

**MICHIGAN APPLICATION FOR
PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE (PDG B-5)
PROJECT SUMMARY/ABSTRACT**

Project Title: Strengthening the System, Better Connecting Families, and Improving Literacy

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Michigan's vision is to be one of the best states to raise a child. To support this vision, Michigan has identified four goals for this grant: strengthening the overall system and improving the relationship between, state, regional, and local entities that support young children and their families; better identifying children in need of programs and services; better connecting families to programs and services; and improving transitions and connections between programs.

Michigan will use Activities One, Two, and Five to assess needs and develop strategies to support communities in implementing universal developmental and behavioral screening and no-wrong-door frameworks. Michigan will also improve transitions between home visiting programs and between child care and preschool. The state will improve recruitment and enrollment practices in early childhood care and education, and it will assess current early childhood care and education facilities and infrastructure. Michigan will also execute activities designed to strengthen regional and local partnerships.

Michigan's efforts to maximize parental knowledge and choice include developing materials to assist parents in identifying the best programs for their children at various ages and executing an outreach plan to assist families in learning about the availability of programs and services. The state will also develop culturally and linguistically appropriate materials and embed dual language and English language supports in the system to ensure that language and culture are not barriers to families accessing needed programs and services. Michigan will provide family engagement consultants and trusted advisors to help connect with the hardest to reach families.

Michigan's work to share best practices will focus on improving early literacy through professional development, building a structure to provide a regional support network, and developing a statewide marketing campaign around the importance of early literacy. The state will also provide professional development on cultural competence and teaching dual language learners to ensure that these families can fully participate in Michigan's early childhood system.

Michigan's logic model for this work rests on the assumption that strengthening the system and better connecting children and families to the programs and services they need, when they need them, will lead to improved outcomes.

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The organization of this document will first introduce readers to the state context and Michigan’s mixed delivery system. Next, the logic model that frames this grant proposal will be explained.

Following that will be proposed work in Activities 1-5, the work plan, evaluation plan, sustainability and dissemination plan, and, finally, the budget.

In this grant application, to assist with the narrative flow, the terms “parents” and “families” are both used to refer to primary caregivers for children, including parents, grandparents, and others serving this important role.

Within this application the term “provider” will represent the vast array of service delivery personnel who are within the B-5 system. This may include, but is not limited to, staff from child care, home visitation, early intervention, health care, behavioral health, etc.

B-5 MIXED DELIVERY DESCRIPTION AND VISION STATEMENT

Michigan Department of Education/Office of Great Start

A 2011 Executive Order created the Office of Great Start (OGS) to focus Michigan's efforts around early childhood investment, policy, administrative structures, and outcomes. The order united the Office of Child Development and Care and the Head Start Collaboration Office (from the Department of Human Services) and the Office of Early Childhood Education & Family Services (in the Department of Education) into a single office under the Michigan Department of Education (MDE). The state also created the Great Start Steering Team (GSST) and the Great Start Operations Team (GSOT). The GSST was created to assess, align, and direct the implementation of early childhood policy across multiple agencies to contribute to the achievement of the state's four early childhood outcomes, derived from its foundational report. Its charge includes envisioning and developing an integrated system of policies and programs to ensure attention to early childhood outcomes and to evaluate the application of evidence-based models and promising practices to assure that agencies implement appropriate practices in their approach. Members include senior leaders from MDE, the Michigan Department of Health and Human Services (MDHHS), the Department of Civil Rights, and the Department of Licensing and Regulatory Affairs (LARA).

The GSOT was created to guide the operational coordination of interagency initiatives that align with the state's outcomes for its population of children from birth through age eight. The GSOT identifies opportunities for reform, innovation, and alignment of resources in an efficient manner across agencies and coordinates the preparation of interagency grant opportunities. Members include staff administering early childhood programs in MDE, MDHHS, Civil Rights, LARA, the Michigan Association for the Education of Young Children (MiAEYC) and the Early

Childhood Investment Corporation (ECIC). The GSOT also serves as Michigan’s State Advisory Council on Early Education and Care.

Michigan’s Existing Mixed Delivery Early Childhood Care and Education System

To accomplish its vision of being one of the best states in which to raise a child, Michigan supports a coordinated mixed delivery system of early childhood care and education programs (ECCE) across education, health, behavioral health, human service, and private agencies. A 2015 inventory showed that Michigan had 87 state and federal programs serving young children through age eight, with investment in children from birth through age four totaling \$3.6 billion. This included \$1.2 billion in health programs, \$823 million in human services programs, \$721 million in education programs, and approximately \$818 million in state and federal tax credits.

Michigan’s primary ECCE programs currently include:

- *Home Visiting*—Nearly 35,000 Michigan families participated in a home visiting program in 2016. Michigan supports a variety of evidence-based and promising practice models through federal and state funds to address specific family and community needs. Michigan is an international leader in infant mental health and leads the nation in the use of continuous quality improvement (CQI) processes throughout the home visitation system. This effort has a history of capitalizing on federal, state and private funds. In 2017, the home visiting system utilized over \$22 million from federal funds, about \$18 million from state investments, and \$300,000 from private supports.
- *Early On*[®]—In Michigan, Part C of the Individuals with Disabilities Act is implemented through *Early On*. Michigan has been a birth mandate state since 1971 and has provided infants and toddlers with delays and disabilities with family-centered services since 1994. Michigan currently serves about 11,000 children through *Early On* utilizing approximately

\$11.8 million in federal funds per year. Starting in this fiscal year, Michigan is investing \$5.0 million in state School Aid funds for *Early On*.

- *Child Development and Care (CDC)*—Michigan uses the Child Care and Development Block Grant to fund its CDC program. Michigan has long supported parental choice by allowing use of subsidy funds for licensed center-based care, licensed family home providers, and license-exempt care. In 2015, 37 percent of the care subsidized by the CDC was in center-based care, 28 percent by licensed family providers, and 35 percent by license exempt providers. Michigan also supports program quality with a robust quality rating improvement system (QRIS) and through tiered subsidy reimbursement. Compensation for providers increases as they earn higher ratings through the QRIS. Michigan’s investment for this program for children from birth through age four was \$74 million in fiscal year 2015.
- *GSRP*—The GSRP is Michigan’s high-quality, state-funded preschool program for four-year olds that the state pioneered in 1985. GSRP providers must earn at least three of a possible five stars in the state’s quality rating system, and there is the expectation that each program will earn a score of 4.5 or higher. GSRP served 33,038 children in the 2016-17 school year and the state invested \$239 million in this program.
- *Early Head Start/Head Start*—GSRP complements the federal Head Start Program. Michigan’s Head Start and Early Head Start programs served approximately 36,000 children in Michigan in 2017-18. GSRP and Head Start programs can blend funding to provide children with a full-day learning experience. Approximately 6,400 four-year-olds were served in blended classrooms in 2016-17.
- *Great Start Collaboratives (GSCs) and Great Start Parent Coalitions (GSPCs)*—The GSCs are an innovative network of local ECCE system leaders that have served all Michigan

counties since 2005. Their mission is to bring together community leaders from education, physical and behavioral health, business, clergy, law enforcement, nonprofits, and families to create and implement plans to achieve the state's early learning and development outcomes. GSCs work to develop a single intertwined network of public and private programs, services, and supports, that collaborate in a community to better accomplish results for young children and families. These local entities have approximately 4,000 community leaders involved in their work, the majority of which are families with young children. GSPCs, like the GSCs, are in every county of Michigan. The groups consist of parents who work to ensure that their perspectives as parents and consumers of services are included in decision making. This extensive and vibrant network of engaged parents, who work in collaboration with—and not separate from—the GSC and other community stakeholders, helps ensure that parents' and their children's needs are foremost in the design of effective local early childhood initiatives.

Michigan has a decades-long dedication to serving the needs of the ECCE system and has made tremendous strides. The creation of the OGS, the GSST and the GSOT helped increase coordination and leadership within the system. Michigan's strategic plan for early learning and development, titled *Great Start, Great Investment, Great Future*, guides Michigan's early childhood work and helps the state to focus its efforts and improve coordination and collaboration. This comprehensive planning effort engaged stakeholders across the state via interviews, focus groups, forums, and surveys involving more than 1,300 educators, administrators, service providers, parents, grandparents, and other caregivers.

A single set of early childhood outcomes were outlined in the report against which all public investments will be assessed, that children are born healthy; children are healthy, thriving, and developmentally on track from birth to third grade; children are developmentally ready to

succeed in school at the time of school entry; and, children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. The plan also identified six principles for Michigan's early childhood system: (1) children and families are the highest priority; (2) parents and the community must have a voice in building and operating the system; (3) the children with the greatest needs must be served first; (4) invest early; (5) quality matters, efficiencies must be identified and implemented; and (6) opportunities to coordinate and collaborate must be identified and implemented. OGS is charged with ensuring that all children birth to age eight, especially those in highest need, have access to high-quality ECCE programs, thereby entering kindergarten prepared for success. This charge guided OGS in the preparation of this grant proposal.

At the end of 2013, Michigan was awarded a Race to the Top—Early Learning Challenge (RTT-ELC) grant that helped strengthen the early childhood system. The grant increased access for children with high needs to high-quality early learning programs; increased opportunities for licensed and license exempt home-based providers to improve the quality of their programming; ensured meaningful engagement of families in their children's early learning and development; collaborated with state partners to better promote children's physical, social, and emotional health; expanded education and professional learning opportunities, especially for home-based providers; and built an early learning data system to provide information on children across departments and programs. Michigan also successfully doubled funding for GSRP within the last five years, expanding opportunities for at-risk children to access preschool. Recently, state, local and philanthropic efforts created a coordinated response to connect programming across the Great Start system for young children and families, including an increase in collective impact efforts at the local level in under-resourced areas in the state such as Flint and Detroit.

Although progress has been made in coordinating programs, the complexity of a service delivery system that involves parents, schools, child care centers, home-based providers, license-exempt providers, home visitors, and many others means that challenges remain. Like most states, Michigan faces challenges in reaching the most vulnerable families, particularly families with lack of access to transportation, language barriers, and unstable housing. Michigan is working to address these challenges. Recent efforts include creating a simpler application for welfare benefits and the child care subsidy and the adoption of the Adverse Childhood Experiences (ACEs) as a statewide initiative lead by MDHHS to bring broader awareness of the struggles that families face. Even with important efforts like these, challenges remain.

