

Great Parents, Great Start **RESOURCE GUIDE**

2010-2011 Program Year

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INTRODUCTION

Section 32j of P.A. 110 of 2010 (State School Aid Act) authorizes funding for the *Great Parent, Great Start* (GP, GS) program, whose purpose is “to encourage early mathematics and reading literacy, improve school readiness, reduce the need for special education services, and foster the maintenance of stable families by encouraging positive parenting skills.” The authorizing legislation requires Intermediate School Districts (ISDs) that receive funding to provide the following services for parents of children birth to age 5:

- A. Information on child development from birth to age 5 years
- B. Examples of learning opportunities to promote intellectual, physical, and social growth of young children
- C. Methods to enhance parent-child interaction promoting social and emotional development, as well as,
- D. Methods to enhance parent-child interaction promoting age-appropriate language, math and early reading skills
- E. Access to needed community services through a community-school-home partnership

Items C and D are actually one mandated service in the legislative language; we separated them because we thought programs might use different resources and strategies to address the two different pieces. The legislation does not require that ISDs provide these services in any specific ways, although many ISDs provided at least some of their services through home visiting, parent-child play groups, and/or formal parent education groups. The difference between a parent-child playgroup and parent education is that children attend the former with their parent or caregiver, and in the latter the parent/caregiver attends alone.

As part of the 2010-2011 evaluation of the GP, GS program, the evaluation team conducted a survey that asked ISDs who provided services using at least one of these three methods to identify the resources they used to meet each of the legislative mandates. The evaluation team received 176 survey responses from GP, GS administrators and staff, including home visitors, parent educators, and play group facilitators. In this guide, we present the suggestions offered by this group for use by other programs around the state. These suggestions are not recommendations of the MSU evaluators or the Michigan Department of Education, but rather resources identified by early childhood professionals as useful to them in their work.

This resource guide is organized into three sections: Section I lists resources identified by survey respondents that they used to meet mandates A – D; Section II lists strategies (as opposed to resources) that they identified as useful for meeting mandates A – D; and Section III identifies both resources and strategies used to meet mandate E. Where possible, we have identified a website where further information about the resource can be found. If the website does not work (as changes are frequent on the web) try entering the resource name into Google or another search engine.

**BIBLIOGRAPHY OF RESOURCES AND STRATEGIES
REPORTED BY GREAT START STAFF INVOLVED IN PARENT-CHILD GROUPS,
HOME VISITING AND PARENT EDUCATION**

This bibliography of resources and strategies is divided into three sections. Sections I and II include resources and strategies GP,GP staff identified to meet the legislative mandates related to providing parents with information about child development, providing opportunities to promote intellectual, physical and social growth, and enhancing parent-child interaction to promote children’s development. Section III describes the resources and strategies that they used to help parents gain access to community resources.

Notes:

1. *Listing does not constitute a recommendation by the Michigan Department of Education*
2. *Listings have not been vetted beyond existence of website.*
3. *If website doesn’t work, search by title in first column.*

SECTION I. RESOURCES ASSOCIATED WITH LEGISLATIVE MANDATES A - D

- A. Providing parents with information on child development birth to age five years**
- B. Providing learning opportunities to promote intellectual, physical and social growth**
- C. Enhancing parent-child interaction promoting social and emotional development**
- D. Enhancing parent-child interaction promoting age appropriate language, math and early reading skills**

Section I contains resources that GP,GS administrators and staff said they like to use for meeting the legislative mandates listed above. We have sorted them, where possible, into the following categories: Assessment Tools, Developmental Wheels, Curricula, Government Sources, Videos/DVDs/Websites, and Books/Pamphlets. Because many resources were used to meet several different mandates, the middle column in the table indicates which mandates were addressed with each resource. The right column identifies websites where one can go to get additional information about the resource.

RESOURCE	MANDATE	WEBSITES
ASSESSMENT TOOLS		
<i>Ages and Stages Questionnaire (ASQ-3) Ages and Stages Questionnaire-Social Emotional® (ASQ-SE).</i>	ABCD	http://www.brookespublishing.com/store/books/squires-asqse/
<i>Devereux Early Childhood Assessment Kit (DECA)</i>	BC	www.devereux.org
<i>Infant-Toddler Developmental Assessment (IDA)</i>	ABC	www.riversidepublishing.com/products/ida
DEVELOPMENTAL WHEELS		
<i>Central Michigan University. From Crib to Kindergarten Developmental Wheel.</i>	AB	http://www.earlychildhoodmichigan.org/pdf/WheelOrderForm.pdf

