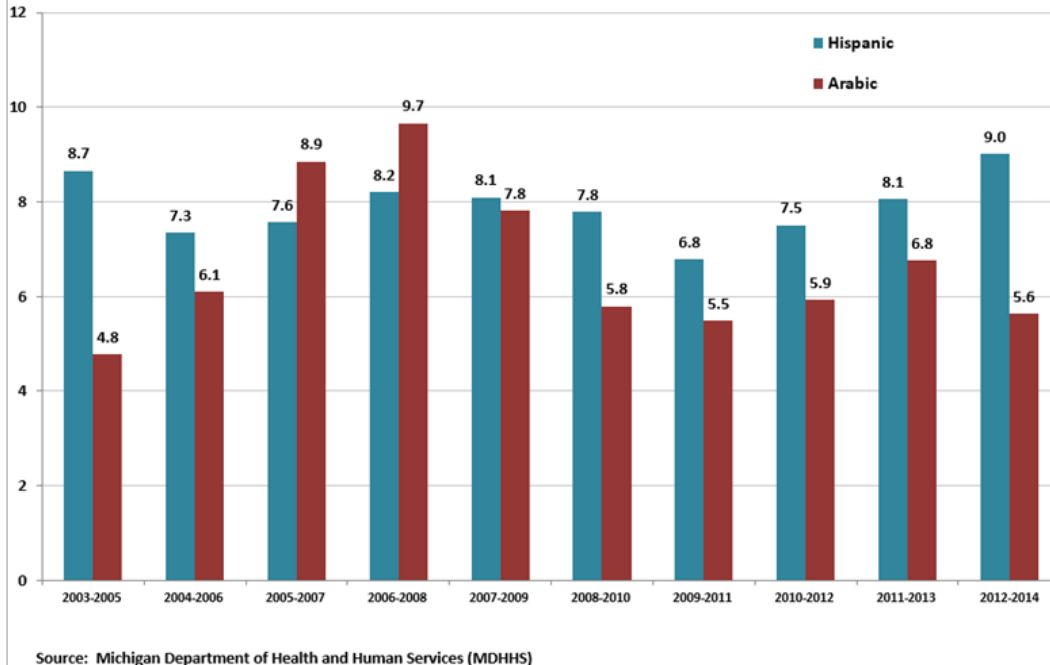
## Detroit Has Experienced A Decrease in the African American Infant Death Rate But Increase For Whites



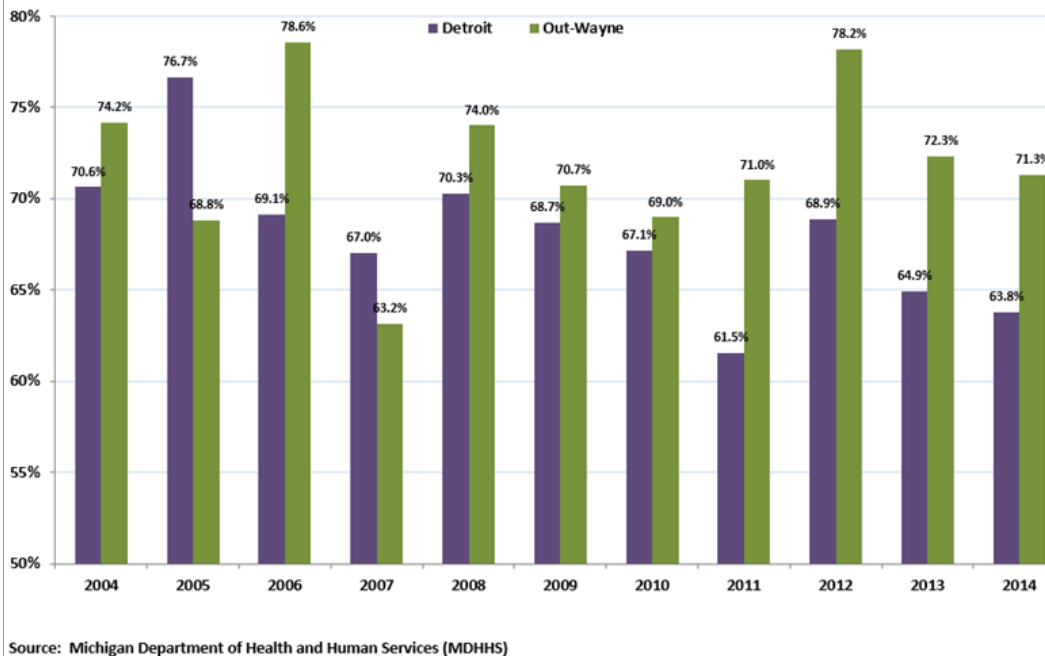
## The Number of Infant Deaths to Hispanic and Arabic Mothers Shows Great Fluctuation



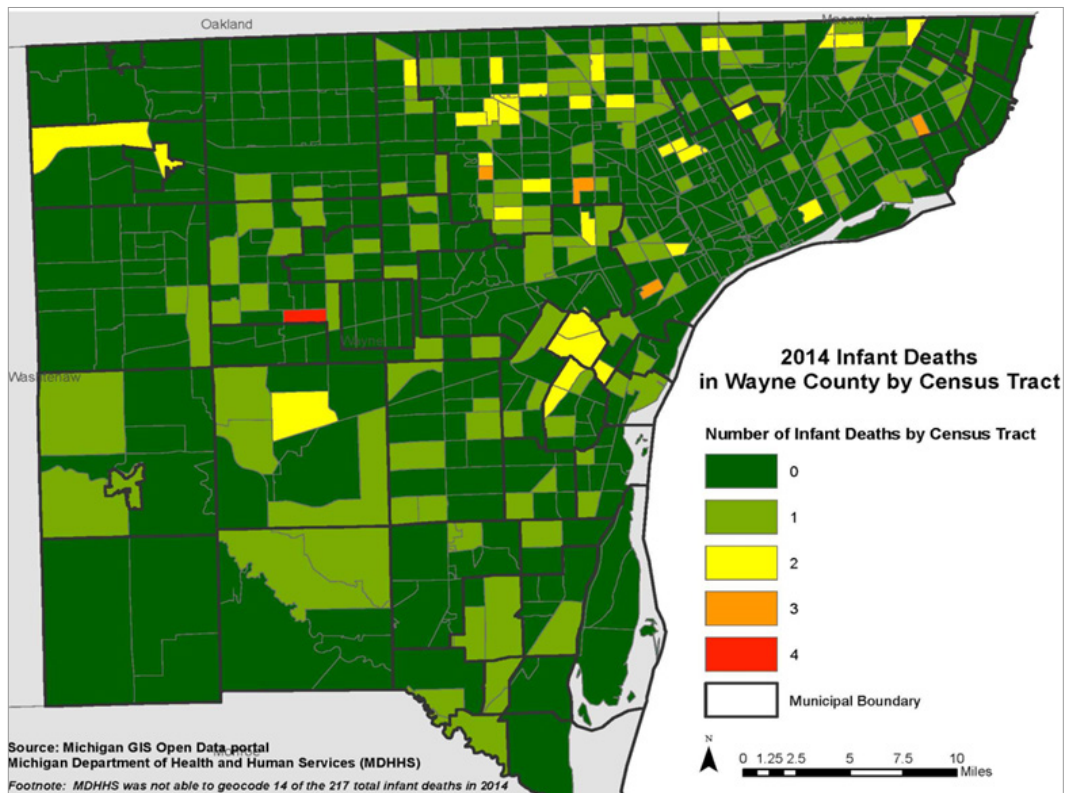
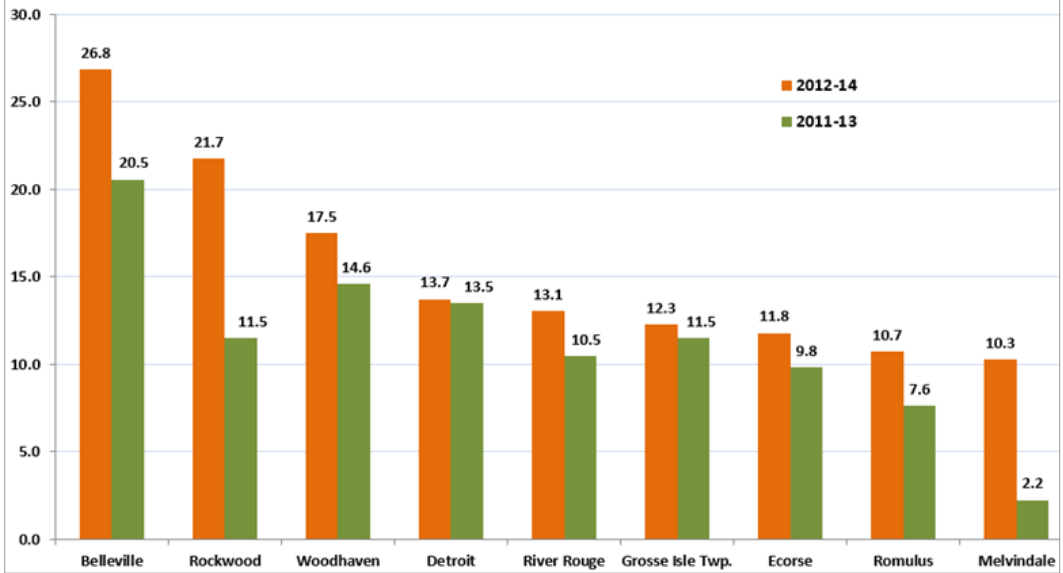
## The Hispanic Infant Mortality Rate Has Increased in Recent Years, While The Arabic Rate Has Remained Flat



## Neonatal Deaths Represent a Larger Share of Infant Deaths in Out-Wayne County Than In Detroit



## Nine Wayne County Communities Had Infant Death Rates Above 10 Per 1,000 Births Between 2012 and 2014



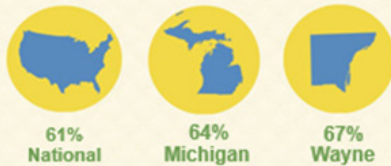
# Teen Birth Rate Trends



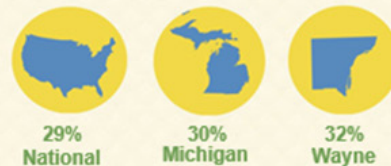
## Michigan's Teen Birth Rate is Below the National Rate

As of 2014, the Michigan teen birth rate was 21.1 births per 1,000 teen girls (age 15-19), lower than the national rate of 24.2 per 1,000 teen girls. Wayne County's rate was 30.8 births per 1,000 teen girls, about 1.5 times the state average.