Key Partners and Stakeholders

The OGS relies on a network of intermediate school districts (ISDs) to provide programs and services to young children. ISDs coordinate the state's *Early On* program and the GSRP. They also serve as a fiduciary for Michigan's 54 GSCs and 60 GSPCs. The OGS manages the \$12 million investment in the GSCs and GSPCs and funds the ECIC with approximately \$538,000 to provide training, technical assistance, and quality improvement supports. Though the partnerships across the GSCs may look different across the state, they typically are strongly connected to other advisory bodies that also serve vulnerable children and their families like the Local Interagency Coordinating Councils (LICCs) supported by early intervention funds and the Local Leadership Groups (LLGs) supported by home visitation funds. These relationships with the GSCs and GSPCs provide natural partners that the OGS can leverage to engage local stakeholders who can provide critical input into this work. Their input will prove especially important to the needs assessment and strategic plan as Michigan seeks diverse input from the

ECCE system. The GSPCs provide a natural conduit for securing essential parent input and engagement throughout this work.

Along with these local leaders, the OGS collaborates with the MDHHS through many initiatives. For example, OGS staff co-lead and provide stakeholder input at the statewide Home Visiting Initiative Workgroup, designed to better implement home visitation services across many sectors. The staff also contribute to the MDE-led workgroup that is designing the Michigan Family Engagement Framework for educator's work with families, from pregnancy to adulthood. MDE also supports coordination with tribal early childhood programs. In January and April 2018, MDE's Child Development and Care and Head Start Collaboration offices met with tribal Child Care and Head Start Administrators for consultation around state early childhood activities. Representatives from the federal Office of Child Care also attended the April meeting to provide updates on child care reauthorization. MDE plans to continue these opportunities in 2018-19. Additionally, the Head Start State Collaboration Office Director participates in the advisory for the tribal Head Start Collaboration Office at the national level. This grant opportunity will continue to build upon these relationships and will utilize the perspectives and expertise that they bring.

Goals for the PDG B-5 Grant

Michigan's four goals for its work under this grant will move the state closer to its vision of being one of the best states in which to raise a child. Progress on these goals will help Michigan address some of the most critical gaps in its current system and help ensure that the children who need services the most are identified and connected to the services that they need. The goals were developed in a two-fold process. First the grant team based the goals on recommendations from the 2013 strategic plan. Second, the team utilized already-established, interagency networks

at both the state and local levels through an initial online survey and in-person stakeholder input. The team compared the stakeholder input to the initial goals and made updates to incorporate the feedback received. By achieving the four grant goals, Michigan will more successfully achieve the key outcomes for children from birth to age eight. The four grant goals are:

- **Goal 1: Strengthen the overall system and improve the relationship between state, regional, and local entities that support young children and their families.**
- **Goal 2: Better identify children in need of programs and services.**
- **Goal 3: Better connect families to programs and services.**
- **Goal 4: Improve transitions and connections between programs.**

These goals will be referred to by number throughout the remainder of this document. The next section will introduce the state's logic model to framework proposed in Activities One through Five.

LOGIC MODEL

PDG B-5 Goals

Michigan has numerous programs and services designed to set the state's youngest residents on the path to success. The state's early childhood system is strong, but the complexity of the mixed delivery system, the diversity of providers and programs, and the size of the early childhood workforce create challenges for achieving uniformly high-quality service delivery. Concurrently, language barriers, issues associated with poverty, such as a lack of reliable transportation, a lack of knowledge about key developmental milestones, and other factors can make it difficult for families to access the high-quality services already in place. Michigan will use the PDG B-5 opportunity to address some of the gaps in the current system.

Activities, Outputs, and Outcomes

Michigan's logic model (page 10) illustrates the state's theory of change for this work and rests on the assumption that strengthening the system and better connecting children and families to the programs and services they need, when they need them, will lead to improved outcomes.

Michigan believes that successful connections will lead to improvements in the state's key indicators—that children are healthy, thriving, and developmentally on track from birth to third grade—to make Michigan one of the best states in which to raise a child.

Activities One and Two

The logic model flows from the four overarching goals for this grant to Activities One and Two. The needs assessment findings from Activity One are key inputs to the strategic planning done as part of Activity Two. The strategic planning completed in Activity Two in turn identifies the quality-improvement tasks Michigan will implement in Activity Five and any needed refinement to Activities Three and Four.

One task undertaken in Michigan's needs assessment is producing unduplicated counts of the children being served and waiting to be served in the state's major ECCE programs. These counts will provide an important data framework for the remaining work. Another task will be working with partners to review needs assessments from across the ECCE system to find gaps in the mixed delivery system to be addressed in the subsequent strategic planning process. During the needs assessment and subsequent strategic planning, the state will engage GSC leaders to identify strengths and needs with respect to state, regional, and local collaboration, especially around improving the state's support of GSCs and other local partners to improve the birth-to-three system.

Michigan will also use the needs assessment to review information gathered in 2018 about the universality of developmental and behavioral screening across the state, identify communities where universal screening is already in place, and review the lessons learned from those communities in preparation for support offered in Activity Five. Michigan will also use this grant to support communities in implementing universal gateways or no-wrong-door policies. The needs assessment will help identify how communities are currently connecting families to services and where the gaps are; strategic planning will prioritize the services for inclusion in a no-wrong-door system and develop a plan to help communities implement this approach. A similar process will occur with program transitions, with the needs assessment identifying strengths, weaknesses, and gaps in the transitions between major programs, and the strategic plan identifying ways to address these gaps. Michigan anticipates that there are two points of transition that will likely be identified as priorities: the transition between three-year-old child care programs to preschool and the transitions between home visiting programs. The presumed tasks for Activity Five are to develop a model to aid the transition to preschool and supporting communities to create transition plans between home visiting programs.

Activity Three

Parents want the best for their children. However, the complexity of Michigan's system can be a barrier to families who are looking for help. The first task for Activity Three, developing materials to assist parents in identifying the best programs for their children at various ages, will help parents to better navigate the system successfully. Providing them with knowledge around key developmental milestones, indicators of a developmental delay or other challenge, and the programs most appropriate for their children at each age will help them to make better decisions about their children's care. The outcome of this activity is that parents will be armed with this

important information, and ultimately, that more children receive the care and services that they need.

Activity Three includes tasks designed to increase parents' awareness of the programs, services, and opportunities available to their families. Tasks include a marketing and outreach campaign communicating these programs and services. This campaign includes culturally and linguistically appropriate materials to ensure that language and cultural barriers do not prevent families from accessing the programs and services they need. Enhancing the Child Care and Development Fund (CCDF) consumer education website also supports this aim by providing a one-stop location for families with internet access for finding information on child care, child care quality, resource centers, family assistance and support, and child developmental milestones.

Another task is supporting family engagement consultants and trusted advisors to work with families as they navigate the transitions between programs. Michigan's RTT-ELC created an effective network of family engagement consultants; this task will build on that effort, with the consultants and trusted advisors helping to connect the most difficult to reach families to Michigan's ECCE system.

Finally, Activity Three includes professional development for child care providers to support parents and children as they prepare to transition to preschool. Increased enrollment in preschool programs with higher levels of family engagement during transitions is the planned output of this task.

Activity Four

Activity Four includes an effort to improve cross-agency collaboration by funding coordinating activities between the GSST, GSOT, GSCs, and GSPCs. Among other activities, the staff will provide technical assistance to agency leaders and local partners to improve communication,

coordination, and collaboration. A stronger, more coordinated ECCE system is the output of this task.

Michigan will use grant funds to provide professional development to the ECCE workforce to improve cultural competence and the teaching of dual-language learners. This training will result in providers, caregivers, and teachers more adept at lowering cultural and language barriers and help to connect more children and families to programs and services.

Michigan also identified several tasks for Activity Four aimed at improving early literacy. This includes providing professional development around early literacy development to caregivers of children from birth to age three, establishing a network to provide regional support for early literacy from birth to age five, and developing a statewide marketing campaign on the importance of early literacy. The output of these tasks is improved developmental literacy skills in younger children, and ultimately improve third-grade reading scores, an outcome important to all within Michigan.

Activity Five

In Activity Five, the state will create a system navigator position to better coordinate the outcomes of the strategic plan within the GSOT and to better support the local GSCs and regional partners as they collaborate and coordinate services. The outcome to be achieved by the end of this grant cycle is that a position description is finalized by the department and will be routed for distribution.

The state will support communities in various stages of implementing universal behavioral and developmental screening. Specific outcomes to be achieved during this grant cycle will include clearly identifying a single agency that will be responsible for oversight and support of universal screening in communities and identifying pilot communities that are ready to develop optimal

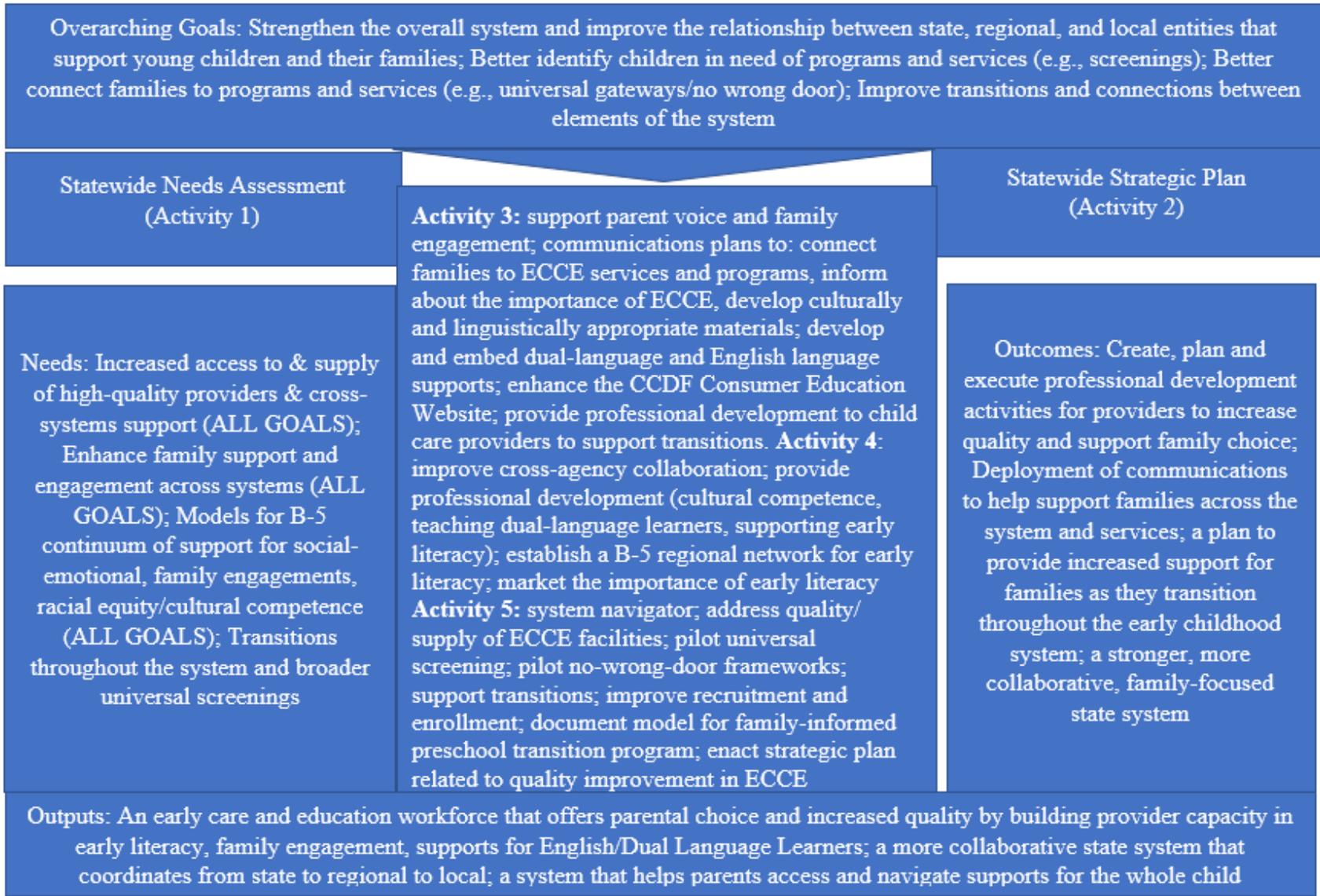
interagency referral links. The ultimate output of this work is to increase access to universal screenings into all areas of the state, leading to more children and families connecting to services that best fit the needs of their family.