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RESOURCE	MANDATE	WEBSITES
Michigan Assn for Infant Mental Health. <ul style="list-style-type: none"> • <i>Baby Stages: A Parents and Caregivers Guide to Social Emotional Development of Infants and Toddlers.</i> • <i>Preschool Stages: A Parents and Caregivers Guide to Social Emotional Development n the Preschool Years.</i> • <i>Rally into Fatherhood: Dad’s Guide to Fun with Your Baby.</i> 	ABC	http://www.mi-aimh.org/products/wheels Available in English, Spanish, Chinese, Arabic. Available in English and Spanish.
CURRICULA		
Birth to Three. <i>Parenting Now.</i>	C	www.birthto3.org
CSEFEL. Center on the Social and Emotional Foundation for Early Learning. <i>Connected Beginnings.</i>	ABC	www.csefel.org
<i>Creative Curriculum for Infants, Toddlers, and Twos®</i>	ABCD	www.creativecurriculum.com www.TeachingStrategies.com/page/creative-curriculum-infants-toddlers-twos.cfm
Early Head Start Curriculum. <i>Growing Great Kids.</i> <ul style="list-style-type: none"> • EHS Program Strategies • Sharing Knowledge series • Technical Assistance Papers • Tip Sheets 	BD	www.ehsnrc.org Click on EHS NRC Products
Florida State University, Center for Prevention and Early Intervention Policy. <i>Partners for a Healthy Baby Curriculum.</i> Home Visiting Curriculum for <ul style="list-style-type: none"> • New Families: Baby’s First Six Months. • Families: Baby’s Month 7-12 • Families: Baby’s Month 13-18 • Families: Baby’s Month 18-24 • Handouts 	BCD	http://www.cpeip.fsu.edu/ Click on Curricula and Books Enables staff to manage assessment, plan curriculum and collaborate with parents.
Hawaii <i>HELP 0-3.</i>	AD	www.vort.com
Head Start. <i>Exploring Parenting. I Am Moving I Am Learning.</i>	BCD	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/IamMovingIamLearning.htm
High/Scope. <i>Infant Toddler Curriculum.</i>	ABCD	http://www.highscope.org/Content.asp?ContentId=1
Love and Logic. <i>Magic for Early Childhood (Fay).</i>	AC	www.loveandlogic.com
Love and Logic. <i>Early Childhood Parenting Made Fun</i>	C	http://www.realparenting.net/early_childhood.html
<i>Marriage and Parenting Program</i>	C	http://marriageandparenting.com/

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Michigan State University. <i>Parenting Counts</i> .	BCD	http://www.parentinged.msu.edu/
MotherRead Inc. <i>B.A.B.Y. (Birth and Beginning Years)</i> .	BCD	www.motheread.com/baby.htm A family literacy program
<i>Nurturing Fathers Program</i>	C	http://www.nurturingfathers.com/
<i>Nurturing Program for Parents and Their Infants/Toddlers/Preschoolers</i> (Bavolek).	ABCD	www.nurturingparenting.com
<i>Parents as Teachers</i>	ABCD	www.parentsasteachers.org Click on e-store
<ul style="list-style-type: none"> Amazing Brain/Windows of Opportunity 	C	
<ul style="list-style-type: none"> Born to Learn 	ABD	
<ul style="list-style-type: none"> Family Links 	ABCD	
<ul style="list-style-type: none"> Health, Nutrition 	AD	
<ul style="list-style-type: none"> Help at Home 	BCD	
<ul style="list-style-type: none"> Milestones 	AC	
<ul style="list-style-type: none"> Playgroup Manual 	AD	
<ul style="list-style-type: none"> Your Baby, Your Child Developmental sheets 	C	
<ul style="list-style-type: none"> MELD Playing to Learn 	BD	
<i>Read it Once, Read It Twice, Read It Once Again. Repetitious Story Book Curriculum.</i> (Schafer)	BD	www.readitonceagain.com/
<i>Response to Intervention (RTI)</i>	ABD	http://www.rtinetwork.org/?gclid=CO2eyeT-s6wCFcLAKgodB02UHA Click on pre-k, parents and families
STEP. Dinkmeyer & McKay. (1997). <i>Parenting Young Children: Systematic Training for Effective Parenting</i> . Coral Springs, FL: STEP Publishers.	A	http://www.amazon.com/Parenting-Young-Children-Systematic-Effective/dp/0785411895
GOVERNMENTAL AGENCIES		
<i>Early On@</i> handouts	AD	www.1800earlyon.org
HeadStartBodyStart, National Center for Physical Development and Outdoor Play	B	http://www.aahperd.org/headstartbodystart/
Macomb County Intermediate School District. <i>Guide to Fun for Families</i> .	B	http://www.misd.net/Earlychild/PDF/2010FunGuide.pdf
MaCrain, Mary, Van Weelde, Kerrie, Marciniak, Deb. (2009). <i>Social Emotional Health and School Readiness</i> . Michigan Dept. of Community Health. Division of Mental Health Services to Children.	C	

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Michigan Department of Community Health. WIC materials (<i>Breast feeding, Nutrition, Growth and Development</i>)	A	http://www.michigan.gov/mdch/0,1607,7-132-2942_4910_19205_21312-47730--00.html
Michigan Department of Education. (1998) <i>R.E.A.D.Y. Kit. (Read, Educate and Develop)</i>	ACD	http://www.michigan.gov/mde/0,4615,7-140-28753-33559--00.html
National Institute for Literacy. <i>A Child Becomes A Reader.</i>	D	http://lincs.ed.gov/publications/pdf/reading_pre.pdf
United States Department of Agriculture. Food and Nutrition Information Center.	B	Search: USDA nutrition materials. Click on Nutrition Education
United States Department of Education. <i>Start Early Finish Strong. How To Help Every Child Become a Reader.</i>	A	http://www2.ed.gov/pubs/startearly/ch_1.html On website.
United States Department of Education. (2002). <i>Teaching Our Youngest: A Guide for Preschool Teachers and Child Care and Family Providers.</i>	A	http://ed.gov/teachers/how/early/teachingouryoungest/page.html On web site.
Wayne RESA. <i>Wonder Years</i>	C	http://www.resa.net/earlychildhood/forparents/wonderyears/
VIDEOS/DVDS/WEB SITES		
<i>Baby and Toddler Yoga DVD</i>	B	www.Amazon.com
Child Welfare League of America. <i>Positive Parenting Tips.</i>	A	http://www.cwla.org/positiveparenting/
Detroit Public Television and Merrill Palmer Institute. <i>The Whole Child Series. Caregivers Guide to the First Five Years.</i>	B	http://www.learner.org/resources/series59.html 13 half hour sessions.
Hanen Center. <i>Speech development You Make the Difference: Resources for Typically Developing Children. It Takes Two To Talk: Resources for Developmentally Delayed Children.</i>	ABCD	http://www.hanen.org/Hanen-Resources/Resources-For-Parents/You-Make-The-Difference-Parent-Resources.aspx
Kera Broadcasting Service. <i>Little Bites Big Steps.</i>	B	http://kera-kids.org/ready-for-life/parents/nutrition-fitness/videos/little-bites-big-steps/
Michigan Team Nutrition Family and Consumer Services	B	Search: <i>Michigan Nutrition Notebook.</i> Will reference http://www.healthyweightforkids.org/
Parent Action. <i>I Am Your Child Series The First Years Last Forever. (Reimer)</i>	ABC	http://www.parentaction.org/ 13 sessions, English and Spanish
<i>Parent Magic: Parents of Kids 2-12; 1-2-3 Magic</i>	BCD	http://www.parentmagicstore.com/All-Products/1-2-3-Magic-Parenting
<i>ReadySetRead. Playful Literacy.</i>	BCD	www.readysetread2me.blogspot.com Suggestions and blogs
Sesame Street. <i>Math is Everywhere Kit</i>	D	http://www.sesamestreet.org/parents/topicsandactivities/toolkits/math
Public Broadcasting Service, <i>Reading Your Child's Cues</i>	C	http://www.pbs.org/parents/earlylearning/babycues.html