Since 1991 the Teen Birth Rates Declined at the National, State, and County levels (Wayne).



Between 2010 & 2014 the Teen Birth Rate Declined at the National, State, and County levels (Wayne).

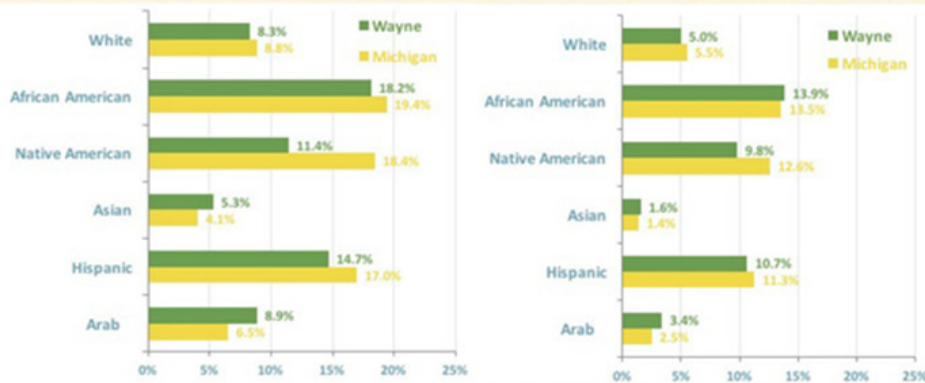


## Teen Births are Declining Across all Races & Ethnicities in Michigan and Wayne County

Percent of Births to Teenage Mothers by Race/Ethnicity

1999-2001

2012-2014



- The share of births to teenagers has decreased across all racial/ethnic group in both Michigan and Wayne County between 1999 and 2014.
- African American & Hispanic/Latino rates have shown larger decreases at the state level.
- The birth rate gap with whites has grown in Wayne County & Michigan for African Americans, Native Americans & Hispanic/Latinos.
- Wayne County's rate is lower than the state average for white, Native American & Latino teens.

Source: Michigan Department of Health and Human Services (MDHHS)

# Why are Teen Birth Rates Declining?



Early evidence indicates that more and better contraceptive use has been the main factor driving long-term decline in teen pregnancy.

## Importance of Family Planning Centers by the Numbers

Publicly supported family planning centers continue to play an especially important role for teens, in part because of their promise of confidentiality for all their clients. In recent years, family planning centers contributed the following:



## Policy Recommendations

Public Policy can help expand teens' access to the information and services they want and need. The following recommendations explain how different actors can play their part in sustaining the declining trends.

|                                      |   |
|--------------------------------------|---|
| <p><b> Policymakers </b></p>         | <ul style="list-style-type: none"> <li>● Support funding for evidence-based, results-driven programming to prevent teen and unintended pregnancies.</li> <li>● Target resources specifically for out in foster care &amp; the juvenile justice system, who experience teen pregnancy at higher rates than average.</li> <li>● Ensure access to affordable contraception that includes a full range of methods.</li> </ul>   |
| <p><b> Healthcare Providers </b></p> | <ul style="list-style-type: none"> <li>● Provide teen-friendly, culturally appropriate services for sexual &amp; reproductive health.</li> <li>● Increase the availability of birth control to sexually active teens &amp; provide instruction on using methods consistently and correctly.</li> <li>● Offer teens long-acting reversible birth control (ex: IUDs &amp; long-acting implants).</li> </ul>   |
| <p><b> Schools </b></p>              | <ul style="list-style-type: none"> <li>● Provide pathways to college or jobs that give youth a reason to stay in school &amp; avoid teen parenthood.</li> <li>● Include teen pregnancy prevention as a strategy for improving learning outcomes &amp; increasing high school graduation rates.</li> <li>● Create a range of extracurriculars before &amp; after school to increase connectedness to the schools.</li> </ul>   |
| <p><b> Communities </b></p>          | <ul style="list-style-type: none"> <li>● Support youth programs for teens at-risk.</li> <li>● Engage teens who are already parents by connecting them to existing programs &amp; services for themselves &amp; their children.</li> <li>● Make it easy for teens who are sexually active to get services, including birth control &amp; other medical care.</li> </ul>  |
| <p><b> Parents </b></p>              | <ul style="list-style-type: none"> <li>● Know where your teens are, what they are doing &amp; who they are with, particularly after school.</li> <li>● Talk to teens about the importance of sexual &amp; reproductive health, including delaying sex, avoiding pregnancy, using birth control, &amp; being aware of dating violence.</li> <li>● Engage community leaders about the need for effective programs that prevent teen pregnancy &amp; overall sexual health.</li> </ul> |
| <p><b> Teens </b></p>                | <ul style="list-style-type: none"> <li>● Understand that both boys &amp; girls share responsibility for avoiding teen pregnancy.</li> <li>● Resist peer pressure to start having sex before you are emotionally ready.</li> <li>● If having sex, use birth control correctly &amp; consistently every time.</li> </ul>  |

Source: Michigan League for Public Policy, Guttmacher Institute

## Historically Low National Teen Birth Rates are Mirrored in New Data for Michigan and Wayne County

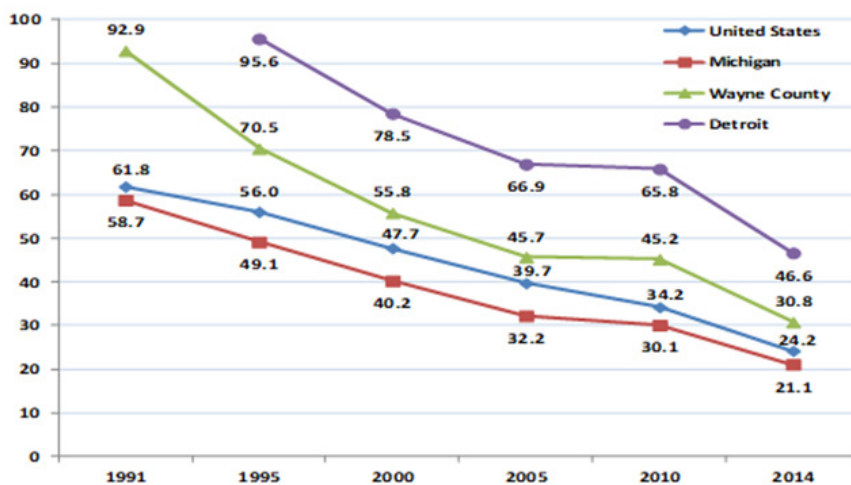
The Centers for Disease Control and Prevention (CDC) reported last week that the birth rate among American teenagers, at crisis levels in the 1990s, has fallen to an all-time low. ‘The decline of the past decade has occurred in all regions in the country and among all races. But the most radical changes have been among Hispanic and black teens, whose birth rates have dropped nearly 50 percent since 2006.’ Most experts agree on the two major causes. Most importantly, today’s teens enjoy better access to contraception and more convenient contraception than their predecessors, and more of them are taking advantage of innovations – such as long-acting injectable and implantable methods that can last years – over a daily birth control pill. But the second cause is something that goes against the conventional wisdom. It’s that teens are having less sex.

“There has been a change in social norms that has happened in the past 20 years, and the idea of not having sex or delaying sex is now something that can be okay,” said Bill Albert, chief program officer for the National Campaign to Prevent Teen and Unplanned Pregnancy.

Historical lows are also in evidence at the local level. While the national teen birth rate fell by 38.6 percent nationally between the 2006-07 and 2013-14 periods, it fell by 33.0 percent in Michigan, 29.8 percent in Wayne County as a whole, and 28 percent in the City of Detroit.

Figure 1 shows overall teen birth rates (number of births per 1,000 females aged 15-19 years) from 1991 to 2014 for the United States and our three local areas. [Data are not available for Detroit prior to 1997, so this was used in place of 1995].

Figure 1. Teenage Birth Rates From 1991 - 2014



Source: Michigan Dept. of Health and Human Services (MDHHS) and Centers for Disease Control and Prevention (CDC)

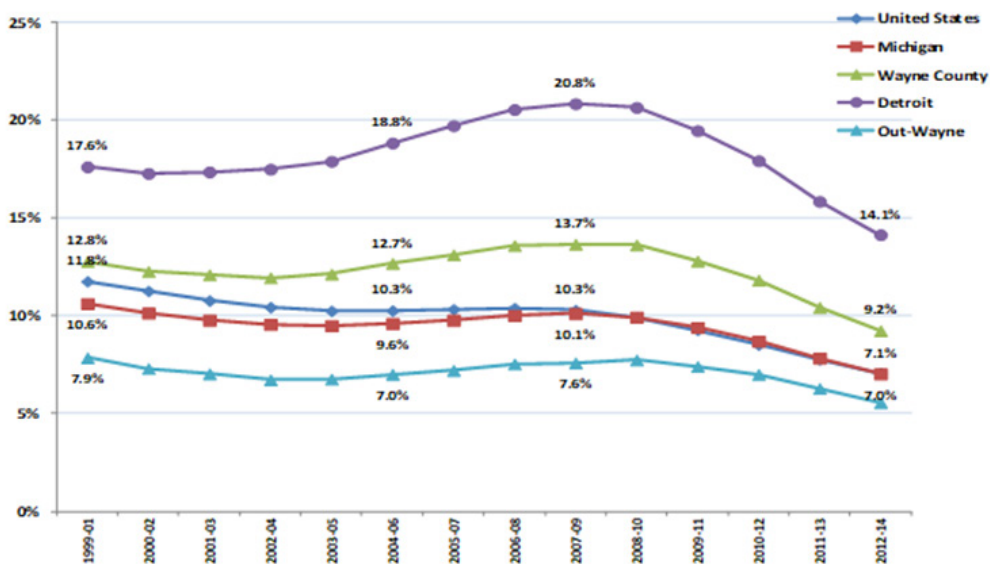
“The nation’s teen birth rate peaked in 1991, a time when posters of sad, pregnant girls were plastered on buses and subway stations and when popular culture was filled with references to “babies having babies.” The alarm was backed by evidence showing that having unplanned children at a young age carries numerous negative health and social consequences. Over the next 23 years, the birthrate plummeted 60 percent, from 61.8 births per 1,000 in 1991 to 24.2 births per 1,000 in 2014 – the lowest rate on record.”