In Activity Five, the state will help an implementation-ready community put a no-wrong-door framework in place. Outcomes to be achieved by the end of the grant cycle will include identifying priority programs at the initiation of the no-wrong-door framework and drafting policies to support the effective use between programs. The expansion of these policies will mean more families are referred to services that best fit their needs.

The state will also support communities with important transitions that children and families experience. The two anticipated focuses of this work include children transitioning to preschool and families who transition between home visiting programs. Outcomes to be achieved by the end of this grant cycle include identifying communities that are ready to implement transition supports. The ultimate output for this work is that families will have smooth transitions between support programs.

A high-level overview of the logic model appears below, depicting the overarching goals for the grant, which feed the needs assessment and the strategic planning, to the state's identified needs within Activities Three through Five, outcomes, and overall output vision.

Michigan’s PDG B-5: Making Michigan the Best State in Which to Raise a Child



Conclusion

In summary, Michigan's Activities under the PDG B-5 will strengthen the overall system by improving coordination between state, regional, and local entities. Coordinated grant activities will improve the identification of children needing services through an expansion of the number of children screened for behavioral and developmental delays and better parental awareness of developmental milestones and available programs. More children and families will connect to programs and services through the establishment of local no-wrong-door systems and by addressing cultural and language barriers through improved outreach to and professional development for the early childhood workforce. Michigan will improve transitions between programs, focusing on passages between home visiting models and between child care and preschool. Finally, Michigan will support early literacy through professional development, establishing a network for regional support, and through a statewide marketing campaign. In sum, Michigan's work under this grant will result in a more collaborative system that is better coordinated from state to regional to local; a system that helps parents access and navigate supports for the whole child; and an ECCE workforce that offers parental choice and increased quality by building provider capacity in early literacy, family engagement, and supports for English/dual language learners.

ACTIVITY ONE: B-5 NEEDS ASSESSMENT

Overall Needs Assessment Approach

Michigan's needs assessment will focus on gathering the quantitative and qualitative information needed to meet the state's four goals for this grant, (introduced on page 10) above. Michigan will use the opportunity this grant affords to gather and evaluate the various state and federal needs assessments that already exist and then use this information to better understand the core data

being used to support decision making across the state. From this the OGS will determine what is known, what remains unknown, and what knowledge gaps can be addressed through the needs assessment. The quantitative portion of the needs assessment will provide the data underpinnings for the work of the PDG B-5 grant, producing to the extent practicable unduplicated counts of the number of children being served and the number of children waiting to be served in ECCE programs. Michigan will also identify how many of these children reside in rural areas, as this is an historically underserved population. Michigan's needs assessment will focus on:

- *Home Visiting Programs*—examining evidence-based or promising practice home visiting programs in Michigan, including Michigan's Maternal Infant Health Program (MIHP), the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV), and other state-funded home visiting programs as part of a continuum approach.
- *Early Intervention*—examining *Early On*, Michigan's Individuals with Disabilities Act (IDEA) Part C-funded system for helping infants and toddlers, birth to age three, and their families who have developmental delays or are at risk for delays due to certain health conditions.
- *Child and Development Care Program (CDC)*—evaluating services to children and families via the CDC program. Michigan uses its Child Care and Development Block Grant (CCDBG) funding to provide subsidy for low-income families and improving the quality of early childhood settings (center-based care, family home providers, and license-exempt care).
- *Preschool*—reviewing the Great Start Readiness Program (GSRP), Michigan's state-funded preschool program for four-year olds, Head Start, preschool-aged children accessing child care subsidies, and special education preschool.

Michigan’s needs assessment will also take a qualitative look at the state’s ECCE programs and their connections. Michigan is especially interested in the effectiveness of screening for these programs, the process for referrals, and transitions from one program or service to the next. Therefore, Michigan will undertake significant stakeholder engagement with a wide range of providers, parents, nonprofits, community leaders, and others to get an honest look at the effectiveness of screening, referral, and transition and to identify opportunities for improvement.

Key Definitions

One of Michigan’s challenges is that it does not have a uniform definition for vulnerable children. Michigan’s ECCE programs often have a stated goal of serving vulnerable children, but program eligibility is often determined by federal guidelines or the availability of state funding, rather than on an objective definition of vulnerability. Some definitions appear in the table below:

ECCE Program Eligibility Requirements

Program	Eligibility	Ages
<i>Early On</i>	20% delay or one standard deviation below the mean in one or more domains, or presence of established condition	0-3
Home Visiting (MIECHV/State Funds)	Eligibility criteria varies across programs. Criteria include women/children up to 195% of FPL and at-risk communities based on school readiness or maternal and child health outcomes	Prenatal-5; predominantly 0-3
Maternal Infant Health Program (MIHP)	Pregnant women and their infants who are enrolled in Medicaid	Prenatal - 2
CDC	Below 130% of FPL & parental need	0-12
HS/EHS	Up to 100% of FPL, 10% must be eligible for IDEA	0-5/0-3

Program	Eligibility	Ages
GSRP	Four years old; up to 250% FPL (in some cases up to 300% FPL)	4

As part of the needs assessment, Michigan will consider whether a more uniform definition of vulnerable can be developed for ECCE programs. Michigan will use each program’s eligibility guidelines and all available data sources when considering a definition of vulnerable for this grant work. If there is a disparity between the assessment and the current eligibility requirements, the needs assessment will include policy recommendations for making changes to bring the requirements into alignment.

The needs assessment will also consider how to define rural. Many definitions are at play in the state, often tied to a funding stream. Federal definitions that some departments or programs use are different than state definitions. During the needs assessment, Michigan will seek to bridge the definitions of rural while honoring the funding source requirements to better coordinate services in the ECCE system.

Current Data and Assets

This activity will compile the various needs assessments already in place and analyze them to discern what can be learned to support and improve the broader system. For example, in 2016, the state completed a MIECHV needs assessment; plans are in place to begin a new assessment in 2019, leading towards potential overlap and collaboration. Michigan has important data and assets already in place that can be used to support this needs assessment. For example, Michigan has been working to incorporate early childhood data into its longitudinal data system (LDS). The system can provide unduplicated counts of all *Early On*, GSRP, and special education preschool children and includes some data on enrollment in Head Start and Early Head Start programs. Michigan is also incorporating CDC data into its LDS and will match these data with

other early education program data via a Unique Identification Code (UIC). Additionally, GSCs combine local data with a dataset from the Michigan League for Public Policy annually to better understand their communities, the gaps that exist, and the most vulnerable populations within them. Michigan will use these data as a key input when estimating the unduplicated number of vulnerable children who are not currently being served by programs.

The specific tasks associated with this activity are listed below, organized by the four goals for this grant:

Goal 1:

Engage the Great Start Collaboratives (GSCs) in assessing next steps for effective system growth—through the needs assessment, Michigan will work with the GSCs to identify where they are strong, where there are gaps, and where there are opportunities to make them even more effective. The GSCs play a vital role in Michigan’s ECCE system—strengthening them will make Michigan more effective at connecting families to services. This task will combine information from a forthcoming GSC evaluation with stakeholder input to identify assets, gaps, and needs in the GSC system.

Conduct Early childhood education facilities and infrastructure review—using a report that is scheduled for release in late 2018, Michigan will review the findings related to the current capacity of child care settings in the state compared to the birth to five population for each county. Missing from this report are data on quality level and choice. As part of the wider work related to Activity Five, the OGS will devote effort in Activity One to aligning this capacity report with the Great Start to Quality Validation Study of the state’s Quality Rating Improvement System (QRIS) to assess the needs of the state related to quality child care settings with regard to family choice (hours of operation, ages served, location, setting). The output from the needs

assessment will also dovetail with potential activities related to location and access in home visiting during the strategic planning stage, which will result in recommendations related to quality in Activity Five.

Conduct Needs assessment review—existing needs assessments will be compiled from home visiting, child care, Head Start, and other programs to identify what is already known, and gaps in the assessment of need. Where practicable, data from existing needs assessments will support other parts of the grant work.

Data analysis—Michigan will estimate the unduplicated count of children served in the programs identified above and the unduplicated count of children not being served. Data will be examined for potential policy direction. Michigan will also assess these counts of children in rural areas, leveraging its 2015 inventory of early childhood programs, its longitudinal data system, and the American Community Survey (ACS) data. ACS data will be accessed using predefined tables from the American FactFinder and directly using the full 1 percent and 5 percent Census samples.

Engage Stakeholders—Michigan will engage key stakeholders, including parents, in communities across the state to identify how children are screened and/or identified for key programs to determine what is working well and gaps in the system. Findings will be analyzed in coordination with a system scan conducted in 2018 and with best practices in universal screening.