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Public Broadcasting Service. <i>Whole Child: A Caregivers Guide to the First Five Years.</i>	ACD	www.pbs.org/wholechild
Public Broadcasting Service. WKAR. <i>Ready to Learn.</i>	D	http://www.wkar.org/educationservices/
PNC. Grow Up Great. <i>The First Five Years Are Forever.</i>	D	http://www.pncgrowupgreat.com/
<i>Reading Is Fundamental.</i>	D	http://www.rif.org/
<i>Reading Starts with Us.</i> Workshop.	D	http://www.ala.org/ala/aboutala/offices/olos/outreachresource/docs/reading_starts.pdf
Response to Intervention (RTI) <i>Developing Socially Competent and Emotionally Resilient Young Children Through a Pre K RTI Framework</i>	BD	http://www.rtinetwork.org/learn/rti-in-pre-kindergarten/developing-socially-competent-and-emotionally-resilient-young-children
Talaris Institute. <i>Parenting Counts.</i>	ACD	http://www.talaris.org/parenting-counts/
Transitioning to Kindergarten: A Toolkit for Early Childhood Educators	B	http://www.recognitionandresponse.org/content/view/full/23/108/
WKAR <i>Ready to Learn</i>	AD	http://wkar.org/parents/
Zero to Three.	ABCD	www.zerotothree.org Behavior/ development, interactive tools, Tip Sheets, parent handouts, charts, FAQs, articles, power point slide shows
BOOKS/PAMPHLETS		www.amazon.com
Armstrong, Thomas, PhD. (1991). <i>Awakening Your Child's Natural Genius; Enhancing Curiosity, Creativity and Learning Ability.</i> NY: Penguin Putnam.	B	
Bailey, Becky. (2001). <i>Conscious Discipline. Seven Basic Skills for Brain Smart Classrooms.</i>	ABC	
Brazelton, T. Berry, MD. (2006). <i>Touchpoints: Birth to Three.</i> Da Capo Press; (1992). <i>Touchpoints: The Essential Reference-Your Child's Emotional and Behavioral Development.</i> Da Capo Press.	A	
Catlin, Cynthia. <i>More Toddlers Together: The Complete Planning Guide for A Toddler Curriculum, Vol. II.</i> Silver Spring, MD: Gryphon House.	D	
Church, Ellen Booth. (2002). <i>50 Fun and Easy Brain Based Activities for Young Learners.</i> New York: Scholastic.	B	
DeBruin-Parecki, Andrea. (2006). <i>Let's Read Together: Improving Literacy Outcome with the Adult-Child Interactive Reading Inventory (ACIRI).</i> Baltimore,	ABCD	

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MD: Brookes Publishing.		
Druikers, Rudolph & Cassell, Pearl. (1991). <i>Discipline without Tears: A Reassuring and Practical Guide to Teaching Your Child Positive Behavior</i> . Plume.	D	
Foster, Beverly. (1998). <i>Basic Concept and Vocabulary Roundup: 948 Fun and Reproducible Pictures and Auditory Bombardment Lists for Language Development</i> . SuperDuper Publications.	D	
Gartrell, Dan. (2003). <i>The Power of Guidance: Teaching Social Emotional Skills in Early Childhood Classrooms</i> . Cengage Learning.	C	
Gustafson, Monica. (2006). <i>Quick-Make Artic Activities</i> . Linguisystems	D	http://www.linguisystems.com/products/product/display?itemid=10376
Kostelnik, Marjorie, Gregory, Karen, Soderman, Anne, Whiren, Alice. (2009). <i>Guiding Children's Social Development</i> . Belmont, CA: Wadsworth.	C	
Levine, Mel., MD. (2002). <i>A Mind at a Time</i> . New York: Simon and Schuster.	B	
Meyerhoff, Michael K. (2001). <i>Bright Start Activities to Develop Your Child's Potential</i> .	AB	
Miller, Karen. (1999). <i>Simple Steps: Developmental Activities for Infants, Toddlers, and Two Year Olds</i> . Beltsville, MD: Gryphen House.	A	
Oates, RK., MD. <i>Great Beginnings with Your Baby: A Guide for Teen Parents</i> . Channing-Bete Publishers. Prevent Child Abuse America.	AB	
Raines, Shirley, Miller, Karen & Curry-Reed, Leah. (2002). <i>Story Stretchers for Infants</i> . Silver Spring, MD: Gryphon House.	D	
Ringler, Lenore H. & Rhodes, Carole S. (2004). <i>Born to Learn: Developing a Child's Reading and Writing</i> . Pippin Teachers Library.	B	
Shelov, Steven P., MD. (Ed.). (2009). <i>Caring for Your Baby and Young Children</i> . American Academy of Pediatrics.	A	