It is quite clear that the national pattern is closely mirrored locally, with record lows in evidence across the board. Michigan’s rate has stayed below the national average throughout the time period, with the 2014 point gap of 3.1 exactly what it was in 1991. Both Detroit and Wayne County (Detroit being a significant

component of the total) have shown significant declines over the last 23 years – particularly over the most recent period of 2010 – 2014. If we take just those 4 years, we find very similar declines across all 4 areas: United States -29.2%; Michigan -29.9%; Wayne County -31.9%; and the City of Detroit -29.2 percent. Wayne County’s rate has fallen by 66.8 percent between 1991 and 2014.

Figure 2 provides a second look at the improving trends for teenage births. Here we look at the percent of all births that occurred to women under 20 years of age on a 3-year average basis, from 1999 to 2014. This chart also pulls Detroit out of Wayne County and allows for a look at births throughout the remainder of the county.

Figure 2. Percent of Total Births (3 year average) to Teenage Women From 1999 – 2014



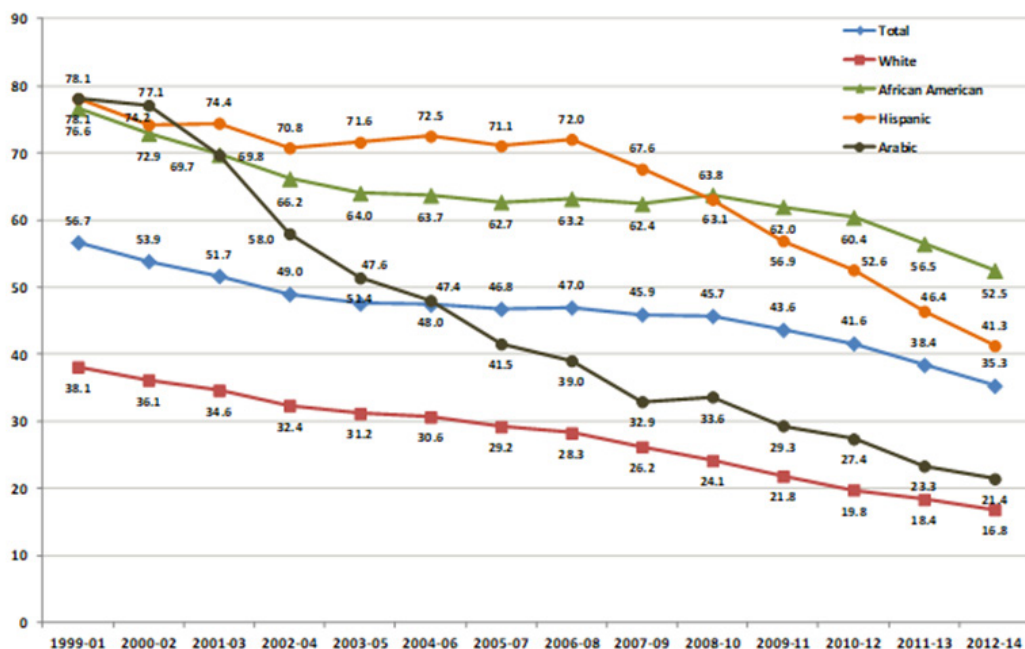
Source: Michigan Dept. of Health and Human Services (MDHHS) and Centers for Disease Control and Prevention (CDC)

It is interesting to note that change was minimal during the first half of the last decade and then spiked with the recession. Since the 2007-09 period we have seen a steady decrease, with Detroit slightly leading the charge. Detroit’s share of births to teenagers has decreased by 32.1 percent over this period and is down to 14.1 percent. Out-Wayne’s share has remained below that of the country and state throughout the 15 years and comes in at about half that of Detroit.

While the overall national trend is positive, the CDC analysis of teens ages 15 to 19 shows that large racial and ethnic, regional and socioeconomic disparities remain. The birth rates for Hispanic and black teens, though lower than in the past, still are twice as high as that of white teens. The CDC also noted that the places with the highest birth rates tend to have higher unemployment, lower income and less education. While this analysis will not look at the issues of socioeconomic status, it will look at race and ethnic trends on the local level. Figure 3 provides an analysis of teenage birth rates in Wayne County across race and ethnic groups. In addition to providing data on Hispanic/Latino births, the Michigan Department of Health and Human Services also tracks births to women of Arabic ancestry.

Figure 3. Birth Rates (3 year avg.) to Teenage Women, by Race and Ethnicity in Wayne County, From 1999 – 2014





The chart provides us with both good news and not-so-good news. On the positive side, it is clear that the birth rate to teens has dropped across all groups over the 15 year span. While the overall rate has been reduced by 37.7 percent, there is a great deal of variability across groups. Arabic teens have experienced the largest decrease (-72.6%), followed by white, non-Hispanic teens (-55.8%) and Hispanic/Latino teens (-47.2%). The highest overall rate (since 2008-10) and the smallest decrease over the period (-31.5%) are shown by African American teens.

Though all rates have dropped, the gap between African American and Latino children, when compared to white, non-Hispanic has actually increased. In 1999-2001 the ratios were 2.0 to 1 for both groups. In 2012-14, that gap has risen to 3.1 to 1 for African American teens and 2.5 to 1 for Latino teens. Arabic teens have actually experienced a decrease in their gap, going from 2.1 to 1 in 1999-01 to 1.3 to 1 in 2012-14.

In summary the latest data on teen births shows historically low rates, at the national and local levels. The share of total births has reached new lows as well. The good news must be tempered, however, by the increasing size of the birth rate gap for African American and Latino teens – larger in Wayne County than nationally. We must begin to understand the place-based and socioeconomic issues that play such an important role in the numbers.

While teens are getting the message that having children at a young age most often has damaging effects on their educational attainment and eventual socioeconomic status, it is up to the rest of us to create the neighborhood conditions that will give them the critical component of hope and aspiration for a bright future, and a family when they are in a position to start one.



# WAYNE

## 2017 TRENDS IN CHILD WELL-BEING (All Data Are For 2015 Unless Otherwise Noted)

Overall  
Rank for Child  
Well-Being

58

| POPULATION            | 2008      |      |      | 2014      |      |      | % change |      |      |
|-----------------------|-----------|------|------|-----------|------|------|----------|------|------|
|                       | NUMBER    | RATE | RANK | NUMBER    | RATE | RANK | NUMBER   | RATE | RANK |
| Total population      | 1,949,024 |      |      | 1,764,804 |      |      | -9.5%    |      |      |
| Child population 0–17 | 507,861   |      |      | 425,569   |      |      | -16.2%   |      |      |
| • Ages 0–5            | 156,044   |      |      | 137,715   |      |      | -11.7%   |      |      |
| • Ages 6–12           | 192,169   |      |      | 163,599   |      |      | -14.9%   |      |      |
| • Ages 13–17          | 168,580   |      |      | 124,255   |      |      | -26.3%   |      |      |

| Child population by race | 2008    |      |      | 2014    |      |      | % change |      |      |
|--------------------------|---------|------|------|---------|------|------|----------|------|------|
|                          | NUMBER  | RATE | RANK | NUMBER  | RATE | RANK | NUMBER   | RATE | RANK |
| Hispanic 0–17            | 35,435  |      |      | 36,828  |      |      | 3.9%     |      |      |
| Non-Hispanic 0–17        |         |      |      |         |      |      |          |      |      |
| • White                  | 225,644 |      |      | 187,877 |      |      | -16.7%   |      |      |
| • African-American/Black | 229,957 |      |      | 183,115 |      |      | -20.4%   |      |      |
| • American Indian        | 1,939   |      |      | 2,034   |      |      | 4.9%     |      |      |
| • Other                  | 14,886  |      |      | 15,715  |      |      | 5.6%     |      |      |