Goal 3:

Engage Stakeholders—Michigan will engage stakeholders, including parents, across the state to identify gaps in service or choice in ECCE programs, the barriers to serving these families, and

how to overcome these barriers. For example, Michigan recently initiated a bold Maternal and Infant Health Improvement Plan, which is designed to bring a collaborative-systems focus to achieving zero preventative deaths and zero health disparities. Much of this new program includes identifying gaps and barriers; Michigan anticipates building coordination and collaboration with this important two-generation initiative. The 54 GSCs and 60 GSPCs will be key to identifying venues and connections needed to collect these data.

Goal 4:

Engage Stakeholders—Michigan will engage stakeholders to discuss how children and families transition between ECCE programs. These stakeholders will help identify transition supports, best practices, and gaps as children move between services, programs, and care settings.

ACTIVITY TWO: B-5 STRATEGIC PLAN

Michigan’s Plan for Early Learning and Development

Michigan will use this grant opportunity to build on the *Great Start, Great Investment, Great Future: The Plan for Early Learning and Development in Michigan* report, which stakeholders identified as a need during development of this grant proposal. Findings from the needs assessment will feed into refreshing the OGS’s and the Great Start system’s guiding document and will ground the strategic planning efforts. The 2013 report is supported by other important efforts, including: Michigan’s CCDF Plan, its consolidated plan under Every Student Succeeds Act (ESSA), the Michigan Department of Education’s “Top 10 in 10” strategic plan, and Michigan’s Home Visiting Initiative. Michigan will use this strategic planning opportunity to build on these efforts and the system already in place, focusing on addressing barriers and challenges that remain, such as ensuring the most vulnerable children are connected to services

they need and ensuring children and families have smoother transitions as they move from one program to the next.

Preschool Development Grant Strategic Planning Goals

Michigan's process will develop a systematic plan to strengthen its overall system, addressing specific challenges with screening, connecting families with programs and services, and improving transitions between early childhood programs and, ultimately, kindergarten. Strategic planning prioritizes activities providing important direction on what Michigan should do first. Through the Needs Assessment, Michigan anticipates that stakeholders will identify additional areas of opportunity that should be addressed, and strategic planning tasks may be adjusted accordingly. Strategic planning tasks are summarized below, organized by Michigan's four overarching goals for this grant:

Goal 1:

Identify ways for the state to better support local partners—Michigan will use the forthcoming evaluation of the GSCs, the output of the needs assessment, and the strategic planning process to identify ways to better support collaboration between the GSCs and other local partners in the birth-to-three system through two-generation and whole-child lenses. The GSCs serve a critical role in Michigan's early childhood system and are crucial to local system work; strengthening them strengthens the overall system.

Goal 2:

Support universal developmental and behavioral screenings—The continuum of early childhood services, from primary healthcare services, preventative home visiting, responsive ECCE, early intervention, and family support programs is critical for children as they grow, particularly if there are identified concerns. Screening allows for the objective tracking of this development and

notifies families and professionals when additional services may be necessary. While many Michigan communities already implemented universal screenings, many others have not. This effort will build on gaps in screening identified by the needs assessment and develop a plan to bring universal screenings to all Michigan communities.

Goal 3:

Support communities to develop stronger transitions between home visiting services—Home visiting advocates have identified better coordination between the many programs as a top priority. Developing improved transition plans will help ensure that families are connected to the evidence-based program that best fits their needs.

Support no-wrong-door frameworks—We anticipate that the needs assessment will show that it is very difficult to reach the most vulnerable children and their families and connect them to the services they need and that Michigan needs to better meet families where they are. By developing a no-wrong-door-approach, community organizations would be able to connect families to services, even if those services are not provided by that organization. As a result, families could connect to needed services without having to navigate a complex system. This effort will develop the process for supporting communities in implementing this approach and will also help prioritize the services for inclusion.

Improve recruitment and enrollment—we will identify best practices in ECCE recruitment and enrollment and develop a plan for disseminating these best practices to communities across the state. Families can struggle to find the best and most appropriate care for their children. A strong recruitment and enrollment system that makes it easier for families to find information about

child care and preschool providers and enroll in programs will make it easier for families to access high-quality care and learning opportunities.

Support improvements in ECCE facilities and infrastructure—as noted above, Michigan has several forthcoming reports that will start to address by community the quality and choice needs related to ECCE programs. There is anecdotal evidence that some Michigan communities have a shortage of quality child care options. The strategic planning stage will connect information related to available child care options, quality, parental choice, and broader ECCE systems to create recommendations on how the state may address and develop a broad plan for addressing gaps in the future.

Goal 4:

Strategies to address gaps between programs—the ECCE field has identified a need to create a plan to improve transitions between early childhood programs. Transitions to be examined include *Early On* and special education to other programs; home- and family-based child care and center-based care to preschool and kindergarten utilizing evidence-based strategies and interventions. Part of the strategic planning effort will be the prioritization of the transitions to be addressed.

Strategic Plan Methodology

Strategic planning for this grant will be led by the GSST with close support from the GSOT. The output of strategic planning will be multidimensional, producing plans to make several important improvements to Michigan’s early childhood system. Therefore, to manage this diverse undertaking, the GSST will form workgroups to lead the various efforts while retaining overall strategic oversight and direction of strategic planning and all other grant activities.

Michigan's strategic planning effort will consist of research, key informant interviews, focus groups, and online engagement. The research will focus on identifying best practices and successful models from around the country that can be used to inform Michigan's efforts. Key informant interviews will engage national and local experts and families, with national experts providing insights into best practices from around the country, and local experts and families providing insights on what is working well in Michigan communities, what is not working as well, and opportunities for improvement. Michigan recognizes that for this work to be successful, there needs to be a strong focus on relationships between agencies, state and local programs, services, and families. Therefore, the strategic plan will intentionally approach the partners and stakeholders through a relational health lens.

Michigan will leverage its strong network of GSCs to support focus groups allowing for critical input. The GSCs are also critical in identifying existing local partnership opportunities and creating new ones. They have already built relationships and local partnerships that can be leveraged to improve the system. They are ideally situated to know which existing partnerships can be leveraged and where new partnerships are needed. Michigan will ensure broad representation of Michigan communities by holding meetings in the Detroit area, west Michigan, central Michigan, and northern Michigan. These locations will provide urban, suburban, and rural settings and will ensure the incorporation of viewpoints from across the state. There will be at least one meeting in each location as part of the needs assessment, and at least two additional meetings are part of strategic planning.

Parent voice is critical to successful strategic planning. Michigan has a long history of bringing parent voice to this work, which has resulted in a robust system across sectors and system levels that will be utilized in this process. Michigan will leverage its 60 GSPCs and the ten Local

Leadership Groups (LLGs) described below. GSPCs are an extensive and vibrant network of engaged parents, who work in collaboration with—and not separate from—other community stakeholders to ensure that parents’ and children’s needs are foremost in the design of effective early childhood initiatives. The ten LLGs are groups in some communities that have received state funds to implement home visiting programs. They require programs and participating parents to work together on system implementation, perfectly situating them to offer highly informed feedback about the ECCE system. The strategic planning process will hold at least three parent focus groups across the state as part of the needs assessment and three additional ones as part of strategic planning and engage parents throughout the planning process to ensure their voices are included.

Michigan will disseminate a statewide stakeholder survey to get input from those who are not able to be engaged through interviews or focus groups. The survey will be distributed through several well-established listservs. In addition, Michigan will work within the many structures and relationships that the early childhood system already has in place to ensure that those who do not have access to Internet services can provide input.

The strategic planning and needs assessment efforts will be closely aligned. For example, the needs assessment will look at how children transition between early childhood programs and identify communities with best practices and gaps in the current system. The strategic planning effort will build on this information to develop a plan for addressing these gaps and improving program transitions. An important part of strategic planning will be developing metrics and indicators of success. Some indicators will be straightforward—for example, counting the number of communities that have implemented universal screenings and the overall number of children screened—while others will be more results oriented (e.g. measuring the improvement

in transitions between programs). “How do we measure success?” will be the focus throughout the strategic planning process, which will be approached from an outcomes-based perspective.

ACTIVITY THREE: MAXIMIZING PARENTAL CHOICE AND KNOWLEDGE

Overview

The work proposed under Activity Three supports parent voice and family engagement through the connection of families to ECCE services and programs, developing family knowledge and awareness of available services and programs, jointly developing and disseminating culturally and linguistically appropriate materials, and developing and embedding dual-language and English-language supporting materials across the continuum of ECCE services and programs. Families will be engaged and improved professional learning supports will be put in place to improve transitions, particularly between child care and preschool and preschool and kindergarten.

Michigan’s Current Efforts

Parental choice, family engagement, and parental leadership are key values of Michigan’s early childhood system. Strong support for parental choice in the early years is reflected in Michigan’s decision to allow licensed center-based, licensed home-based, and license-exempt providers to participate in the state’s child care subsidy, and the decision to allow public schools and community-based organizations to provide GSRP and to allow GSRP to partner with Head Start agencies.

Family engagement is an integral part of the MDE’s Top 10 in 10 goals, Michigan’s ESSA plan, its RTT-ELC grant, and various other initiatives. Michigan recently developed a statewide family engagement definition and guiding principles to span birth to adulthood: a collaborative relationship between families, educators, providers, and partners to support and improve the

learning, development, and health of every learner. The family engagement principles are: (a) trusting relationships are the cornerstone of family engagement; (b) families are engaged and supported partners in their child’s education; (c) family engagement efforts are purposeful, intentional, and clearly identify learner outcomes; (d) family engagement efforts are tailored to address all families so all learners are successful; and (e) positive learning environments contribute to engagement and learning.

Family voice is consciously incorporated into the leadership of many Michigan early childhood programs. To cite just a few examples, Michigan’s GSPCs are strong local networks of engaged parents working in collaboration with other early childhood stakeholders to improve the coordination of early childhood programs and the delivery of services; Michigan developed and implemented Parent Leadership in State Government, a cross-agency training and engagement program to help prepare parents as system-change leaders; parents are included in state and local advisory boards for MIECHV and *Early On*; and the OGS Advisory Council is a platform for parents to provide input on statewide initiatives and programs.

Michigan will use the PDG B-5 grant opportunity to build on its tradition of strong family choice, engagement, and leadership. The tasks identified for this activity include families and provide them with the information they need to make informed decisions and will ensure that language and culture are not barriers to accessing services and decision making about early learning and care.

Grant Activities

The tasks supporting this activity are presented below.

Develop materials to assist parents—parents often struggle to navigate the early childhood system and make choices for their children. Well-designed materials can help better connect

families to the services they need and provide answers to questions about child development, highlight programs and services for which children and families may be eligible, and provide information on how to enroll. Materials designed to assist parents will be informed by parent voice. Both the materials and distribution plan will be developed and evaluated in alignment with families, with an electronic inventory of materials tracking topic and material use.