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RESOURCE	MANDATE	WEBSITES
Schiller, Pamela. (1999). <i>Start Smart: Building Brain Power in the Early Years</i> . Silver Spring, MD: Gryphon House.	A	
Schiller, Pamela. (2005). <i>The Complete Resource Book for Infants</i> . Silver Spring, MD: Gryphon House.	D	
Schiller, Pamela. (2005). <i>The Complete Resource Book for Toddlers and Twos</i> . Silver Spring, MD: Gryphon House.	D	
Scholastic PreK 80 Books	D	http://teacher.scholastic.com/products/classroombooks/coreknowledge.htm
Search Institute. <i>Developmental Assets. Resources for Ages 0-5</i> .	AC	https://www.searchinstitute.org/category_s/154.htm
Silberg, Jackie & Malone, Rebecca J. (1999). <i>125 Brain Games for Babies</i> . Beltsville, MD: Gryphon House.	B	
Smith, Connie J., Hendricks, Charlotte M., & Bennett, Becky S. (1997). <i>Growing, Growing Strong: A Whole Health Curriculum for Young Children</i> . St. Paul, MN: Red Leaf Press.	B	
Williamson, Robert, Lubawy, Joy, & Canton, Debra. (2005). <i>Preschool Math</i> . Beltsville, MD: Gryphon House.	D	
Woolfson, Richard C. (2002). <i>Bright Child: Understand and Stimulate Your Child's Development</i> . Barrons.	A	
Wurman, Richard Saul. <i>Understanding Children: The Guidebook for Children 0 to 3</i> . Civitas.	A	http://www.amazon.com/Understanding-Children-Richard-Saul-Wurman/dp/0970368488
MISCELLANEOUS		
<i>Developing Reader's Journey to Third Grade</i> . Chart	D	www.strategiesforchildren.org/Publications/Developing_Readers_Journey.pdf
Early Childhood Investment Corporation. Great Start Website.	D	www.GreatStartforkids.org Information and Resources
<i>How Can I Help My Child Be Ready to Read and Ready to Learn</i> .	D	www.sdpirc.org
Nursery Rhymes, Songs and Finger Play.	CD	http://www.preschoolrainbow.org/preschool-rhymes.htm
Oakland County Intermediate School District. <i>Growing Together Every Day Infant Toddler Calendar</i>	D	http://www.oakland.k12.mi.us/Departments/EarlyChildhood/tabid/286/Default.aspx
University of Wisconsin Extension. <i>Parenting the Preschooler</i> . Newsletter	BD	http://parenting.uwex.edu/
Parent-to-Parent Sites		
MOPS	B	
Partners in Parenting	B	http://partners-in-parenting.typepad.com/

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RESOURCE	MANDATE	WEBSITES
Early Childhood Programs		
Dolly Parton's <i>Imagination Library</i> Book a month program.	BCD	www.imaginationlibrary.com
<i>Kindermusik</i>	B	http://www.kindermusik.com/
<i>Ready, Set, Read</i> Provides books	D	www.readyssetread.org

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II. STRATEGIES ASSOCIATED WITH LEGISLATIVE MANDATES A - D

- A. Providing parents with information on child development birth to age five years**
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Although we only asked for resources, many of those who responded to the survey also identified strategies they used to meet the various mandates of the legislation. Because they listed many interesting and creative ideas, we wanted to share them as well. The following table lists strategies mentioned and which mandates they were intended to address.

STRATEGY	MANDATE	
COMMUNITY RESOURCES - <i>Visit sites/ provide resources</i>		
• Children’s museum		
• Food coop	B	
• Health Department for medical and dental information, vision and hearing screenings		
• Library resources, story time	B	
• Love and Logic classes	B	
• Michigan State University-Extension (MSU-E) classes in gardening, nutrition	B	
• Music and art institutes	B	
• Nature center	B	
• Parks	B	
• Planetarium	B	
• Public school parent resource center	B	
• Therapeutic horseback riding	B	
Specific to Area		
• L.E.A.N. Linking Education, Activity, and Nutrition (Van Buren Co.)	B	
• Treehouse Indoor Playground (Chelsea-Washtenaw county)		
PROGRAM – <i>Offer</i>		
• Assistance in making referrals	B	
• Community resources	B	
• Consultants (speech therapist, occupational therapist, physical therapist)assessment, consultation	BCD	
• Early learning totes distributed to all WIC, Head Start and GSRP children	D	
• Field trips	C	
• Free books	D	