|   | BASE YEAR             |       | CURRENT YEAR          |       |             |         |                   |
|---|-----------------------|-------|-----------------------|-------|-------------|---------|-------------------|
|   | NUMBER                | RATE  | NUMBER                | RATE  | RATE CHANGE | MI RATE | RANK <sup>1</sup> |
| <b>ECONOMIC SECURITY</b>  | <u>2008</u>           |       | <u>2015</u>           |       |             |         |                   |
| Children in poverty, ages 0–17  | 146,293               | 29.3% | 153,646               | 37.0% | 26.3%       | 22.2%   | 80                |
| Young children, ages 0–5, in the Food Assistance Program <sup>2</sup> | 64,330                | 39.7% | 66,393                | 48.2% | 21.5%       | 30.1%   | 82                |
| Students receiving free/reduced-price school lunches <sup>3</sup>     | <u>2006–07 (SY)</u>   |       | <u>2014–15 (SY)</u>   |       |             |         |                   |
|   | 174,083               | 52.3% | 161,206               | 59.4% | 13.6%       | 46.1%   | 71                |
| <b>HEALTH</b>   | <u>2006–08 (avg.)</u> |       | <u>2012–14 (avg.)</u> |       |             |         |                   |
| Less than adequate prenatal care                                      | 8,986                 | 34.9% | 8,284                 | 35.5% | 1.7%        | 31.2%   | 56                |
| Low-birthweight babies  | 2,770                 | 10.4% | 2,448                 | 10.5% | 0.4%        | 8.4%    | 81 of 81          |
| Infant mortality (per 1,000)  | 274                   | 10.3  | 224                   | 9.6   | -7.2%       | 6.9     | 41 of 47          |
| Child/Teen deaths, ages 1–19 (per 100,000)                            | 202                   | 36.6  | 159                   | 34.9  | -4.8%       | 25.8    | 40 of 51          |
| <b>FAMILY AND COMMUNITY (per 1,000)</b>                               | <u>2006–08 (avg.)</u> |       | <u>2012–14 (avg.)</u> |       |             |         |                   |
| Births to teens, ages 15–19   | 3,514                 | 46.5  | 2,126                 | 35.3  | -24.0%      | 23.7    | 70                |
| <u>Child abuse/neglect</u>  | <u>2009</u>           |       | <u>2015</u>           |       |             |         |                   |
| Children in investigated families                                     | 34,764                | 68.5  | 45,310                | 106.5 | 55.5%       | 111.4   | 15                |
| Confirmed victims   | 5,193                 | 10.2  | 6,264                 | 14.7  | 43.9%       | 16.8    | 15                |
| Children in out-of-home care  | 3,746                 | 7.4   | 2,219                 | 5.2   | -29.3%      | 4.8     | 36 of 81          |
| <b>EDUCATION</b>  | <u>2005–09 (avg.)</u> |       | <u>2011–15 (avg.)</u> |       |             |         |                   |
| Three- and four-year-olds in preschool                                | 26,122                | 46.8% | 22,532                | 46.8% | 0.1%        | 47.4%   | 25                |
| Students not graduating on time                                       | <u>2008</u>           |       | <u>2015</u>           |       |             |         |                   |
|   | 9,296                 | 32.5% | 4,042                 | 20.1% | -38.2%      | 20.2%   | 49 of 79          |
| <u>Not proficient (M-STEP)</u>  | <u>2014–15 (SY)</u>   |       | <u>2015–16 (SY)</u>   |       |             |         |                   |
| Third-graders (English Language Arts)                                 | 12,245                | 60.3% | 13,403                | 65.9% | 9.3%        | 54.0%   | 78                |
| Eighth-graders (Math)   | 14,827                | 75.2% | 14,608                | 74.4% | -1.1%       | 67.3%   | 59                |

<sup>1</sup> A ranking of 1 means a county has the "best" rate compared with other counties in the state. Unless noted, the ranking is based on 82–83 counties.

<sup>2</sup> Supplemental Nutrition Assistance Program.

<sup>3</sup> Family income is below 185 percent of poverty level.

\* Sometimes a rate could not be calculated because of low incidence of events or unavailable data.

SY - School Year.

M-STEP - Michigan Student Test of Educational Progress was first administered in 2015.

N/A - not available.



# WAYNE

## 2017 BACKGROUND INFORMATION

| FAMILY SUPPORT PROGRAMS                         |         |       |         | ECONOMIC CLIMATE  |          |          |
|---|---------|-------|---------|---|----------|----------|
|   | NUMBER  | RATE  | MI RATE | COUNTY  | MICHIGAN |          |
| <b>Children receiving...</b>                    |         |       |         | Unemployment  | 7.3%     | 5.4%     |
| • Subsidized child care, ages 0–12 <sup>1</sup> | 8,208   | 2.7%  | 1.9%    | Median household income   | \$41,585 | \$51,063 |
| • FIP cash assistance <sup>2,3</sup>            | 17,785  | 4.0%  | 1.9%    | Average cost of full-time child care/month (2016)   | \$596    | \$563    |
| • Food Assistance Program <sup>4,4</sup>        | 189,386 | 42.3% | 24.7%   | • Percent of full-time minimum wage (2016)  | 40.5%    | 38.3%    |
| • Women, Infants, and Children (WIC)            | 73,197  | 63.6% | 51.1%   | Percent of young children ages 0–5 in Michigan families (2011–15 avg.) where all parents work | 63.1%    | 66.3%    |
| <b>Children with support owed</b>               |         |       |         |   |          |          |
| • Receiving none (% of those owed)              | 123,811 | 26.4% | 20.8%   |   |          |          |
| • Receiving less than 70% of amount             | 51,453  | 41.6% | 24.5%   |   |          |          |
| • Average amount received (month)               | 90,001  | 72.7% | 58.7%   |   |          |          |
|   | \$200   | –     | \$217   |   |          |          |

| FAMILY AND COMMUNITY  |         |       |         |
|---|---------|-------|---------|
|   | NUMBER  | RATE  | MI RATE |
| Births to moms without high school diploma or GED (2012–14) | 4,714   | 20.2% | 13.1%   |
| High poverty neighborhoods, ages 0–17 (2011–15)             | 184,126 | 43.1% | 16.8%   |
| <b>Household structure, ages 0–17</b>                       |         |       |         |
| • Two-parent family   | 223,762 | 52.6% | 66.1%   |
| • One-parent family   | 201,310 | 47.4% | 33.9%   |
| <b>Poverty by household structure, ages 0–17 (2011–15)</b>  |         |       |         |
| • Two-parent family   | 43,056  | 19.2% | 10.9%   |
| • One-parent family   | 112,585 | 55.9% | 46.9%   |
| English not spoken at home, ages 5–17 (2011–15)             | 52,472  | 16.5% | 10.2%   |

| ACCESS TO HEALTHCARE  |         |       |         |
|---|---------|-------|---------|
|   | NUMBER  | RATE  | MI RATE |
| Children with health insurance (2014)   | 421,695 | 96.1% | 96.0%   |
| <b>Children, ages 0–18, insured by...</b>   |         |       |         |
| • Medicaid <sup>1</sup>   | 249,077 | 55.6% | 39.4%   |
| • MICHild   | 4,834   | 1.1%  | 1.6%    |
| Fully immunized toddlers, ages 19–35 months (for the series 4:3:1:3:3:1:4) <sup>2</sup> | 23,213  | 68.2% | 74.2%   |
| <b>Lead poisoning in children, ages 1–2</b>   |         |       |         |
| • Tested  | 18,966  | 40.8% | 37.9%   |
| • Poisoned (% of tested) (EBL confirmed by venous)                                      | 775     | 4.1%  | 1.7%    |
| Children, ages 1–14, hospitalized for asthma (rate per 10,000) <sup>2</sup> (2012–14)   | 815     | 24.5  | 15.2    |
| <b>Children with special needs</b>  |         |       |         |
| • Students in Special Education <sup>1</sup>  | 36,447  | 13.4% | 13.8%   |
| • Children receiving Supplemental Security Income (rate per 1,000) <sup>1</sup>         | 14,270  | 33.5  | 21.1    |
| • Children, ages 0–2, receiving Early On services (ISD totals)                          | 1,314   | 1.9%  | 2.6%    |

<sup>1</sup> As of December 2015.

<sup>2</sup> Annual rate and number are based on the three-year period 2011–2013 and only for counties with a total number over 20.

<sup>3</sup> Family Independence Program.

<sup>4</sup> State name for the federal Supplemental Nutrition Assistance Program, formerly called "food stamps." Note: Percentages reflect percent of population unless otherwise noted.

• Sometimes a rate could not be calculated because of low incidence of events or unavailable data.

N/A - not available.

See Data Notes and Sources for details.



# DETROIT

## 2017 TRENDS IN CHILD WELL-BEING (All Data Are For 2015 Unless Otherwise Noted)

| POPULATION            | 2008    |         |          | 2014 |      |          | % change |      |          |
|-----------------------|---------|---------|----------|------|------|----------|----------|------|----------|
|                       | 2008    | 2014    | % change | 2008 | 2014 | % change | 2008     | 2014 | % change |
| Total population      | 798,704 | 680,250 | -14.8%   |      |      |          |          |      |          |
| Child population 0–17 | 235,501 | 163,891 | -30.4%   |      |      |          |          |      |          |
| • Ages 0–5            | 72,452  | 56,305  | -22.3%   |      |      |          |          |      |          |
| • Ages 6–12           | 93,263  | 55,584  | -40.4%   |      |      |          |          |      |          |
| • Ages 13–17          | 69,785  | 52,002  | -25.5%   |      |      |          |          |      |          |

| Child population by race | 2008 |      |          | 2014 |      |          | % change |      |          |
|--------------------------|------|------|----------|------|------|----------|----------|------|----------|
|                          | 2008 | 2014 | % change | 2008 | 2014 | % change | 2008     | 2014 | % change |
| Hispanic 0–17            | N/A  | N/A  | N/A      |      |      |          |          |      |          |
| Non-Hispanic 0–17        |      |      |          |      |      |          |          |      |          |
| • White                  | N/A  | N/A  | N/A      |      |      |          |          |      |          |
| • African-American/Black | N/A  | N/A  | N/A      |      |      |          |          |      |          |
| • American Indian        | N/A  | N/A  | N/A      |      |      |          |          |      |          |
| • Other                  | N/A  | N/A  | N/A      |      |      |          |          |      |          |