Execute an outreach and marketing plan—the OGS has inventoried, evaluated, and assessed its existing communications efforts related to early learning and development. As such, they have developed a strategic, long-term communications plan with the goal of effectively communicating the goals, values, and programs of Michigan’s early childhood development efforts to various stakeholders, including parents, providers, partners, and the public. Funds granted for this task would support the execution of this plan.

Develop culturally and linguistically appropriate materials—this effort will include ensuring that materials designed to connect families to services contain information that is available in multiple languages and that Michigan’s outreach and marketing campaign includes a plan for reaching families where language and culture might be a barrier to accessing early childhood programs and services. Materials will be aligned to NAEYC’s position statement, *Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education* and informed by regional and statewide stakeholders, including families. Stakeholder feedback will be collected through survey and focus group through development of materials. All materials will be piloted and evaluated through survey, rubric review, and interview feedback.

Develop and embed dual-language and English-language supports—Michigan knows from its RTT-ELC work that dual language and English-language learners need more support to better connect them with providers, programs, schools, and communities. These supports may include

translation services, curriculum supports, dual generation programs and services, and community-based partnerships all designed to ensure that language is not a barrier to child and family success. Materials will be developed in alliance with local and statewide dual-language and English-language learning support organizations, institutes of higher education, and advised by ELL families.

Enhance the CCDF Consumer Education Website—Michigan recently created a new website (www.michigan.gov/mikidsmatter) to provide families and ECCE providers with a one-stop location for finding information on child care and child care quality, resource centers, family assistance and support, and child development milestones. Michigan will work with a marketing and communications firm and use this grant opportunity to identify ways to strengthen this webpage, going above and beyond what is required to make it an even more valuable resource for families. Feedback on the website will be collected from stakeholders through survey the website.

Provide family engagement consultants and trusted advisors—Michigan’s RTT-ELC created an effective network of family engagement consultants at six of the ten Great Start to Quality Resource Centers (RCs) who supported home-based child care providers, as well as license exempt providers and parents in increasing their understanding of the Strengthening Families Protective Factors. These consultants developed a café model (Caregiving Conversations) to help build the protective factors in the relationship between unlicensed subsidized providers and their families. Michigan would use this grant opportunity to expand the café model across the state and to other provider types. In addition, also funded by RTT-ELC, the GSPCs designed and implemented activities to identify trusted advisors in communities that were not currently represented to help inform them about the importance of early care and education and to access

programs and services. Michigan will build on these efforts and continue the trusted advisors work begun under RTT-ELC by training ten family engagement consultants.

Provide professional development to child care providers to support transitions—ECCE providers play a primary role in helping families bridge transitions between services and programs. By refreshing the current kindergarten transition guide and providing support through professional development and coaching to ECCE providers, these providers will be able to better support children and families as they transition between services and from child care to preschool and kindergarten.

ACTIVITY FOUR: SHARING BEST PRACTICES

Overview

Michigan’s early childhood system has a strong tradition of professional development and the sharing of best practices. One example includes Michigan’s development of Core Knowledge and Core Competencies (CKCCs) for both early childhood education and out-of-school time. The CKCCs align with both state and national early learning and out-of-school time standards and define levels of knowledge and competency, with each level building on the prior one to provide a clearly defined path to subject mastery.

Michigan’s Professional Development Stakeholder Group (PD Group) helps the OGS develop, promote, and maintain a comprehensive, accessible, and inclusive system of cross-sector partners, best practices, and resources for professional development, career advancement, and recognition of individuals serving infants, toddlers, preschoolers, and school-aged children. The PD Group includes broad representation from state government, school districts, Tribes, early intervention and special education, Head Start, home visiting, higher education, and child care providers. It provides a ready platform for identifying and reviewing professional development

opportunities and creating strategies to bring these opportunities to the field of practice. In addition, the OGS is being supported in addressing the broad needs of the early childhood workforce through a strategic effort supported by the National Association of State Boards of Education in collaboration with the National Governor's Association, which is also integrating work by the PD Group and a federal technical assistance supported effort to better identify career pathways for the infant-toddler workforce.

The ECCE community has a strong foundation of CCDF-funded T.E.A.C.H. scholarships, including doubling funding in FY19, for the ECCE workforce seeking a Child Development Associate (CDA) credential, and those seeking bachelor's degrees. Michigan's activities under its RTT-ELC included a concerted effort to improve quality and training, including support for increasing completion of CDA training, T.E.A.C.H. scholarships for home providers, scholarships for support personnel and for graduate-level coursework, and the expansion of National Association for the Education of Young Children (NAEYC) accreditation for community colleges. Center-based, home-based, license-exempt, and tribal providers were also all included in RTT-ELC quality improvement and training activities.

Great Start to Quality (GSQ), Michigan's Quality Rating Improvement System (QRIS), offers providers the opportunity to work with Quality Improvement Consultants (QICs) at the RCs to develop a Quality Improvement Plan that they can use to focus their quality improvement efforts. For example, completing developmental screenings is a quality indicator in GSQ. QICs provide training and technical assistance on choosing a developmental screening tool, communicating with families about children's development, and seeking additional support through *Early On*. Michigan also offers specialized infant/toddler consultants at the RCs who provide technical assistance to providers serving infants and toddlers, as well as support peer-to-peer learning,

training, and opportunities to engage at the national level to improve the quality of these programs.

Michigan will use the PDG B-5 grant funding to build on this tradition and framework of professional development and quality improvement. Grant funds will be used to increase coordination and collaboration within the early childhood system, support ongoing professional development and learning to improve early literacy, and overcome cultural and language barriers that may prevent some families from accessing important early childhood services.

The tasks for this activity are organized below by the four goals Michigan has identified for the PDG B-5 grant.

Activity Four Tasks

Improve cross-agency collaboration—the GSST and GSOT consist of representatives from multiple state agencies and from outside of state government. Funding support staff for these groups improves interagency coordination and collaboration and helps to reduce the duplication of efforts. Professional staff will also provide technical assistance to agency leaders and local partners and will improve communication, coordination, and collaboration between the GSST and GSOT and local entities, including the GSCs and GSPCs.

Provide professional development around cultural competence and teaching dual-language learners—cultural and language barriers can prevent many families from accessing needed early childhood programs and services. Providing professional development to the early childhood workforce that increases cultural competence and increases knowledge of the challenges faced by those facing language barriers will make providers more adept in helping families more effectively access the early childhood system. In addition, Michigan is actively working toward reducing expulsion and suspension from programs: working to build providers' knowledge of

racial equity and cultural competence practice will better serve Michigan’s children and families in seeking and staying in child care.

Provide professional development to support early literacy for children from birth to age three— in recent years, Michigan increased its focus on early literacy. Many ISDs have early literacy coaches to support the teaching of early literacy for grades K-3, but support for literacy coaching for instructors and caregivers of younger children remains less robust. Michigan will support early literacy development in birth-to-three settings by developing a train-the-trainer model. This approach will include developing a community of practice, online learning modules, and ongoing professional development for trainers to support literacy development in Early Head Start and child care settings. Part of the train the trainer model will include teaching the trainers how to better engage with families in literacy supports.

*Establish a B-5 network to provide regional support for early literacy—*Michigan will develop a statewide Birth-5 Early Literacy Network through the development of ten regional Birth-5 Literacy Centers, representing a collaborative that will support the implementation of the research-based practices identified in Michigan’s Early Literacy Essentials in early childhood programs, homes, and schools across Michigan, while engaging families as partners in their children’s literacy development. Professional development, coaching, and program support throughout Michigan will focus on the set of research-supported literacy instructional practices for use in family- or center-based child care, or school-based programs, and home-visiting programs throughout Michigan. The Essential Instructional Practices in Early Literacy for Prekindergarten and for Birth-3 address disparities in literacy achievement with research-supported instructional practices that have the potential to improve long-term reading outcomes.

Develop a statewide marketing campaign on the importance of early literacy—Michigan will promote the importance of early literacy through a statewide marketing campaign. This campaign will be directed at preschool teachers, child care providers, and parents and it will emphasize the importance of developing literacy skills for children from birth through age three.

ACTIVITY FIVE: IMPROVING OVERALL QUALITY

Overview

As described throughout this application, Michigan plans to fully capitalize on the PDG B-5 opportunity to strengthen its ECCE system and the relationships between the state, local and regional partners; better identify children and families in need of services; better connect children and families to services; and improve the transitions between programs. The tasks included for Activity Five are based on currently available information. However, the results of the needs assessment and strategic planning may necessitate an adjustment to the activities listed below.

The needs assessment and strategic planning will require stakeholder engagement across the state. Certain stakeholder groups will be engaged multiple times and in multiple ways, first to support the needs assessment and then to develop a plan to address community needs. This engagement will take time. Therefore, Michigan's workplan assumes it will take eight to nine months to complete the needs assessment and strategic planning, leaving three to four months for the tasks identified for Activity Five.

Grant Activities

This section outlines the tasks for Activity Five. The scope of the tasks reflects the time available to complete them. This list of tasks may be modified if the outcomes of the needs assessment and strategic planning warrant it. For example, Michigan's plan assumes that supporting home

visiting programs to develop transition plans between models as family eligibility changes is a top priority. If the needs assessment and stakeholder engagement identify different priorities for Michigan, the state would embed responses to these needs within its strategic plan and implement the newly identified priorities instead.

The tasks for Activity Five are organized by Michigan's four goals for this grant.

Goal 1:

Create a system navigator position—this new role would coordinate the outcomes of the strategic plan and identify ways to better support local and regional partners. In 2019, Michigan would define the position, identify the employing entity, and take all needed steps so this position could be filled beginning in 2020.

Enact a plan to address quality and supply of ECCE facilities—based on the data collected during the needs assessment and analyzed during strategic planning, Michigan will make recommendations for addressing the needs related to quality, family choice, and connection to ECCE programs, like home visiting services specific to the needs of the communities and regions statewide.

Goal 2:

Support the rollout of universal developmental and behavioral screening—For this task, Michigan will identify one or two communities that have not yet implemented universal screening but are well positioned to do so. Michigan will use the output of strategic planning and clearly identify a single agency that will be responsible for oversight and support of universal screening in communities. Michigan will work with the community or communities to develop the steps needed for implementation. This task includes identifying resources, a sustainability plan, technical assistance the community or communities will need, and the timeline for

implementation. These communities will serve as pilot sites; Michigan will use the lessons learned from the pilot to more effectively assist other communities across the state.