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STRATEGY	MANDATE	
<ul style="list-style-type: none"> • Home visits, involving <ul style="list-style-type: none"> ○ Developmental screening and assessment ○ Training opportunities ○ Advocacy opportunities 	BCD	
<ul style="list-style-type: none"> • Linking families to events, services, resources re their interest, needs 	B	
<ul style="list-style-type: none"> • Information about other services 	B	
<ul style="list-style-type: none"> • Lending library – resources for parents 	D	
<ul style="list-style-type: none"> • Monthly calendar listing community events 	C	
<ul style="list-style-type: none"> • Monthly newsletter; newsletter developed with Health Department 	AD	
<ul style="list-style-type: none"> • Nature walks 	CD	
<ul style="list-style-type: none"> • Playgroups weekly. One/ two playgroups monthly have projects parent and child can do together. 	BC	
<ul style="list-style-type: none"> • Parenting field trips 	B	
<ul style="list-style-type: none"> • Potty training workshop 	B	
<ul style="list-style-type: none"> • Workshops in conjunction with other programs 	A	
ORGANIZATION OF PLAY AREA, ACTIVITIES		
<ul style="list-style-type: none"> • Book area for children to read or be read to by parents. 	D	
<ul style="list-style-type: none"> • Centers for skill development 	B	
<ul style="list-style-type: none"> • Environment set up for children to feel comfortable enough to take “risks”, try new things and make new discoveries 	B	
<ul style="list-style-type: none"> • Gross motor, fine motor, sensory, self help skills, math or science, listening 	B	
<ul style="list-style-type: none"> • Gross motor, fine motor, sensory table, discovery bin, reading books together, snack table, floor puzzle 	BD	
<ul style="list-style-type: none"> • Gross motor, fine motor, sensory, texture, language 	B	
<ul style="list-style-type: none"> • Opportunities for movement to music, large motor activities (tricycles, trampolines, kites, scooters, balls, climbers, etc. 	B	
<ul style="list-style-type: none"> • Organize room based on Early Head Start Standards for Early Childhood Learning and Knowledge Center 	C	
<ul style="list-style-type: none"> • Sensory tables, magnifying glasses, authentic materials in a dramatic play area, variety of materials available for aesthetic creations. 	B	
<ul style="list-style-type: none"> • Signs at the various stations indicating skills for the various stations and encouraging social emotional development 	CD	
STAFFING		
<ul style="list-style-type: none"> • Experienced, degreed, trained staff 	C	

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STRATEGY	MANDATE	
• Infant mental health training/ training of staff in social emotional wellbeing	B	
• MI-AIMH Endorsement	C	
• Academic opportunity, gross and fine motor activities, and nutrition tips for children	B	
• Books and activities that challenge child, appropriate for their abilities	D	
• Each visit includes book read, open ended questions and hands on activities; activities that promote early literacy or age-appropriate child development.	D	
• Circle time	B	
• Curriculum based play groups with language, math and early reading skills built into an organized agenda/lesson plan.	D	
• Discuss with parents what children are learning while they play. Talk about age-appropriate expectations	D	
• Each playgroup based around theme, with relevant activities/ crafts/books	B	
• Encourage children to interact with other children, allowing them to focus on issues such as sharing, manners, patience, independence and confidence.	C	
• Extend weekly lesson plans with activities such as stories, concepts, cooking experiences, safety, science concepts with simple and home-accessible things.	C	
• Have books always available for children to look at.	B	
• Math skills are easily observed in sensory area where children count, sort and combine.	D	
• Manipulatives promote early math skills (block play, construction cooking, discovery stations).	D	
• Music and movement activities, i.e., march around room to music or singing; song with simple directions (e.g., making circles with arms). Explain that children's natural energy needs a positive outlet: children need action followed by story or quiet activity.	C	
• Number egg cartons 1-12, 1-18, for counting beans, pennies, cotton balls.	D	
• Offer language, early reading and math skills through playgroups and home visits. Literacy opportunities are part of every home visit and playgroup.	D	
• Praise positive behavior.	C	

- A. Information on child development birth to age five years
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- D. Enhancing parent-child interaction promoting age appropriate language, math and early reading skills

STRATEGY	MANDATE	
<ul style="list-style-type: none"> Promote sensory integration, group experiences, e.g., circle time, singing 	B	
<ul style="list-style-type: none"> Provide new and gently used books 	D	
<ul style="list-style-type: none"> Story book is central theme for each playgroup, with activities related to the book. Children take book home to keep, with ideas for continued learning. 	D	
<ul style="list-style-type: none"> Training in school readiness skills in reading and math 	D	
<ul style="list-style-type: none"> Use story time for social practice 	C	
<ul style="list-style-type: none"> Use toys, crafts, puzzles to model learning opportunities and social skills 	B	
<ul style="list-style-type: none"> Work on fine/gross motor skills 	A	
TEACHING STRATEGIES – PARENTS		
<ul style="list-style-type: none"> Access for families to online ASQ-SE and DECA. 	C	
<ul style="list-style-type: none"> Behavior workshop illustrating different techniques 	C	
<ul style="list-style-type: none"> Developmental screening (ASQ-SE) as a teaching tool; evaluates for communications and problem solving. 	ABCD	
<ul style="list-style-type: none"> Provide MI-AIMH developmental wheels 	C	
<ul style="list-style-type: none"> Educational goals specified at home visits and conferences, with backup activities sent home regularly and completion charts turned in for a new book donated to each family every 5-10 assignments 	B	
<ul style="list-style-type: none"> Communicate to parents what child is doing; reinforce positive parent-child social emotional interactions, how the child is looking to them for cues/attention/guidance 	C	
<ul style="list-style-type: none"> Communicate to parents importance of group experience for children, what to expect of children at various stages, how to interact with child, leading by example. 	C	
<ul style="list-style-type: none"> Demonstrate, support and encourage parents and provide practical ideas for enhanced parent-child interaction and promotion of social emotional development. 	C	