|   | BASE YEAR             |                     | CURRENT YEAR          |                     |             |         |                   |
|---|-----------------------|---------------------|-----------------------|---------------------|-------------|---------|-------------------|
|   | NUMBER                | RATE                | NUMBER                | RATE                | RATE CHANGE | MI RATE | RANK <sup>1</sup> |
| <b>ECONOMIC SECURITY</b>  | <u>2008</u>           |                     | <u>2015</u>           |                     |             |         |                   |
| Children in poverty, ages 0–17  | 98,438                | 46.5%               | 96,268                | 57.6%               | 24.0%       | 22.2%   | –                 |
| Young children, ages 0–5, in the Food Assistance Program <sup>2</sup> | 41,611                | 55.1%               | 38,233                | 67.9%               | 23.3%       | 30.1%   | –                 |
| Students receiving free/reduced-price school lunches <sup>3</sup>     | <u>2006–07 (SY)</u>   | <u>2006–07 (SY)</u> | <u>2014–15 (SY)</u>   | <u>2014–15 (SY)</u> |             |         |                   |
|   | 99,021                | 73.6%               | 68,007                | 79.7%               | 8.3%        | 46.1%   | –                 |
| <b>HEALTH</b>   | <u>2006–08 (avg.)</u> |                     | <u>2012–14 (avg.)</u> |                     |             |         |                   |
| Less than adequate prenatal care                                      | 5,154                 | 43.8%               | 4,453                 | 44.6%               | 1.9%        | 31.2%   | –                 |
| Low-birthweight babies  | 1,632                 | 13.2%               | 1,349                 | 13.5%               | 2.0%        | 8.4%    | –                 |
| Infant mortality (per 1,000)  | 177                   | 14.4                | 134                   | 13.4                | -6.8%       | 6.9     | –                 |
| Child/Teen deaths, ages 1–19 (per 100,000)                            | 133                   | 50.5                | 89                    | 48.4                | -4.2%       | 25.8    | –                 |
| <b>FAMILY AND COMMUNITY (per 1,000)</b>                               | <u>2006–08 (avg.)</u> |                     | <u>2012–14 (avg.)</u> |                     |             |         |                   |
| Births to teens, ages 15–19   | 2,459                 | 70.5                | 1,382                 | 48.7                | -30.9%      | 23.7    | –                 |
| <u>Child abuse/neglect</u>  | <u>2009</u>           |                     | <u>2015</u>           |                     |             |         |                   |
| Children in investigated families                                     | 23,343                | 99.1                | 31,245                | 190.6               | 92.3%       | 111.4   | –                 |
| Confirmed victims   | 3,309                 | 14.1                | 4,185                 | 25.5                | 81.7%       | 16.8    | –                 |
| Children in out-of-home care  | 2,585                 | 11.0                | 1,287                 | 7.9                 | -28.5%      | 4.8     | –                 |
| <b>EDUCATION</b>  | <u>2005–09 (avg.)</u> |                     | <u>2011–15 (avg.)</u> |                     |             |         |                   |
| Three- and four-year-olds in preschool                                | 12,160                | 43.8%               | 8,618                 | 42.4%               | -3.3%       | 47.4%   | –                 |
| Students not graduating on time                                       | <u>2008</u>           | <u>2008</u>         | <u>2015</u>           | <u>2015</u>         |             |         |                   |
|   | 5,058                 | 43.8%               | 1,320                 | 25.4%               | -42.1%      | 20.2%   | –                 |
| <u>Not proficient (M-STEP)</u>  | <u>2014–15 (SY)</u>   |                     | <u>2015–16 (SY)</u>   |                     |             |         |                   |
| Third-graders (English Language Arts)                                 | 5,796                 | 83.2%               | 5,815                 | 85.9%               | 3.2%        | 54.0%   | –                 |
| Eighth-graders (Math)   | 5,334                 | 91.2%               | 5,202                 | 91.1%               | -0.1%       | 67.3%   | –                 |

<sup>1</sup> A ranking of 1 means a county has the "best" rate compared with other counties in the state. Unless noted, the ranking is based on 83–83 counties.  
<sup>2</sup> Supplemental Nutrition Assistance Program.  
<sup>3</sup> Family income is below 185 percent of poverty level.  
 \* Sometimes a rate could not be calculated because of low incidence of events or unavailable data.  
 SY = School Year.  
 M-STEP = Michigan Student Test of Educational Progress was first administered in 2015.  
 N/A = not available.



# DETROIT

## 2017 BACKGROUND INFORMATION

| FAMILY SUPPORT PROGRAMS                         | NUMBER  | RATE  | MI RATE | ECONOMIC CLIMATE  | CITY     | MICHIGAN |
|---|---------|-------|---------|---|----------|----------|
| <b>Children receiving...</b>                    |         |       |         | Unemployment  | 12.4%    | 5.4%     |
| • Subsidized child care, ages 0–12 <sup>1</sup> | N/A     | N/A   | 1.9%    | Median household income   | \$25,980 | \$51,063 |
| • FIP cash assistance <sup>1,3</sup>            | 12,562  | 7.2%  | 1.9%    | Average cost of full-time child care/month (2016)   | N/A      | \$563    |
| • Food Assistance Program <sup>1,4</sup>        | 107,579 | 61.3% | 24.7%   | • Percent of full-time minimum wage (2016)  | N/A      | 38.3%    |
| • Women, Infants, and Children (WIC)            | N/A     | N/A   | 51.1%   | Percent of young children ages 0–5 in Michigan families (2011–15 avg.) where all parents work | 64.7%    | 66.3%    |
| <b>Children with support owed</b>               | N/A     | N/A   | 20.8%   |   |          |          |
| • Receiving none (% of those owed)              | N/A     | N/A   | 24.5%   |   |          |          |
| • Receiving less than 70% of amount             | N/A     | N/A   | 58.7%   |   |          |          |
| • Average amount received (month)               | N/A     | –     | \$217   |   |          |          |

| FAMILY AND COMMUNITY  | NUMBER  | RATE  | MI RATE |
|---|---------|-------|---------|
| Births to moms without high school diploma or GED (2012–14) | 2,930   | 29.3% | 13.1%   |
| High poverty neighborhoods, ages 0–17 (2011–15)             | 144,402 | 84.5% | 16.8%   |
| <b>Household structure, ages 0–17</b>                       |         |       |         |
| • Two-parent family   | 52,198  | 30.7% | 66.1%   |
| • One-parent family   | 117,963 | 69.3% | 33.9%   |
| <b>Poverty by household structure, ages 0–17 (2011–15)</b>  |         |       |         |
| • Two-parent family   | 18,952  | 36.3% | 10.9%   |
| • One-parent family   | 77,854  | 66.0% | 46.9%   |
| English not spoken at home, ages 5–17 (2011–15)             | 18,065  | 14.4% | 10.2%   |

| ACCESS TO HEALTHCARE  | NUMBER  | RATE  | MI RATE |
|---|---------|-------|---------|
| Children with health insurance (2014)   | 161,125 | 95.6% | 96.0%   |
| <b>Children, ages 0–18, insured by...</b>   |         |       |         |
| • Medicaid <sup>1</sup>   | 171,928 | 98.0% | 39.4%   |
| • MIChild   | 1,211   | 0.7%  | 1.6%    |
| Fully immunized toddlers, ages 19–35 months (for the series 4:3:1:3:3:1:4) <sup>1</sup> | 8,690   | 63.8% | 74.2%   |
| <b>Lead poisoning in children, ages 1–2</b>   |         |       |         |
| • Tested  | N/A     | N/A   | 37.9%   |
| • Poisoned (% of tested) (EBL confirmed by venous)                                      | N/A     | N/A   | 1.7%    |
| Children, ages 1–14, hospitalized for asthma (rate per 10,000) <sup>2</sup> (2012–14)   | 559     | 46.5  | 15.2    |
| <b>Children with special needs</b>  |         |       |         |
| • Students in Special Education <sup>1</sup>  | 12,347  | 14.5% | 13.8%   |
| • Children receiving Supplemental Security Income (rate per 1,000) <sup>1</sup>         | 11,740  | 71.6  | 21.1    |
| • Children, ages 0–2, receiving Early On services (ISD totals)                          | N/A     | N/A   | 2.6%    |

<sup>1</sup> As of December 2015.

<sup>2</sup> Annual rate and number are based on the three-year period 2011–2013 and only for counties with a total number over 20.

<sup>3</sup> Family Independence Program.

<sup>4</sup> State name for the federal Supplemental Nutrition Assistance Program, formerly called "food stamps." Note: Percentages reflect percent of population unless otherwise noted.

\* Sometimes a rate could not be calculated because of low incidence of events or unavailable data.

N/A - not available.

See Data Notes and Sources for details.



Great Start Readiness Program (GSRP) and Head Start Gap Analysis By ZIP Code for Wayne County