Goal 3:

Support community no-wrong-door frameworks—Michigan will seek to identify a community or communities that are ready to implement no-wrong-door policies for a predefined set of services. These can be the same or different from the communities piloting universal screening. This task will include identifying the resources, tracking referral processes, determining the technical assistance the community or communities will need, and the timeline for implementation. These communities will serve as pilot sites, and Michigan will use the lessons learned from implementation in these communities to more effectively assist other communities across the state.

Support communities to develop stronger transitions between home visiting services—a more coordinated system that has strong transition processes connects families to the evidence-based home visiting program in their community that best fits their needs. For this task, Michigan will seek to identify a community or communities that are ready to work with inter- and intra-agency partners on strengthening their transitions between programs. Again, these can be the same, or different communities, from those working to implement universal screening and/or no-wrong-door policies. This task will include identifying the resources and technical assistance the community or communities will need and the timeline for implementation. These communities will serve as pilot sites, and Michigan will use the lessons learned from implementation in these communities to more effectively assist other communities across the state.

Improve recruitment and enrollment—support improved recruitment and enrollment for early childhood care and education programs including child care, Head Start, and GSRP. Through the

needs assessment and strategic planning, Michigan will decide whether the most effective method of improving recruitment and enrollment is through the development of a statewide system or by providing support to local community partners as they develop their own systems, or some combination of the two. If the state decides the best approach is supporting a statewide system, this task will involve developing a request for proposal for implementing a statewide system. If the state decides that supporting local partners is the best approach, the state will identify a community or communities to serve as a pilot or pilots and the resources and technical assistance needed to implement a more effective system.

Goal 4:

Document the model for a family-informed preschool transition program—as part of its RTT-ELC grant, Michigan developed a conceptual model to provide support for families as their three-year-old children transition into and out of a preschool program. Michigan has a goal of providing universally accessible high-quality preschool to all three-year olds by 2025 and realizes that an important step in the proposed design is clearly articulating the expectations regarding the structure, roles, and expectations of this support model.

ORGANIZATIONAL CAPACITY AND MANAGEMENT

Agencies and Key Individuals

The OGS, the state administering agency for the PDG B-5, was created in 2011 to align, consolidate, and/or integrate early childhood funding and related programs around the state’s early childhood outcomes and to coordinate the state’s policy, budget, and programs for early childhood, especially for children with high needs. It works directly with the ISDs to coordinate *Early On*, the GSCs, and the GSPCs; administers funding for the CCDF, including funding for the child care subsidy and early learning and development child care opportunities; and is

responsible for GSRP, early childhood special education, family engagement, and Head Start collaboration.

The OGS works closely with the rest of the MDE, LARA and the MDHHS. The MDE is responsible for administering Michigan's P-20 system. It regulates and supports 538 traditional school districts, 301 charter districts, and 56 ISDs. LARA is responsible for child care licensing and regulation. The MDHHS is responsible for health programs, such as Medicaid, and assistance and service programs, such as Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program. MDHHS is also responsible for foster care and child protective services. MDE and MDHHS each have responsibility for home visiting programs.

The OGS is led by Deputy Superintendent for the P-20 System and Student Transitions Division Scott Koenigsknecht, and he will lead Michigan's PDG B-5 effort. While Deputy Koenigsknecht is new to his role, the senior leadership team at the OGS has been in place for several years and is currently completing the successful administration of the RTT-ELC grant. Dr. Koenigsknecht has over 25 years of experience, including 11 administering ISDs.

He is supported by an outstanding leadership team. Reneé DeMars-Johnson is the Director of the Office of Early Childhood Development and Family Education. Her team is responsible for *Early On*, GSCs, GSPCs, and home visitation programs, family engagement in early literacy, and administering the RTT-ELC grant. She has been with the MDE in early childhood and family-centered leadership roles since 1995. Richard Lower is responsible for the administration of the GSRP, early childhood special education services, and 21st Century Community Learning Centers. Prior to joining the MDE in 2008, he was the Executive Director of the Michigan Head Start Association. Lisa Brewer-Walraven leads Michigan's CDC program. She started with the

program in 2005, and her prior experience includes time as a preschool teacher and directing early childhood programming for a Michigan school district. Kaitlin Ferrick rounds out the OGS leadership team as the Head Start Collaboration Officer. Kaitlin was named to this position in 2013. She has a background in law and served in Teach for America in a Head Start program. Together, these strong leaders have the skills, expertise, and experience to ensure the PDG B-5 grant is efficiently and effectively administered.

Alignment with Other State Initiatives

Top 10 in 10

In late 2015, the MDE adopted seven strategic goals and 44 strategies to make Michigan a top ten education state in ten years. Michigan's PDG B-5 plan aligns well with this vision. Goal One of the Top 10 in 10 plan is to provide every child access to an aligned, high-quality P-20 system from early childhood to postsecondary attainment. Strategy 1.1 is to "encourage policies that promote engagement of families from a child's birth that encourage optimal development of children prior to kindergarten." The activities identified for this strategy include promoting understanding of the alignment developmental and learning expectations from birth through third grade and focusing on evidence-based programs from birth to age three, including high-quality child care and home visiting.

Michigan's PDG B-5 plan includes developmental screenings, professional development around early literacy, and an outreach and marketing plan that fits well with this strategy and tasks. The PDG B-5 plan also includes measures designed to improve the quality of child care and home visiting, including transition supports and professional development.

Goal Five of the Top 10 in 10 plan is to ensure that parents/guardians are engaged and supported in their children's education. Family engagement is a key tenet of Michigan's PDG B-5 plan,

including tasks such as the development of early childhood materials to assist parents, efforts to increase the cultural sensitivity of materials directed at families, and support for dual-language families. Michigan's plan includes the development of a model supporting families and their children as they transition to preschool and support for families as they transition between home visiting programs. Finally, the emphasis on universal screening and no-wrong-door policies in Michigan's PDG B-5 plan will help to ensure that families are informed on the developmental needs of their children and are able to better connect their children with the services that they need.

Michigan's Consolidated ESSA Plan

Michigan's ESSA plan includes elements well aligned with Michigan's PDG B-5 proposal.

Michigan's ESSA plan outlines steps to improve literacy including a focus on birth to preschool developmental literacy skills and school readiness, and a PK-3 plan focused on developing early literacy skills. Michigan's PDG B-5 plan supports this by providing professional development for child care providers and preschool teachers around early literacy development.

Michigan's ESSA plan includes an emphasis on the importance of transitions from all early childhood settings to kindergarten, something that aligns with Michigan's PDG B-5 goal. The ESSA plan also calls for comprehensive developmental screenings, something Michigan's PDG B-5 plan seeks to achieve.

CCDF Plan

Michigan's PDG B-5 plan aligns strongly with the state's CCDF plan. Michigan's PDG B-5 plan includes a review of the availability of quality facilities and infrastructure, which will lead to recommendations for future use. It includes professional development around early literacy, cultural competence, and teaching dual language-learners. Finally, the PDG B-5 plan has tasks

aimed at improving Michigan’s overall child care system, including improving recruitment and enrollment for families, supporting professional development around important transitions, and providing for family engagement consultants and trusted advisors.

Great Start, Great Investment, Great Future

Michigan’s early childhood efforts are guided by its strategic plan—*Great Start, Great Investment, Great Future*. This plan articulates a vision to make Michigan one of the best states in which to raise a child. The PDG B-5 plan uses that strategic plan as its north star. *Great Start, Great Investment, Great Future* has been guiding Michigan’s early childhood work since its adoption, and Michigan’s PDG B-5 plan is designed to address some of the challenging gaps and hurdles that remain in Michigan’s early childhood system. More information on the alignment between Michigan’s PDG B-5 plan and its overall strategic plan for young children is presented in the State B-5 Mixed Delivery System Description and Vision Statement.

Capacity of the State to Manage the Grant

The PDG B-5 will be administered by the OGS within the MDE. The MDE has extensive experience managing federal grants and has administrative oversight of \$598 million in programs each year. The MDE is the administrator for Michigan’s federal title grants under ESSA, including Title I Part A, C, and D, Title II Part A, Title III Part A, and Title IV Part A. The MDE also administers Michigan’s IDEA grants and the school nutrition programs.

The OGS administers the CCDF and has been administering the RTT-ELC grant. Its extensive experience overseeing programs and managing grants demonstrates that the MDE has the fiscal, administrative, and performance management capacity to effectively administer these grant funds.

TIMELINE

Overview

This section provides an overview of the timeline for the grant activities. The overall project timeline is summarized in the exhibit at the end of this section.

Grant Organization

January will be spent organizing the grant activities, securing the legislative appropriation authority necessary to expend grant funds, and starting the procurement process needed for some grant activities. Procurement and securing the appropriation may continue into February, but this will not delay the overall project.

Activity One: Needs Assessment

In February, the OGS will bring the leaders of the GSCs together for a facilitated discussion of how the state can best support their growth and effectiveness. At this meeting, GSC leaders will also be briefed on the overall PDG B-5 goals and consulted on the best ways to assemble the stakeholders needed to support other aspects of the work.

Between February and April, Michigan will review the eligibility requirements for the programs identified under Activity One and review how these requirements compare to the requirements for other similar programs around the country. Michigan will also assess disparities in current eligibility levels and make policy recommendations for increased alignment. This review will consist of internal meetings of a GSOT workgroup coupled with research. Concurrently, Michigan will also complete the data analysis estimating the unduplicated count of children served and children not being served. Finally, between February and April, the MDE and MDHHS staff will compile and review needs assessments that have already been completed in Michigan, identifying what is already known, and where there are gaps that need to be filled.

Between February and April, Michigan will engage stakeholders in four communities who reflect a whole child service delivery system to discuss program screening, how families are connected to services, and how families navigate the transitions between programs and services. Stakeholder meetings organized through the GSCs will include at least one urban and one rural setting. These meetings will seek input from a broad array of stakeholders including providers, advocates, business leaders, community leaders, and families. Michigan will also hold four meetings with parents, arranged through the GSPCs, in these same communities. Additional information on the goals of these stakeholder meetings is presented in the Activity One: B-5 Needs Assessment section.

Michigan will engage professionals, families, and others in four communities around the state to review the adequacy of ECCE infrastructure and facilities. This effort will utilize any available data and will engage experts to provide insights on the state of facilities and infrastructure. The infrastructure review will occur between February and May.

Activity Two: Strategic Planning

Some of the groups engaged as part of Activity One will be reengaged to support strategic planning. This includes GSC leaders, diverse stakeholders who represent the mixed delivery system and families from the four Michigan communities that analyzed universal screenings, no-wrong-door policies, and improved transitions for children, and the groups assembled to review the adequacy of the state's ECCE facilities and infrastructure. In each case, these groups will now provide input essential to developing effective strategic plans. The stakeholder input will be combined with research on best practices and information from key informant interviews. The strategic planning will take place between May and August.