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STRATEGY	MANDATE	
<ul style="list-style-type: none"> Demonstrate with videos, DVDs, supporting literature that children <ol style="list-style-type: none"> Constantly explore their environment, and parents should allow for/facilitate exploration, movement, language (communicating what you are doing and why) Need a routine that assures sufficient sleep. 	C	
<ul style="list-style-type: none"> Demonstrate positive methods for parent and child to interact. 	C	
<ul style="list-style-type: none"> Discuss temperament, consequences, tantrums, encouragement in one session 	C	
<ul style="list-style-type: none"> Discuss/model behaviors 	B	
<ul style="list-style-type: none"> Emphasize that parents are the first and most important teachers for their children. 	B	
<ul style="list-style-type: none"> Encourage parents to be role models in reading and learning new things. 	D	
<ul style="list-style-type: none"> Discuss simple activities parents can do at home. 	B	
<ul style="list-style-type: none"> Count down days on calendar 	D	
<ul style="list-style-type: none"> Count fingers, toes, eyes, nose, arms, legs 	D	
<ul style="list-style-type: none"> Develop learning materials from everyday resources in the home, e.g., paper plates, muffin cups. Illustrate ways to use every day items and activities. 	CD	
<ul style="list-style-type: none"> Encourage parents and children to participate in gross motor play and other activities. Encourage parents to provide 15 minutes of 1:1 playtime each day. 	BD	
<ul style="list-style-type: none"> Encourage parents to read and to use as much language as possible with child. Read at least 30 minutes a day (10 minutes in morning, at noon and bedtime). 	D	
<ul style="list-style-type: none"> Encourage parents to have children name colors, objects, label items in the home (chair, table, television, refrigerator, stove, bed, etc.) 	D	
<ul style="list-style-type: none"> Bring literature rich in language to visits; ask comprehensive questions and encourage parents to challenge their child 	B	
<ul style="list-style-type: none"> Homemade toys and books that parent and child can take ownership of. 	D	
<ul style="list-style-type: none"> Focus on developmental domains; hands on and what parent/child can do with at home; ideas of age- appropriate activities to promote overall development. 	BD	

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STRATEGY	MANDATE	
<ul style="list-style-type: none"> Foster/ model positive interactions and speech using toys and PAT activities 	C	
<ul style="list-style-type: none"> Group activities following book reading. 	D	
<ul style="list-style-type: none"> Group discussion where parents can exchange ideas and concerns 	B	
<ul style="list-style-type: none"> Handouts/discussion on what to expect, activity ideas, developmental rationale, new research, social-emotional development. 	ABC	
<ul style="list-style-type: none"> Hands on activities for children and parents to do together; model for home. 	D	
<ul style="list-style-type: none"> Identify other community resources, activities, events where learning can be extended 	BC	
<ul style="list-style-type: none"> Incorporate parent/child interaction in all playgroups, through songs, finger plays, art stories, sensory play, etc. 	B	
<ul style="list-style-type: none"> Inform parents of importance of all areas of development. 	B	
<ul style="list-style-type: none"> Inquire of parents how use of activities during week may have affected child's learning/awareness. 	B	
<ul style="list-style-type: none"> Materials on development left for parent/child to use between home visits. 	B	
<ul style="list-style-type: none"> Model appropriate practices that parents can duplicate 	B	
<ul style="list-style-type: none"> Model social skills techniques and behaviors during playgroup, 	C	
<ul style="list-style-type: none"> Model age appropriate language with children especially during story times, songs, finger plays; hope that parents will observe and use. 		
<ul style="list-style-type: none"> Monthly parent child meetings 	B	
<ul style="list-style-type: none"> Families go through playgroup stations; encourage parents to interact with other parents. 	B	
<ul style="list-style-type: none"> Lap reading time after a parent meeting 	C	
<ul style="list-style-type: none"> Parent-child groups engaged in learning nursery rhymes and singing songs 	C	
<ul style="list-style-type: none"> Parent-child interaction time part of all home visits. 	D	
<ul style="list-style-type: none"> Parenting blog 	A	
<ul style="list-style-type: none"> Parenting tip of the week 	AB	
<ul style="list-style-type: none"> Portion of meeting without children permits discussion 	AD	
<ul style="list-style-type: none"> Projects once a month for parent and child together 	C	
<ul style="list-style-type: none"> Promote story times at local library. 	D	
<ul style="list-style-type: none"> Provide information at community events, e.g., parent-child activities, parent boot camp, parent 	A	

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STRATEGY	MANDATE	
trainings, community baby showers, play groups, parent meetings		
<ul style="list-style-type: none"> • Provide opportunities for parents to practice skills during play group. 	B	
<ul style="list-style-type: none"> • Provide 6-8 weeks of literacy services. 	B	
<ul style="list-style-type: none"> • Model, learning opportunities for helping child in all developmental areas: block play, stacking household items, color days, reading together daily, blowing bubbles, making/using play dough, pre-tending to be an ape/ crane/elephant; routines; taking turns to anticipate what will happen next. 	B	
<ul style="list-style-type: none"> • Reassure parents of typical behaviors and support difficulties. 	C	
<ul style="list-style-type: none"> • Reassure parents of typical behaviors and support difficulties. 	C	
<ul style="list-style-type: none"> • Recite nursery rhymes. 	D	
<ul style="list-style-type: none"> • Refer to and/or encourage attending parenting classes in the community. 	A	
<ul style="list-style-type: none"> • Role model, speak for the child. 	C	
<ul style="list-style-type: none"> • Speakers on specific topics 	A	
<ul style="list-style-type: none"> • Talk, talk, talk all day long 	D	
<ul style="list-style-type: none"> • Talk with parents about nutrition, physical health, immunizations 	B	
<ul style="list-style-type: none"> • Take time at every group to give parents opportunity to interact, share successful experiences/ knowledge. 	B	
<ul style="list-style-type: none"> • Teach parents to (a) give child a sense of independence and accomplishment by allowing child to pick out clothing the night before, and (b) explain to child that you love them unconditionally; even if you may not be pleased with something they did or said. 	C	
<ul style="list-style-type: none"> • Teach parents to talk to children at eye level to explain a situation. 	C	
<ul style="list-style-type: none"> • Show parents how to use natural environment to teach children value of numbers, sorting, categorizing, and play. Children learn concepts in a way that makes sense to them and enables them to practice skills as part of daily lives. 	D	
<ul style="list-style-type: none"> • Use parent and child to model during a presentation to encourage observation skills and discussion re development, interactions, and behavior. 	C	
<ul style="list-style-type: none"> • Use 10 minute overview of topics discussed 	B	