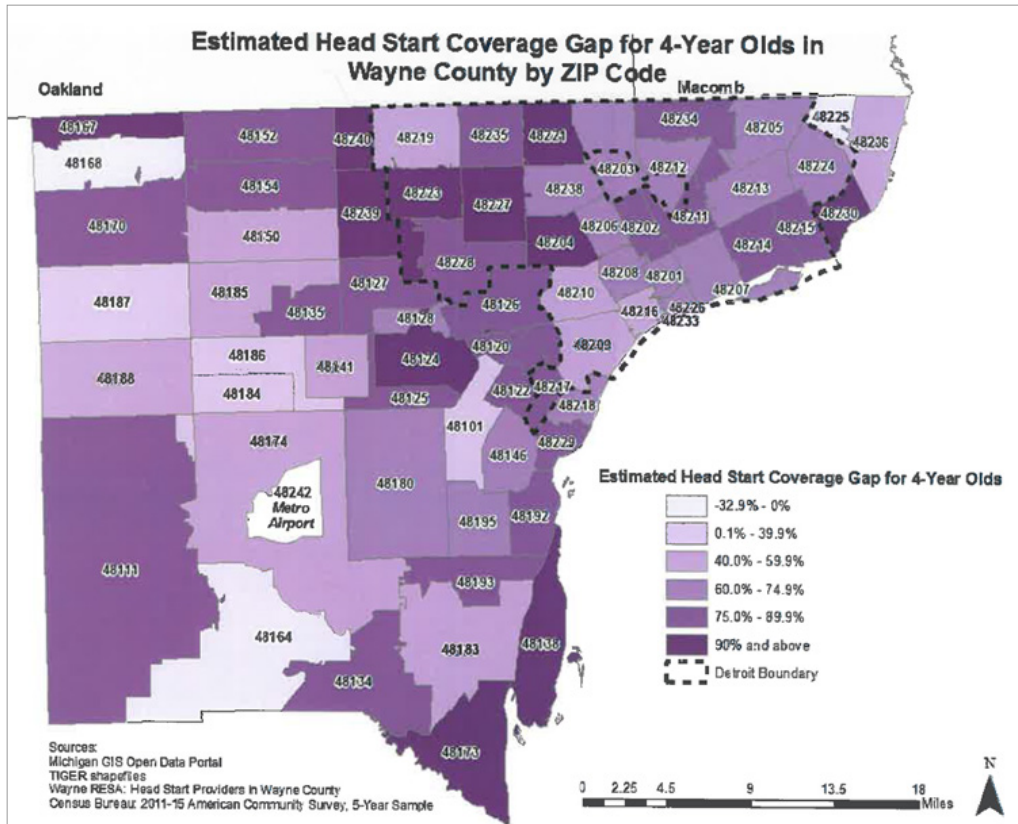
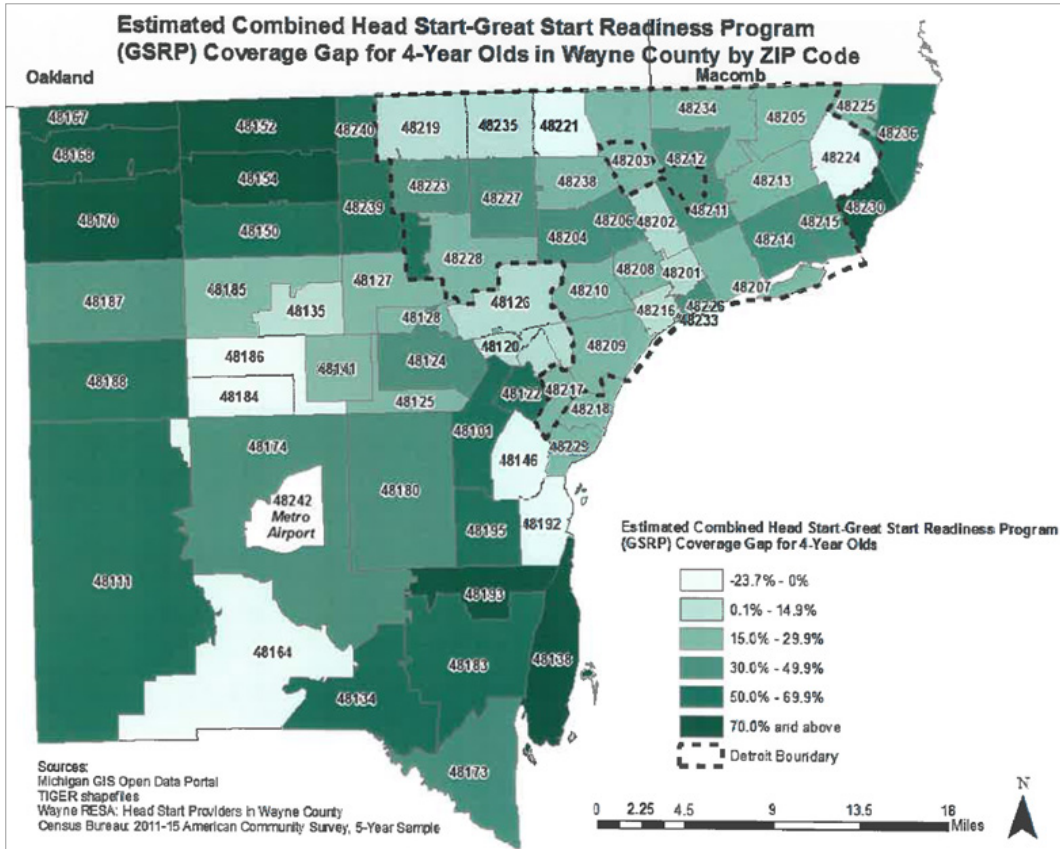
| ZIP Code | City             | GSRP Total | HS Total | Total<br>GSRP and<br>HS | 4 Years Olds<br>Below 250% of<br>Poverty | Combined Coverage<br>Gap |         |
|----------|------------------|------------|----------|-------------------------|--|--------------------------|---------|
|          |                  |            |          |                         |  | Number                   | Percent |
| 48101    | Allen Park       | 39         | 13       | 52                      | 105                                      | 53                       | 50.2%   |
| 48111    | Belleville       | 67         | 28       | 95                      | 307                                      | 212                      | 69.1%   |
| 48120    | Dearborn         | 88         | 8        | 96                      | 101                                      | 5                        | 4.5%    |
| 48122    | Melvindale       | 50         | 12       | 62                      | 159                                      | 97                       | 61.1%   |
| 48124    | Dearborn         | 75         | 1        | 76                      | 139                                      | 63                       | 45.2%   |
| 48125    | Dearborn Heights | 119        | 13       | 132                     | 187                                      | 55                       | 29.5%   |
| 48126    | Dearborn         | 590        | 59       | 649                     | 736                                      | 87                       | 11.8%   |
| 48127    | Dearborn Heights | 228        | 45       | 273                     | 343                                      | 70                       | 20.3%   |
| 48128    | Dearborn         | 29         | 5        | 34                      | 48                                       | 14                       | 28.7%   |
| 48134    | Flat Rock        | 43         | 9        | 52                      | 112                                      | 60                       | 53.4%   |
| 48135    | Garden City      | 159        | 13       | 172                     | 173                                      | 1                        | 0.6%    |
| 48138    | Grosse Ile       | 1          | 0        | 1                       | 8  | 7                        | 87.6%   |
| 48141    | Inkster          | 163        | 105      | 268                     | 342                                      | 74                       | 21.6%   |
| 48146    | Lincoln Park     | 309        | 57       | 366                     | 357                                      | -9                       | -2.5%   |
| 48150    | Livonia          | 35         | 17       | 52                      | 114                                      | 62                       | 54.4%   |
| 48152    | Livonia          | 4          | 6        | 10                      | 108                                      | 98                       | 90.7%   |
| 48154    | Livonia          | 19         | 1        | 20                      | 67                                       | 47                       | 69.9%   |
| 48164    | New Boston       | 9          | 1        | 10                      | 9  | -1                       | -11.1%  |
| 48167    | Northville       | 1          | 1        | 2                       | 54                                       | 52                       | 96.3%   |
| 48168    | Northville       | 0          | 1        | 1                       | 9  | 8                        | 89.3%   |
| 48170    | Plymouth         | 5          | 4        | 9                       | 110                                      | 101                      | 91.8%   |
| 48173    | Rockwood         | 20         | 1        | 21                      | 41                                       | 20                       | 49.1%   |
| 48174    | Romulus          | 102        | 53       | 155                     | 290                                      | 135                      | 46.6%   |
| 48180    | Taylor           | 275        | 107      | 382                     | 653                                      | 271                      | 41.5%   |
| 48183    | Trenton          | 73         | 17       | 90                      | 183                                      | 93                       | 50.7%   |
| 48184    | Wayne            | 100        | 63       | 163                     | 132                                      | -31                      | -23.7%  |
| 48185    | Westland         | 194        | 78       | 272                     | 339                                      | 67                       | 19.7%   |
| 48186    | Westland         | 161        | 90       | 251                     | 239                                      | -12                      | -4.9%   |
| 48187    | Canton           | 51         | 22       | 73                      | 127                                      | 54                       | 42.7%   |
| 48188    | Canton           | 38         | 27       | 65                      | 139                                      | 74                       | 53.4%   |
| 48192    | Wyandotte        | 87         | 7        | 94                      | 93                                       | -1                       | -1.2%   |
| 48193    | Riverview        | 24         | 13       | 37                      | 136                                      | 99                       | 72.9%   |
| 48195    | Southgate        | 33         | 18       | 51                      | 148                                      | 97                       | 65.6%   |
| 48201    | Detroit          | 78         | 44       | 122                     | 131                                      | 9                        | 6.7%    |
| 48202    | Detroit          | 82         | 18       | 100                     | 117                                      | 17                       | 14.8%   |
| 48203    | Highland Park    | 155        | 49       | 204                     | 264                                      | 60                       | 22.8%   |
| 48204    | Detroit          | 171        | 24       | 195                     | 376                                      | 181                      | 48.1%   |
| 48205    | Detroit          | 293        | 99       | 392                     | 493                                      | 101                      | 20.5%   |
| 48206    | Detroit          | 84         | 48       | 132                     | 241                                      | 109                      | 45.2%   |
| 48207    | Detroit          | 96         | 58       | 154                     | 216                                      | 62                       | 28.6%   |
| 48208    | Detroit          | 62         | 28       | 90                      | 106                                      | 16                       | 15.3%   |

Source: Wayne RESA; Wayne County Head Start Providers; Census Bureau American Community Survey, 2011-15 5-year summary by Kurt Metzger

Great Start Readiness Program (GSRP) and Head Start Gap Analysis By ZIP Code for Wayne County

| ZIP Code | City          | GSRP Total   | HS Total     | Total<br>GSRP and<br>HS | 4 Years Olds<br>Below 250% of<br>Poverty | Combined Coverage<br>Gap |              |
|----------|---------------|--------------|--------------|-------------------------|--|--------------------------|--------------|
|          |               |              |              |                         |  | Number                   | Percent      |
| 48209    | Detroit       | 277          | 186          | 463                     | 576                                      | 113                      | 19.6%        |
| 48210    | Detroit       | 273          | 163          | 436                     | 594                                      | 158                      | 26.5%        |
| 48211    | Detroit       | 46           | 6            | 52                      | 98                                       | 46                       | 46.7%        |
| 48212    | Hamtramck     | 240          | 143          | 383                     | 641                                      | 258                      | 40.3%        |
| 48213    | Detroit       | 148          | 87           | 235                     | 324                                      | 89                       | 27.4%        |
| 48214    | Detroit       | 100          | 42           | 142                     | 204                                      | 62                       | 30.4%        |
| 48215    | Detroit       | 67           | 38           | 105                     | 198                                      | 93                       | 46.9%        |
| 48216    | Detroit       | 23           | 18           | 41                      | 41                                       | 0                        | 0.8%         |
| 48217    | Detroit       | 43           | 13           | 56                      | 75                                       | 19                       | 25.6%        |
| 48218    | River Rouge   | 59           | 26           | 85                      | 119                                      | 34                       | 28.4%        |
| 48219    | Detroit       | 353          | 166          | 519                     | 510                                      | 15                       | 3.0%         |
| 48221    | Detroit       | 327          | 16           | 343                     | 318                                      | -24                      | -7.7%        |
| 48223    | Detroit       | 159          | 5            | 164                     | 284                                      | 124                      | 43.6%        |
| 48224    | Detroit       | 372          | 147          | 519                     | 511                                      | -8                       | -1.5%        |
| 48225    | Harper Woods  | 44           | 31           | 75                      | 91                                       | 16                       | 17.7%        |
| 48226    | Detroit       | 3            | 2            | 5                       | 9  | 4                        | 45.0%        |
| 48227    | Detroit       | 335          | 8            | 343                     | 511                                      | 168                      | 32.9%        |
| 48228    | Detroit       | 525          | 67           | 592                     | 745                                      | 162                      | 21.8%        |
| 48229    | Ecorse        | 68           | 13           | 81                      | 104                                      | 23                       | 21.9%        |
| 48230    | Grosse Pointe | 2            | 0            | 2                       | 18                                       | 16                       | 89.0%        |
| 48234    | Detroit       | 235          | 47           | 282                     | 380                                      | 98                       | 25.8%        |
| 48235    | Detroit       | 377          | 51           | 428                     | 413                                      | 7                        | 1.8%         |
| 48236    | Grosse Pointe | 19           | 7            | 26                      | 58                                       | 32                       | 55.5%        |
| 48238    | Detroit       | 243          | 73           | 316                     | 379                                      | 64                       | 16.8%        |
| 48239    | Redford       | 126          | 8            | 134                     | 311                                      | 177                      | 56.9%        |
| 48240    | Redford       | 72           | 3            | 75                      | 161                                      | 86                       | 53.5%        |
|          | <b>Totals</b> | <b>8,748</b> | <b>2,629</b> | <b>11,377</b>           | <b>15,723</b>                            | <b>4,346</b>             | <b>27.6%</b> |