Michigan will assemble representatives of the home visiting community, including representatives of the different models, state staff, and others to develop a strategic plan to support communities in improving the transitions between home visiting programs. This plan will be developed between April and August.

Finally, Michigan will develop a plan for improving recruitment and enrollment for child care and early education. This plan will be developed using research on best practices from around the state and country, interviewing experts and families on what the key components of an effective recruitment and enrollment system would include and developing a framework for how recruitment and enrollment could be improved in Michigan. This work will occur between April and August.

Activity Three: Maximizing Parental Choice and Knowledge

Michigan will engage a marketing and communications firm to support four of the tasks under Activity Three: developing materials to assist parents identifying the programs and services that are best for their children at various ages; developing culturally and linguistically appropriate materials; enhancing the CCDF consumer education website; and executing an outreach and marketing plan. The state will spend February designing the request for proposal and March securing a vendor. The vendor will have the period from April through September to develop materials and enhance the CCDF consumer education website. The vendor will execute the outreach and marketing plan in the fourth quarter of 2019.

Michigan will spend March through August developing dual language supports and will begin implementing these supports in September 2019. Due to the RTT-ELC grant, Michigan has already created an effective network of family engagement consultants and trusted advisors.

Michigan will spend February and March working with GSPCs to prepare for the expansion of

this program and will begin implementation in April. Michigan will also provide professional development to child care providers to support the transition to school. Michigan will develop the training between March and August and will start delivering the training in September.

Activity Four: Sharing Best Practices

Michigan will hire support staff for the GSST and GSOT, developing the position description and completing other hiring tasks in February and March with a goal of having staff in place by April. Support for the GSST and GSOT will be ongoing for the remainder of the year. From March through August, Michigan will develop the professional development around cultural competence and teaching dual language learners. Michigan will deliver this professional development to the ECCE workforce in September through December.

Michigan will support early literacy development in Birth-5 by developing a statewide literacy network. This approach will include developing a community of practices, program and classroom coaching, online learning modules, and ongoing professional development for trainers to support literacy in ECCE settings. From March 2019 through the end of the year Michigan will develop the network and will ready itself to implement the network at the start of 2020. Aligned with this work will be the development of the B-5 Early Literacy Network, which will require identifying and convening an advisory group, developing criteria and issuing an RFP and making selection of regional centers, and development of capacity of the centers to implement the scope of work.

As noted above, Michigan will engage a marketing and communications firm to complete four tasks under Activity Three. This same firm will also be engaged to develop a statewide marketing campaign on the importance of early literacy. The materials for this campaign will be

developed from April through September. The state will disseminate these materials through existing communications channels.

Activity Five: Improving Overall Quality

Michigan anticipates that Activities One and Two will be completed by the end of August.

Therefore, the activities identified for Activity Five will occur between September and the end of the year. Through Activities One and Two, Michigan may determine that there are additional areas of opportunity for system work. The scope of the already-identified activities reflects the time available to complete them. Michigan will create a navigator position to coordinate the outcomes of the strategic plan identifying ways to support local and regional partners. In the fourth quarter, Michigan will do all the work necessary to prepare to fill this position. With respect to universal screening, no-wrong-door programs, and centralized intake, Michigan will seek communities that are implementation ready so that these communities can begin implementation in the fourth quarter. These pilot sites will provide valuable information that Michigan can use as it seeks to support communities implementing these policies across the state.

If Michigan decides that the best approach to improving early childhood education and care recruitment and enrollment is a statewide system, the fourth quarter work will entail developing the system requirements in sufficient detail that a request for proposal could be issued in January 2020. If Michigan decides that supporting local partners is the best approach, the state will identify a community or communities to serve as a pilot or pilots and identify the resources and technical assistance needed to implement a more effective system.

Michigan PDG B-5 Workplan

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Grant Organization												
Secure appropriation and procurement												
Activity 1: Statewide Needs Assessment												
Engage the GSCs in assessing next steps for effective growth												
Conduct eligibility requirement review												
Conduct needs assessment review												
Conduct data analysis												
Engage stakeholders for screening, connecting families, and transitions												
Conduct early childhood education facilities and infrastructure review												
Activity 2: Statewide Strategic Planning												
Identify ways to better support local partners												
Plan for screening, better connecting children to services (no-wrong-door), and improved transitions												
Support improved transitions for home visiting (planning)												
Improve child care and preschool recruitment and enrollment (planning)												
Support improvements in early childhood care and education facilities and infrastructure (planning)												
Improve transitions between programs (planning)												
Activity 3: Maximizing Parental Choice and Knowledge												
Develop materials to assist parents												
Execute an outreach and marketing plan												
Develop culturally and linguistically appropriate materials												

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Develop and embed dual-language and English-language supports												
Enhance the CCDF consumer education website												
Provide family engagement consultants and trusted advisors												
Provide professional development to child care providers to support transition to school												
Activity 4: Sharing Best Practices												
Improve cross-agency collaboration												
Provide professional development around cultural competence and teaching dual-language learners												
Provide professional development to support early literacy for children from birth to age three												
Develop a statewide marketing campaign on the importance of early literacy												
Establish a B-5 network to provide regional support for early literacy												
Activity 5: Improving Overall Quality of Programs and Services												
Create a system navigator position												
Support the rollout of universal screening for developmental delays												
Support community no-wrong-door policies												
Support improved transitions for home visiting programs												
Improve recruitment and enrollment												
Document the model for a family-informed preschool transition program												

PROGRAM PERFORMANCE EVALUATION PLAN

Overview

Michigan's vision for its early childhood system is to be one of the best states to raise a child. As part of achieving that vision, Michigan tracks progress toward four outcomes: children are born healthy; children are healthy, thriving, and developmentally on track from birth to third grade; children are developmentally read to succeed at the time of school entry; and children are prepared to succeed in the fourth grade and beyond by reading proficiently at the end of the third grade.

To achieve the state's vision for young children and the four outcomes, the OGS has identified a vision to guide its work: all children are able to access high-quality services, education and out-of-school opportunities, and all parents and families can access the support they need to ensure their children get the best start in life possible. This framework, along with MDE's Top 10 in 10 strategic plan, Michigan's ESSA plan, and the state's CCDF plan have shaped Michigan's approach to the PDG B-5 grant opportunity.

Michigan's PDG B-5 plan has also been influenced by its experience with the RTT-ELC. As Michigan's RTT-ELC grant period closes, the state has been reflecting on the progress made through this work, including better connecting data systems; increasing provider participation in the GSQ; building connections between state agencies; improving strategies to support and develop the early childhood workforce; and assisting providers through increased consultation, coaching, training, and grants. Partly through this reflection, Michigan has identified a set of ongoing needs, or logical next steps to take in improving the system. These steps are reflected in Michigan's goals for the PDG B-5 grant: strengthening the overall system and improving the relationships between state, regional, and local entities that support young children and their families; better identifying children in need of programs and services;

better connecting families to programs and services; and improving transitions and connections between elements of the system. Using these goals as the frame, Michigan identified projects that would provide immediate benefits for young children and their families, would increase the quality of the early childhood education and care system and the skills of its workforce, and would strengthen the overall system.

Evaluation of Activities One and Two

Activity	Evaluation Methodologies
Needs Assessment	Process overview—participant feedback (observation, survey, interview, focus group); Outcomes—actionable data to be used in strategic planning; stakeholder review via interview and survey
Strategic Plan	Process overview—participant feedback (observation, survey, interview, focus group); Outcomes—actionable data and logic models/theories of change for activities 3-5; stakeholder review via interview and survey

Michigan uses a CQI framework to guide its evaluation efforts from the initial needs assessment through the logic model and into the evaluation and monitoring of its workplans. Michigan’s CQI process gathers evidence, interprets this evidence, and implements changes to improve the effectiveness of activities, including provider practice, and ultimately, to improve the long-term outcomes for Michigan’s children.

Activities One and Two, the needs assessment and strategic planning, will be evaluated using both process-based and outcomes-based evaluations. The process evaluation will help stakeholders see how the strategic plan was developed. Michigan will carefully

document how broad, inclusive, focused, and transparent the needs assessment and strategic planning processes are. These feedback loops will help ensure not only a strong process but also a more collaborative and coordinated system in the future. Michigan will need the cooperation of local communities to implement the strategic plan; documenting stakeholder input and incorporating stakeholder feedback will be critical to building support among the communities participating in the quality improvement activities and to the ultimate success of the work.

The desired outcomes of Activities One and Two will be identified at the outset of the work. These outcomes will be measurable and focused on action steps and will frame the specific questions addressed in the needs assessment with respect to the needs of children and families, data needs, home visiting, early intervention, the CDC program, and preschool. Michigan will develop these questions by engaging stakeholders at all levels. The success of the needs assessment will hinge in large part on the state's ability to answer these questions with actionable data and specific recommendations.

The results of the needs assessment will serve as a key input to strategic planning. Information Michigan collects on the number of children being served and the number remaining unserved, where these children are located, and the barriers to connecting these children and their families to programs and services may change Michigan's thinking with respect to the strategic planning and the other activities. Michigan will examine the needs assessment findings through the lens of its logic model and is prepared to refine its grant plan for any of the activities if the findings warrant it.

For Activity Two, stakeholders at all levels will again be engaged to frame the questions strategic planning will address, and to provide the input essential to the outcomes. Again, success will hinge on the state's ability to answer these questions with actionable

data and specific recommendations and processes. The timeliness in which these activities are completed will also be an important measure of success, since the state’s ability to successfully complete the tasks in Activity Five will be dependent on the timely completion of Activities One and Two. Therefore, Michigan will measure the success of Activities One and Two by examining the extent to which the state can identify the appropriate needs assessment and strategic planning questions through stakeholder engagement and produce actionable and specific answers to these questions in a timely manner.

Evaluation of Activities Three and Four

Maximizing Parental Choice	
Activity	Evaluation Methodologies
Communications plan	Metrics: targeted reach, number of contacts, website hits, time on site, links clicked, shares/likes
DLL/ELL supports	Metrics: targeted reach
CCDF website	Metrics: completion and deployment
Trusted advisors	Outcomes-
Professional development	Rubrics; training assessments; long-term provider behavioral measures (reflection, interview, observation)
Sharing Best Practices	
Collaboration	PD developed; hire completed
Professional development	Rubrics; training assessments; long-term provider behavioral measures (reflection, interview, observation)
Early literacy supports	Rubrics; deployment metrics; long-term provider behavioral measures (reflection, interview, observation)

Early literacy marketing campaign	Metrics: targeted reach, number of contacts, website hits, time on site, links clicked, shares/likes
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Michigan has identified tasks for Activities Three and Four designed to increase parental choice and knowledge and to share best practices. Michigan will evaluate the outcomes of these tasks through both process and implementation evaluation. Several of the planned tasks require the development of materials, such as the development of supports for families and providers of dual-language and English-language learners. These tasks will be evaluated via a rubric of the required elements, the quality of the information contained in the products, and ultimately the completion and deployment within the required timeline.