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STRATEGY	MANDATE	
• Use developmental wheels, parenting magazines	A	
• Work with children and parents together	A	
• Workshops on specific topics	A	
RECRUITMENT		
Offer parents a developmental assessment of their child.	B	

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III. ACCESS TO COMMUNITY SERVICES THROUGH A COMMUNITY-SCHOOL-HOME PARTNERSHIP

Section III contains both resources and strategies identified by survey respondents that they used to promote access to community services, the final legislative mandate. If we could find a website for the resource, it is listed in the right column.

RESOURCE	WEB SITE
INFORMATION ABOUT COMMUNITY SERVICES	
Regional Resource Call Center	
United Way 2-1-1	www.uwmich.org/2-1-1 See map.
Resource Directories Published by:	
<ul style="list-style-type: none"> • Area Agency on Aging • Early On 	http://1800earlyon.org/resources.php
<ul style="list-style-type: none"> • Great Start Collaborative • Head Start/Early Head Start • Intermediate School District • Library • United Way 	
Develop own referral/ resource packet	
Monroe County Children's Yellow Pages	Search: Monroe Co. Children's Yellow Pages
Oakland County Parenting Resources	www.oakland.k12.mi.us/ Click on (1) Children 0-5 (2) Great Parents, (3) Parents Resource Guide.
Saginaw Children's Yellow Pages	www.saginawlibrary.org/community/saginaw-childrens-yellow-pages/
Wayne County Parent Resource Guide	http://www.greatstartwayne.org/sites/default/files/documents/Parent%20Resource%20Guide%20Update%205.pdf
Local Web Sites	
Dickinson Co. Great Start for Kids	www.greatstart4kids.org
Early On	
Great Start Collaborative	
COMMUNITY CONNECTIONS	
Collaborate with/obtain information from/refer to	
Child Care Coordinating Council	
Community Action Agency	
Community Mental Health	
Department of Human Services	
<ul style="list-style-type: none"> • Early On/Project Find • Head Start/Early Head Start • Health department <ul style="list-style-type: none"> ○ Nurses ○ Social workers • Hospitals • Human service agencies • School District <ul style="list-style-type: none"> ○ Occupational therapist ○ Psychologist 	

RESOURCE	WEB SITE
<ul style="list-style-type: none"> ○ Speech and Language ○ Special Education 	
<ul style="list-style-type: none"> ● Kiwanis Club 	
<ul style="list-style-type: none"> ● Library <ul style="list-style-type: none"> ○ story times ○ share puppets during reading month ○ lending library 	
<ul style="list-style-type: none"> ● Michigan Works 	
<ul style="list-style-type: none"> ● MSU Extension 	
<ul style="list-style-type: none"> ● Nature Center summer programs 	
<ul style="list-style-type: none"> ● Planned Parenthood 	
<ul style="list-style-type: none"> ● Police 	
<ul style="list-style-type: none"> ● Poverty Reduction Initiative 	
<ul style="list-style-type: none"> ● Preschools 	
<ul style="list-style-type: none"> ● Regional Educational Service Agency 	
<ul style="list-style-type: none"> ● School Readiness Program 	
<ul style="list-style-type: none"> ● Teen Parent Services 	
<ul style="list-style-type: none"> ● United Way 	
<ul style="list-style-type: none"> ● WIC Family Health Services 	
Area-Specific Resources	
<ul style="list-style-type: none"> ● Babynet (Monroe County) Packets to parents of newborns 	http://www.misd.k12.mi.us/services/earlychildhoodservices/babynet/
<ul style="list-style-type: none"> ● Build My Brain Training (Eaton County) 	
<ul style="list-style-type: none"> ● Early Childhood Network 	
<ul style="list-style-type: none"> ● Family Health Care (Parent child activities part of Teen Support Groups provided at local school) 	
<ul style="list-style-type: none"> ● Local experts in gardening, outdoor activities, fun fairs 	
<ul style="list-style-type: none"> ● Sylvia's Place (Allegan county; domestic violence shelter) 	
Location of Playgroups	
<ul style="list-style-type: none"> ● Churches 	
<ul style="list-style-type: none"> ● Head Start bldg 	
<ul style="list-style-type: none"> ● Libraries 	
<ul style="list-style-type: none"> ● Schools (donate space-day /evenings, supervision, materials) 	
<ul style="list-style-type: none"> ● Health department <ul style="list-style-type: none"> ○ Nurses ○ Social workers 	
<ul style="list-style-type: none"> ● Hospitals 	
<ul style="list-style-type: none"> ● Human service agencies 	
<ul style="list-style-type: none"> ● School District <ul style="list-style-type: none"> ○ Occupational therapist ○ Psychologist ○ Speech and Language ○ Special Education 	
<ul style="list-style-type: none"> ● Kiwanis Club 	
<ul style="list-style-type: none"> ● Library 	