## Macomb, Oakland, and Out Wayne Counties

### Key Findings

- Macomb, Oakland, and Out Wayne counties have approximately 206,000 children from birth to 5 years old, 63 percent of whom need child care (128,742). Of these children, 68 percent have access to a slot in a licensed or registered child care facility (87,686).
- There exists an overall need for approximately 41,000 total slots, of which families with children from birth to 2 years old need 39,560.
- In Oakland County, the greatest need for additional service is also in infant and toddler care with a service gap of 11,439. This gap represents 29 percent of the need for infant and toddler care across Macomb, Oakland, and Out Wayne counties. In contrast, the number of spaces available for 3- to 5-year-olds in Oakland County surpasses the estimated number of children who are likely to need care—based on family work status, parental marital status and income—by 7,369 slots.

Table 3. Service Gap: Macomb, Oakland, and Out Wayne Counties\*

| 2015         | Total Number of Children | Number of Children in Need of Care | Available Licensed & Registered Slots | Service Gap    | Percent of Service Gap |
|--------------|--------------------------|------------------------------------|---------------------------------------|----------------|------------------------|
| Ages 0-2     | 105,109                  | 52,337                             | 12,777                                | -39,560        | 96%                    |
| Ages 3-5     | 100,557                  | 76,405                             | 74,909                                | -1,496         | 4%                     |
| <b>Total</b> | <b>205,666</b>           | <b>128,742</b>                     | <b>87,686</b>                         | <b>-41,056</b> | <b>100%</b>            |

\*excludes Detroit

- In Macomb County, the greatest need for additional service is in infant and toddler care with a service gap of -11,267. This gap represents 28 percent of the need for infant and toddler care across Macomb, Oakland, and Out Wayne counties. The service gap for 3- to 5-year-olds is -3,644.
- Based on regional patterns of demand, there appear to be 7,369 more slots for 3- to 5-year olds than are likely to be needed. This statistical surplus might suggest that the county's residents enroll in pre-school at a higher rate than regional averages or that nonresidents, such as parents commuting to work in Oakland, enroll their children in Oakland centers or both. To the degree to which Oakland's surplus of seats are occupied by residents, the need for slots in the other counties remains unchanged.

Table 4. Service Gap, Macomb County

| 2015         | Total Number of Children | Number of Children in Need of Care | Available Licensed & Registered Slots | Service Gap    | Percent of Service Gap^ |
|--------------|--------------------------|------------------------------------|---------------------------------------|----------------|-------------------------|
| Ages 0-2     | 27,946                   | 13,958                             | 2,691                                 | -11,267        | 28%                     |
| Ages 3-5     | 26,784                   | 20,419                             | 16,775                                | -3,644         | 244%                    |
| <b>Total</b> | <b>54,730</b>            | <b>34,377</b>                      | <b>19,466</b>                         | <b>-14,911</b> | <b>36%</b>              |

^when percent of overall service gap is greater than 100%, it is due to surpluses in study area as a whole

- Parents tend to choose early care and education providers based on perceived quality and convenience. In Oakland, 89 percent of the centers participating in GSQ have three stars or better. If parents from neighboring counties are bringing their children to Oakland because of perceived higher quality, this pattern does not negate the need for additional high-quality slots in Macomb and Wayne—to give parents more choices close to home.

**Table 5. Service Gap, Oakland County**

| 2015         | Total Number of Children | Number of Children in Need of Care | Available Licensed & Registered Slots | Service Gap   | Percent of Service Gap <sup>a</sup> |
|--------------|--------------------------|------------------------------------|---------------------------------------|---------------|-------------------------------------|
| Ages 0-2     | 38,707                   | 18,111                             | 6,672                                 | -11,439       | 29%                                 |
| Ages 3-5     | 37,808                   | 27,856                             | 35,225                                | 7,369         | -493%                               |
| <b>Total</b> | <b>76,515</b>            | <b>45,967</b>                      | <b>41,897</b>                         | <b>-4,070</b> | <b>10%</b>                          |

<sup>a</sup>when percent of overall service gap is negative, this reflects that the "gap" is actually a surplus

- In Out Wayne County, the service gap for infant and toddler care is -16,854. This gap represents 43 percent of the need for infant and toddler care across Macomb, Oakland, and Out Wayne counties. The service gap for 3- to 5-year-olds is -5,221.

**Table 6. Service Gap, Out Wayne County<sup>a</sup>**

| 2015         | Total Number of Children | Number of Children in Need of Care | Available Licensed & Registered Slots | Service Gap    | Percent of Service Gap <sup>a</sup> |
|--------------|--------------------------|------------------------------------|---------------------------------------|----------------|-------------------------------------|
| Ages 0-2     | 38,456                   | 20,268                             | 3,414                                 | -16,854        | 43%                                 |
| Ages 3-5     | 35,965                   | 28,130                             | 22,909                                | -5,221         | 349%                                |
| <b>Total</b> | <b>74,421</b>            | <b>48,398</b>                      | <b>26,323</b>                         | <b>-22,075</b> | <b>54%</b>                          |

<sup>a</sup>excludes Detroit

<sup>a</sup>when percent of overall service gap is greater than 100%, it is due to surpluses in study area as a whole

- The large majority (62 percent) of slots needed in Macomb, Oakland, and Out Wayne counties is concentrated in 13 areas. These areas are mostly in Out Wayne County, with Macomb and Oakland County each having two areas that fall in the top 13.

**Table 7. Service Gap: Top 13 Highest-need Communities**

| 2015         | Total Number of Children | Number of Children in Need of Care | Available Licensed & Registered Slots | Service Gap    | Percent of Service Gap <sup>a</sup> |
|--------------|--------------------------|------------------------------------|---------------------------------------|----------------|-------------------------------------|
| Ages 0-2     | 30,261                   | 18,101                             | 2,057                                 | -16,044        | 41%                                 |
| Ages 3-5     | 27,393                   | 22,781                             | 13,502                                | -9,279         | 620%                                |
| <b>Total</b> | <b>57,654</b>            | <b>40,882</b>                      | <b>15,559</b>                         | <b>-25,323</b> | <b>62%</b>                          |

<sup>a</sup>when percent of overall service gap is greater than 100%, it is due to surpluses in study area as a whole

- The top 13 highest-need areas had higher percentages of children who were living in poverty, moved more frequently, or who spoke English less than very well—all demographic indicators that are closely tied to school readiness.

## Detroit

### Key Findings

- Detroit has approximately 56,000 children from birth to 5 years old, 81 percent of whom need child care (45,753). Of these children, 40 percent have access to a slot in a licensed or registered child care facility (18,203).
- In Detroit, there is a gap of approximately 28,000 slots in licensed care and registered homes. This is the overall service gap.

**Table 8. Service Gap: Detroit**

| 2015         | Total Number of Children | Number of Children Needing Care | Available Licensed Slots | Service Gap    | Percent of Service Gap |
|--------------|--------------------------|---------------------------------|--------------------------|----------------|------------------------|
| Ages 0-2     | 29,586                   | 22,065                          | 2,200                    | -19,865        | 72%                    |
| Ages 3-5     | 26,733                   | 23,688                          | 16,003                   | -7,685         | 28%                    |
| <b>Total</b> | <b>56,319</b>            | <b>45,753</b>                   | <b>18,203</b>            | <b>-27,550</b> | <b>100%</b>            |

- A large portion of slots needed (45 percent) is concentrated in 10 communities. For 3- to 5-year-olds, 70 percent of slots needed are located in these 10 communities. These are the highest-need communities and are numbered from 1-10 on Map 2.

**Table 9. Service Gap: Top 10 Highest-need Areas—Detroit**

| 2015         | Total Number of Children | Number of Children Needing Care | Available Licensed Slots | Service Gap    | Percent of Service Gap |
|--------------|--------------------------|---------------------------------|--------------------------|----------------|------------------------|
| Ages 0-2     | 10,331                   | 7,509                           | 428                      | -7,081         | 36%                    |
| Ages 3-5     | 9,312                    | 8,280                           | 2,924                    | -5,356         | 70%                    |
| <b>Total</b> | <b>19,643</b>            | <b>15,789</b>                   | <b>3,352</b>             | <b>-12,437</b> | <b>45%</b>             |

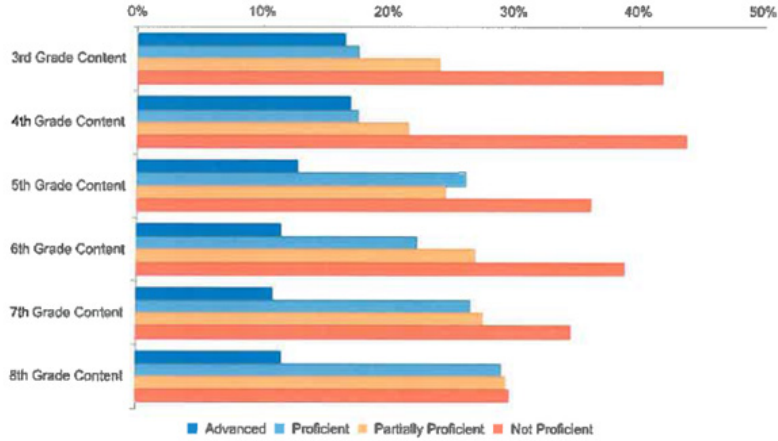
### Change Over Time

In 2014, IFF previously completed an ECCE study for Detroit that used 2013 Esri data and 2014 state and federal data.