Other tasks will initially be evaluated based on metrics; for example, measuring how many providers attended a training, or the reach of a communications message based on website analytics. Professional development tasks will also be evaluated based on outcomes in two stages—meeting the outcomes of the training itself, evaluated during the grant period, and the longer-term outcomes, such as changes in provider practice and the impact on children, completed outside of the grant period.

Performance-based outcomes will be established for each professional development task. This will include observing the participant’s use of the information and measuring the increase in participant knowledge through a more quantitative measure, such as a multiple-choice assessment. Longer-term outcomes will be measured via a means appropriate to the subject, including observation of provider behavior, focus groups to assess qualitative mindset and practice changes from the participants perspectives, and feedback surveys completed by participants in the training. Larger-scale surveys will be used to assess the reach and effectiveness of communications efforts.

Michigan will evaluate performance at three- to six-month intervals. The earlier evaluations will be more focused on task completion, metrics, and initial implementation, and the later evaluations on change in knowledge, attitudes, and skills, and the reach and impact of the work. Michigan will use the information learned through these evaluations to revise and adjust the tasks as they move forward. Similar feedback loops are built into the system-building workplans as well. Michigan realizes that system change is incremental and needs to be evaluated from multiple stakeholder perspectives to ensure improvements. Michigan created stakeholder groups as part of the RTT-ELC grant. These stakeholder groups will continue even after the grant ends and will be able to provide important feedback on the success of Michigan’s PDG B-5 efforts. The stakeholder groups created newly as part of the PDG B-5 will also provide important feedback.

Stakeholder feedback on state, regional, and local coordination activities will be gathered using questionnaires and interviews conducted on regular cycles that will be built into the state’s grant workplan. These data will be collected in several areas, including an implementation plan maintained in Smartsheet or other established databases, as needed. Michigan will adjust its grant plan as appropriate given this stakeholder feedback.

Evaluation of Activity Five

Activity	Evaluation Methodology
Quality	
Navigator position	PD developed; hire completed
Quality in ECCE facilities	Meeting strategic plan timelines and deliverables
Pilots	Detailed workplan and timeline developed and enacted; process model review via

	interview, focus group, and survey; CQI process ongoing
Recruitment and enrollment	Plan developed and reviewed by stakeholders, survey feedback and rubric
Transition	Plan developed and reviewed by stakeholders, survey feedback and rubric

Given the one-year time frame of the PDG B-5 grant, Michigan will have limited time to implement the tasks identified for Activity Five. With respect to evaluating these tasks within the grant period, the assessment will be based on whether the proposed activities occurred. For example, did Michigan document the model for a family informed preschool transition program? Or did Michigan support the development of a no-wrong-door policy in a community? Over the longer term, the metrics will broaden to count completed activities like the number of communities that have implemented no-wrong-door policies, and ultimately, Michigan will assess whether the activities achieved the goals and outcomes articulated in the logic model. Metrics will include the number of additional families receiving programs and services, and pursuant to the state’s objectives, whether more children are developmentally ready to succeed at the time of school entry. Michigan will also assess qualitative feedback from partners, to understand if the implementation is going well.

Monitoring Framework

Michigan will monitor progress for the PDG B-5 grant utilizing the process it developed for the RTT-ELC grant, which proved to be efficient and workable. Michigan has been using Smartsheet, a software as service application used to support collaboration and work management. It is used to assign tasks, track projects, manage calendars, share documents, and manage other work. Like with the RTT-ELC grant, Michigan will create a thoroughly developed workplan with explicit milestones and outcomes. Also following the

model of the RTT-ELC grant, explicit monitoring meetings will be scheduled with each partner and project to allow a time for collaboration, coordination, monitoring of progress, and troubleshooting.

Once a workplan is in place, the lead on the projects will determine the frequency of the monitoring meetings. Some projects may require forming implementation or guidance teams to guide project work and implementation. When cross-agency or cross-partner teams are indicated, the OGS will form the teams and lead and facilitate the work.

The monitoring meetings will provide a time to explore budgets, progress, challenges, unanticipated outcomes, and emergent issues. In addition, these meetings allow the partners to share new ideas, new connections, and any other issues affecting implementation. The OGS sets the agenda, providing opportunities for partners to add or adjust agenda items. All conversations are documented along with follow-up tasks and due dates for assignments.

The OGS has a philosophy of partnership, collaboration, and communication, and this has led to a successful working relationship with a wide set of partners. Having a structure and a collaborative space to track progress provides an evaluation and monitoring loop that cycles quickly enough to allow for responsiveness to issues. In circumstances where stubborn issues remain, the OGS puts in place a corrective action plan to provide more structure and oversight on projects that are challenging or falling behind.

The OGS is also open to technical assistance. While the OGS feels confident in guiding its projects, it also recognizes that sometimes an outside resource may be necessary to move the work forward. This lesson learned from the implementation challenges experienced during the RTT-ELC grant will benefit the implementation of the PDG B-5 grant and allow the state to take its learning and more forward aggressively in this short grant period.

SUSTAINABILITY PLAN AND PLAN FOR DISSEMINATION

Sustainability Plan

Although continued federal funding after the first year would accelerate Michigan's progress in this work, Michigan is confident that that many of the grant tasks can be sustained after federal funding ends. Several of Michigan's PDG B-5 tasks are aimed at increasing the capacity of GSCs. For example, universal screening and no-wrong-door policies will be implemented at the community level, and GSCs will be critical to putting these policies in place.

Michigan will use Activity Five to assist communities with implementation. Successful implementation will help build support in the legislature for continued funding for supporting additional communities. Successful implementation will also provide models that can be used to convince local leaders and philanthropic organizations to support funding. It will also take fewer resources to maintain universal screening and no-wrong-door policies in communities than it does to establish these policies in the first place.

Sustained federal funding would accelerate Michigan's progress in putting these policies in place and would help Michigan reach communities with lower capacity more quickly. However, the state is confident that working with its local partners, it will be able to make continued progress once federal funding ends.

Michigan's PDG B-5 plan includes the development of materials to assist parents in understanding developmental milestones and available services and to create materials that are culturally and linguistically appropriate. The cost of maintaining and updating these materials will be significantly less than the development cost, and Michigan will be able to use existing resources to keep these materials current, with on-demand printing becoming an option. Similarly, the cost of maintaining the additional content for the CCDF

consumer education website will be well below the initial development cost, and Michigan can do this with current resources.

Michigan's plan does include statewide marketing campaigns, and these will likely be scaled back after the federal funds are fully expended. A contract deliverable for the firm that successfully bids will be to include recommendations for local entities to pitch all or parts of the campaigns to potential funders.

Michigan's plan includes professional development in several critical areas, including training child care providers to support the transition to preschool, training the early education and care workforce in cultural competency and dual-language learner support, and professional development to support early literacy. The development of training is resource intensive, but this will occur during year one of the grant. The curricula, training materials, and overall approach will be in place for future years, even if federal funds are not available to support this work. Therefore, Michigan anticipates that some level of training can be sustained once the grant ends.

Michigan will maintain this work through cross-department collaboration and funding.

Michigan will also use grant funds to develop a regional support network for early literacy. This work includes professional development, coaching, and program support throughout Michigan. Literacy, especially having children on track by third grade, is very important to Michigan policymakers. If the evaluation of these efforts shows that they are increasing the literacy of third graders, Michigan legislators will likely support continued funding for these efforts. The MDE has designed an action plan to address literacy prior to grade three and have strategies to help legislators understand research-based approaches to addressing early literacy success.

In the last few years, the legislature has designated funds for literacy coaches, additional instructional time, and a summer reading

program. If the program evaluation for the PDG B-5 supported efforts cannot show that these efforts are improving early literacy, Michigan would likely seek other literacy strategies, even if federal funds were still available.

The most difficult aspect of this work to sustain will be maintaining the embedded supports put into place. Family engagement consultants, trusted advisors, and other embedded supports will likely garner less political support than the efforts directly focused on early literacy. However, this merely highlights the importance of a strong program evaluation. A convincing demonstration of the value of these important system supports will be necessary to secure funding at the state level. Even without state resources, however, many local communities may choose to keep these supports in place. However, relying on local funding means that the communities with the least capacity in their early childhood systems would also be the communities least likely to be able to keep these important supports in place.

Michigan's grant plan also includes improving recruitment and enrollment for early education and care providers and devising a strategy to address facility and infrastructure challenges. Michigan would sustain this work using CCDF, GSC, and GSRP funding.

Plan for Dissemination

Clear communication will be a central tenet of Michigan's PDG B-5 work. Much of this work will be done with local and regional partners, so their buy-in will be essential to the project's success. Therefore, Michigan will make a concerted effort to communicate the goals and objectives of this work with local partners.

Michigan's dissemination strategy for PDG B-5 information will include webinars and presentations. Early in 2019, the MDE will host a webinar presenting the PDG B-5 plan. Information about the webinar will be disseminated through the MDE's listservs, and

through emails to key partners, including the GSCs, the GSPCs, and various statewide associations. The webinar will be recorded and posted to the MDE's webpage. The MDE will also host webinars after six and nine months have passed to update stakeholders on the progress made.

Michigan will directly engage the GSCs and GSPCs by assembling the leaders from these groups in February. The state will share the overall PDG B-5 vision, goals, and plan and solicit input on the best way to further communicate the proposed scope of work. The GSCs and GSPCs will help support Activities One, Two, and Five, so they will also be included in project planning and will receive regular updates.

Michigan will also present the PDG B-5 plan at conferences held by various early childhood constituencies, including home visitors, ISDs, philanthropic partners, and others. The state will provide an overview of the PDG B-5 plan on www.michigan.gov/mikidsmatter, a one-stop webpage providing important information to parents and providers.

Michigan will keep its partners in this work informed and engaged using Smartsheet. The state will also hold frequent meetings with partners to allow time for collaboration, coordination, monitoring of progress, and troubleshooting.

Finally, Michigan will be conducting several surveys as part of its evaluation plan. These include broad statewide surveys and surveys targeted at service providers. Michigan will include questions in these surveys gauging how well PDG B-5 information has been disseminated. Michigan will adjust its dissemination plan based on the results of these surveys.