RESOURCE	WEB SITE
<ul style="list-style-type: none"> ○ story times ○ share puppets during reading month ○ lending library 	
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Location of Playgroups	
<ul style="list-style-type: none"> ● Churches 	
<ul style="list-style-type: none"> ● Head Start bldg 	
<ul style="list-style-type: none"> ● Libraries 	
STRATEGIES TO GET INFORMATION TO PARENTS/ CONNECT TO SERVICES	
Information table at site/events	
Staff (a) provide information concerning available community resources, programs, services, events that are school-based or community-based; (b) make connections /referrals	
Who:	
<ul style="list-style-type: none"> ● Facilitator 	
<ul style="list-style-type: none"> ● Home visitors knowledgeable about community 	
<ul style="list-style-type: none"> ● Human resources - help connect parent to needed services 	
<ul style="list-style-type: none"> ● MSWs on staff - available for consultation and/or intervention 	
<ul style="list-style-type: none"> ● Parent educator/ family advocates - trained to know who offers what and how to access 	
What Services:	
<ul style="list-style-type: none"> ● Banks 	
<ul style="list-style-type: none"> ● Big Brothers/Big Sisters 	

RESOURCE	WEB SITE
• Churches	
• Clothing	
• Community entertainment	
• Community activities, e.g., • dance, gymnastics, swimming, yoga and fitness for preschoolers	
• Food	
• Great Start Parent Coalition services accessed through 211	
• Head Start/Early Head Start	
• Health department offerings Hearing, vision screening	
• Housing	
• <i>Imagination Library</i> events	
• ISD playgroups	
• <i>Kindermusic</i>	
• Libraries; story hours	
• <i>Love and Logic</i> classes	
• Medical services	
• Michigan Department of Human Services. <i>Proud Fathers/Proud Parents</i>	http://michigan.gov/dhs/0,1607,7-124-5452_7122_52479-206432--,00.html
• MSU- Extension parenting and budgeting classes	
• Museum story hours	
• Native American programs	
• Parent coalition groups	
• Parenting classes	
• Public transportation	
• Social services	
• Support groups	
<i>What actions:</i>	
• Assist parents to connect with preschool opportunities and transition children into kindergarten.	
• Assist parents to obtain library cards	
• Assist parents with referrals	
• Encourages, facilitates playgroup attendance	
• Encourage families to seek services, learn to advocate	
• Make home visits with other agency staff	
• Offer transportation, to help families get connected to community services/events <ul style="list-style-type: none"> ○ public transportation tickets ○ agency vehicle ○ collaboration with schools 	
• Promote playgroup schedule, other learning opportunities, community services and seasonal and summer events through: <ul style="list-style-type: none"> ○ booklets made by staff 	

RESOURCE	WEB SITE
<ul style="list-style-type: none"> ○ brochures ○ card with name of agency ○ community calendars ○ community resource book, services directory ○ community resource fair ○ flyers ○ handouts periodically and as requested or needed ○ mailings ○ newsletters, newspapers ○ referral/resource packet developed by agency 	
<ul style="list-style-type: none"> ● Provide hearing and vision screening 	
<ul style="list-style-type: none"> ● Refer parents to <ul style="list-style-type: none"> ● GPGS facilitator ○ Great Start Parent Liaison ○ MSW on staff 	
<ul style="list-style-type: none"> ● Respond to requests for specific information via phone, mailings, visits, etc. 	
<ul style="list-style-type: none"> ● Set up assessments 	
<ul style="list-style-type: none"> ● Use personal community connections and internet 	
<ul style="list-style-type: none"> ● Work with Early On staff to evaluate and serve child delays 	
<p>When: Resource and referral information provided at:</p> <ul style="list-style-type: none"> ● home visits with parents ● intake and exit interviews ● parent coalition meetings ● parent education classes ● parent meetings ● playgroups ● request of parent 	
Service Providers Come to Site	
<p>To observe or evaluate</p> <ul style="list-style-type: none"> ● School district speech therapist, occupational therapist, social workers ● Health department staff ● Early On coordinator ● Other special needs resources 	
<p>To provide information/help transition children to school when age appropriate (by Early On, Parents as Teachers)</p>	
<p>To talk about school readiness (teacher)</p>	
<p>To read a story to children or inform re library reading time (librarian)</p>	
<p>To talk to parents about healthy foods, textures, and how to get a child to try new foods (MSU nutritionist, monthly)</p>	

RESOURCE	WEB SITE
To talk to parents about fire safety(fireman)	
To provide lead testing, blood pressure readings, iron level screening, dental health lessons (Health Department staff)	
To provide child safety training (Child Abuse Council twice a year)	
Parents are great resources for each other	
STRATEGIES TO KEEP STAFF CONNECTED, INFORMED	
Great Start Collaborative keeps agencies connected and informed through	
<ul style="list-style-type: none"> • Facebook, • List serve 	
<ul style="list-style-type: none"> • Meetings with community-school-parent partners 	
<ul style="list-style-type: none"> • Meetings with parent coalition 	
<ul style="list-style-type: none"> • Meetings that include information on <ul style="list-style-type: none"> ○ Activities for families ○ Resources ○ Coordination of services 	
<ul style="list-style-type: none"> • Newsletters 	
<ul style="list-style-type: none"> • Parent coalition meetings 	
<ul style="list-style-type: none"> • Promotion of seamless system of services 	
<ul style="list-style-type: none"> • Website 	
<ul style="list-style-type: none"> • Workgroups 	
Other collaborative meetings of community service organizations: information shared, agencies build relationships (Early Head Start/Head Start GSRP, Parent Coalition).	
Representatives from every agency meet once a month to <ul style="list-style-type: none"> • share information so providers can connect families to services • address issues re service to families • collaborate on/coordinate services for families on caseload. 	
Contact other home visitors/programs to share knowledge of community activities	
Contact educator from local schools	
Co-location with community coalition	