- Since 2014, the population of children ages 0-5 increased by 4 percent, or 2,042 children; and, the number of children in need of care subsequently increased to 1,840 children.
- As in the previous analysis, the highest-need areas are mostly located in northeast and southwest Detroit. In fact, eight of the 10 areas that were highest need in 2014 remain highest need in 2015.
- Two neighborhoods, Evergreen and Springwells, fell to 11 and 12, respectively; and two neighborhoods not previously in the highest-need areas, Nolan and Pershing, entered the top 10.
- Nolan and Pershing entered the top 10 in part because of significant increases in their 0- to 5-year-old population. Other neighborhoods with a significant increase in 0- to 5-year-old population, relative to most Detroit neighborhoods, included Pembroke, Grant, Palmer Park, and Burbank. These neighborhoods are all located along the northern border of Detroit.

**MI School Data**

**Grades 3-8 Assessments: Performance Level Snapshot**  
**Wayne RESA: 2015-16 / M-STEP / All Grades (Compared) / ELA / All Students**  
 02/03/2017



**MI School Data**

**Grades 3-8 Assessments: Performance Level Snapshot**  
**Wayne RESA: 2015-16 / M-STEP / All Grades (Compared) / ELA / All Students**  
 02/03/2017

| Assessment Name | Assessment Subject | Grade Level Content | Number Students Proficient | Number Advanced | Number Proficient | Number Partially Proficient | Number Not Proficient | Number Assessed | Mean Scaled Score | Standard Deviation |
|-----------------|--------------------|---------------------|----------------------------|-----------------|-------------------|-----------------------------|-----------------------|-----------------|-------------------|--------------------|
| M-STEP          | ELA                | 3rd Grade Content   | 6,964                      | 3,374           | 3,590             | 4,927                       | 8,559                 | 20,450          | 1288.3            | 26.5               |
| M-STEP          | ELA                | 7th Grade Content   | 7,477                      | 2,159           | 5,318             | 5,516                       | 6,897                 | 19,890          | 1690.7            | 26.8               |
| M-STEP          | ELA                | 6th Grade Content   | 6,761                      | 2,292           | 4,469             | 5,386                       | 7,772                 | 19,919          | 1588.5            | 26.5               |
| M-STEP          | ELA                | 8th Grade Content   | 8,093                      | 2,301           | 5,792             | 5,859                       | 5,921                 | 19,873          | 1793.0            | 27.3               |
| M-STEP          | ELA                | 5th Grade Content   | 7,698                      | 2,529           | 5,169             | 4,858                       | 7,151                 | 19,707          | 1491.9            | 26.1               |
| M-STEP          | ELA                | 4th Grade Content   | 7,014                      | 3,439           | 3,575             | 4,373                       | 8,869                 | 20,256          | 1389.3            | 26.1               |

**MI School Data**

**Grades 3-8 Assessments: Performance Level Snapshot**  
**Wayne RESA: 2015-16 / M-STEP / All Grades (Compared) / ELA / All Students**  
 02/03/2017

| Assessment Name | Assessment Subject | Grade Level Content | Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient | Number Assessed | Mean Scaled Score | Standard Deviation |
|-----------------|--------------------|---------------------|-----------------------------|------------------|--------------------|------------------------------|------------------------|-----------------|-------------------|--------------------|
| M-STEP          | ELA                | 3rd Grade Content   | 34.1%                       | 16.5%            | 17.6%              | 24.1%                        | 41.9%                  | 20,450          | 1288.3            | 26.5               |
| M-STEP          | ELA                | 7th Grade Content   | 37.6%                       | 10.9%            | 26.7%              | 27.7%                        | 34.7%                  | 19,890          | 1690.7            | 26.8               |
| M-STEP          | ELA                | 6th Grade Content   | 33.9%                       | 11.5%            | 22.4%              | 27.0%                        | 39.0%                  | 19,919          | 1588.5            | 26.5               |
| M-STEP          | ELA                | 8th Grade Content   | 40.7%                       | 11.6%            | 29.1%              | 29.5%                        | 29.8%                  | 19,873          | 1793.0            | 27.3               |
| M-STEP          | ELA                | 5th Grade Content   | 39.1%                       | 12.8%            | 26.2%              | 24.7%                        | 36.3%                  | 19,707          | 1491.9            | 26.1               |
| M-STEP          | ELA                | 4th Grade Content   | 34.6%                       | 17.0%            | 17.6%              | 21.6%                        | 43.8%                  | 20,256          | 1389.3            | 26.1               |

**MI School Data**

**Grades 3-8 Assessments: Performance Level Snapshot**  
**Wayne RESA: 2015-16 / M-STEP / All Grades (Compared) / ELA / All Students**  
 02/03/2017

| Location Type | Location Name | Assessment Name | Assessment Subject | Grade Level Content | Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient | Number Assessed | Mean Scaled Score | Standard Deviation |
|---------------|---------------|-----------------|--------------------|---------------------|-----------------------------|------------------|--------------------|------------------------------|------------------------|-----------------|-------------------|--------------------|
| Statewide     | Statewide     | M-STEP          | ELA                | 3rd Grade Content   | 46.0%                       | 23.4%            | 22.6%              | 24.8%                        | 29.2%                  | 107,964         | 1295.8            | 25.8               |
| Statewide     | Statewide     | M-STEP          | ELA                | 6th Grade Content   | 45.0%                       | 15.9%            | 29.1%              | 27.0%                        | 28.0%                  | 109,697         | 1595.4            | 26.0               |
| Statewide     | Statewide     | M-STEP          | ELA                | 8th Grade Content   | 48.9%                       | 14.9%            | 33.9%              | 28.0%                        | 23.2%                  | 108,980         | 1798.1            | 27.0               |
| Statewide     | Statewide     | M-STEP          | ELA                | 4th Grade Content   | 46.3%                       | 24.1%            | 22.2%              | 22.3%                        | 31.4%                  | 107,442         | 1396.6            | 25.5               |
| Statewide     | Statewide     | M-STEP          | ELA                | 5th Grade Content   | 50.6%                       | 18.0%            | 32.6%              | 24.6%                        | 24.8%                  | 106,414         | 1499.2            | 25.0               |
| Statewide     | Statewide     | M-STEP          | ELA                | 7th Grade Content   | 47.1%                       | 14.1%            | 33.0%              | 27.6%                        | 25.3%                  | 108,822         | 1696.7            | 25.9               |
| ISD           | Wayne RESA    | M-STEP          | ELA                | 4th Grade Content   | 34.6%                       | 17.0%            | 17.6%              | 21.6%                        | 43.8%                  | 20,256          | 1389.3            | 26.1               |
| ISD           | Wayne RESA    | M-STEP          | ELA                | 8th Grade Content   | 40.7%                       | 11.6%            | 29.1%              | 29.5%                        | 29.8%                  | 19,873          | 1793.0            | 27.3               |
| ISD           | Wayne RESA    | M-STEP          | ELA                | 6th Grade Content   | 33.9%                       | 11.5%            | 22.4%              | 27.0%                        | 39.0%                  | 19,919          | 1588.5            | 26.5               |
| ISD           | Wayne RESA    | M-STEP          | ELA                | 3rd Grade Content   | 34.1%                       | 16.5%            | 17.6%              | 24.1%                        | 41.9%                  | 20,450          | 1288.3            | 26.5               |
| ISD           | Wayne RESA    | M-STEP          | ELA                | 7th Grade Content   | 37.6%                       | 10.9%            | 26.7%              | 27.7%                        | 34.7%                  | 19,890          | 1690.7            | 26.8               |
| ISD           | Wayne RESA    | M-STEP          | ELA                | 5th Grade Content   | 39.1%                       | 12.8%            | 26.2%              | 24.7%                        | 36.3%                  | 19,707          | 1491.9            | 26.1               |

Close to **19,000 K-8 STUDENTS** attend **40 SCHOOLS**  
 with **LESS THAN 5% 4th grade READING PROFICIENCY**



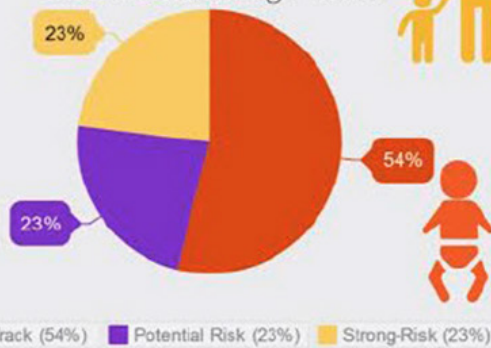
Note: Pupil figures are from the 2015-16 school year and rounded to the near 100.  
 Source: www.mischotdata.org



# Help Me Grow

Data Snapshot | 2016 SE Michigan

## Wayne County 2016 Screening Profile



18,645 Children Screened

28,188 Screens Completed



14% of Children are screened routinely at different ages

■ On-Track (54%) ■ Potential Risk (23%) ■ Strong-Risk (23%)

## Percent of Screens with a Strong Risk for Concern by Areas



More than 1 out of 4 screens show a strong risk for delay in fine motor development



More than 1 out of 5 screens show a strong risk for delay in problem solving and gross motor development



51%

of children subsequently screened for a risk of a delay, were on track when later screened

This was based on a sample of 1,923 children with screens at two different age intervals



## Community Partnerships

Community partners include family/parental support programs, general community, education and health along with faith-based, WIC and in-home care settings

Over 200 Community Partners

Data Profile is produced by Help Me Grow Michigan in partnership with Great Start Collaborative in Wayne, Oakland and Macomb counties, funded by Michigan Department of Education and United Way for Southeastern Michigan