

# MICHIGAN

Coordinated Eligibility and Enrollment  
Planning and Implementation

## GUIDEBOOK



# Table of Contents

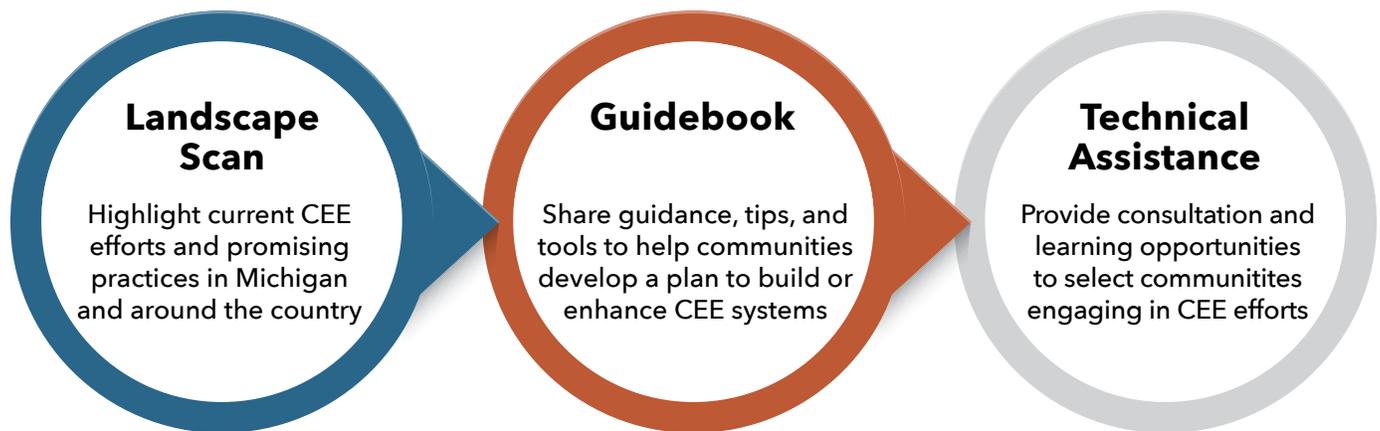
<b>Introduction to the Coordinated Eligibility and Enrollment Guidebook</b>	<b>03</b>
<b>What Is Coordinated Eligibility and Enrollment?</b>	<b>04</b>
<b>The Michigan CEE Framework</b>	<b>06</b>
Principles of Coordinated Eligibility and Enrollment	
Elements of Coordinated Eligibility and Enrollment	
<b>Putting It Into Practice: Developing a Community-Based CEE Plan</b>	<b>08</b>
<b>Getting Started: Create a CEE Planning and Leadership Structure</b>	<b>10</b>
<b>Step 1:</b> Consider possible team members	
<b>Step 2:</b> Ensure a diverse, equitable, and inclusive CEE team	
<b>Step 3:</b> Establish a CEE team structure and operating protocols	
Reading Corner	
<b>Moving Ahead: Placing CEE in the Community Context</b>	<b>19</b>
<b>Step 4:</b> Gather community data and feedback	
<b>Step 5:</b> Assess current CEE efforts in the community	
<b>Step 6:</b> Analyze findings	
Reading Corner	
<b>Putting It All Together: Crafting a Community-Based CEE Plan</b>	<b>34</b>
<b>Step 7:</b> Set a CEE vision	
<b>Step 8:</b> Explore specific CEE strategies, principles, and activities	
<b>Step 9:</b> Draft and finalize the CEE plan	
Reading Corner	
<b>Planning for the Future: Creating Long-Term Systems Change through the CEE Plan</b>	<b>52</b>
<b>Step 10:</b> Implement the plan	
<b>Step 11:</b> Evaluate efforts	
<b>Step 12:</b> Consider sustainability	
Reading Corner	
<b>CONCLUSION</b>	<b>63</b>
<b>APPENDIX: MICHIGAN COMMUNITY EXAMPLES, SAMPLES, AND TEMPLATES</b>	<b>64</b>

# Introduction to the Coordinated Eligibility and Enrollment Guidebook

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To support efforts to build effective coordinated eligibility and enrollment (CEE) systems in communities across the state, the Michigan Office of Great Start (OGS) has partnered with School Readiness Consulting (SRC) to support local communities in building and enhancing systems to coordinate eligibility and enrollment. This project is supported by Preschool Development Grant Birth-Five resources awarded to Michigan in 2019 and renewed for 2020-2022. The project consists of a series of activities to support CEE efforts across the state.



In the first phase of this project, OGS and SRC conducted a comprehensive analysis of the current CEE landscape in communities across Michigan and in other states. The **Coordinated Eligibility and Enrollment Landscape** (the “Landscape”) provides an overview of CEE and how it is being successfully implemented in local communities in Michigan and in other states. The Landscape was developed to serve as a guide for the state and for other local communities to support the development and expansion of community-based CEE systems.

This Coordinated Eligibility and Enrollment Planning and Implementation Guidebook was created as the second phase of the project to assist communities in developing and implementing plans for community-based approaches to CEE. The Guidebook focuses on the **“who, what, where and how”** of CEE, walking communities step-by-step through these phases:

- ➔ Getting started
- ➔ Understanding the community context and assessing strengths, needs, and gaps
- ➔ Developing a CEE implementation plan
- ➔ Planning for sustainability

**The Guidebook is intended to be a hands-on guide for planning and implementing CEE in local communities.**

# What Is Coordinated Eligibility and Enrollment?

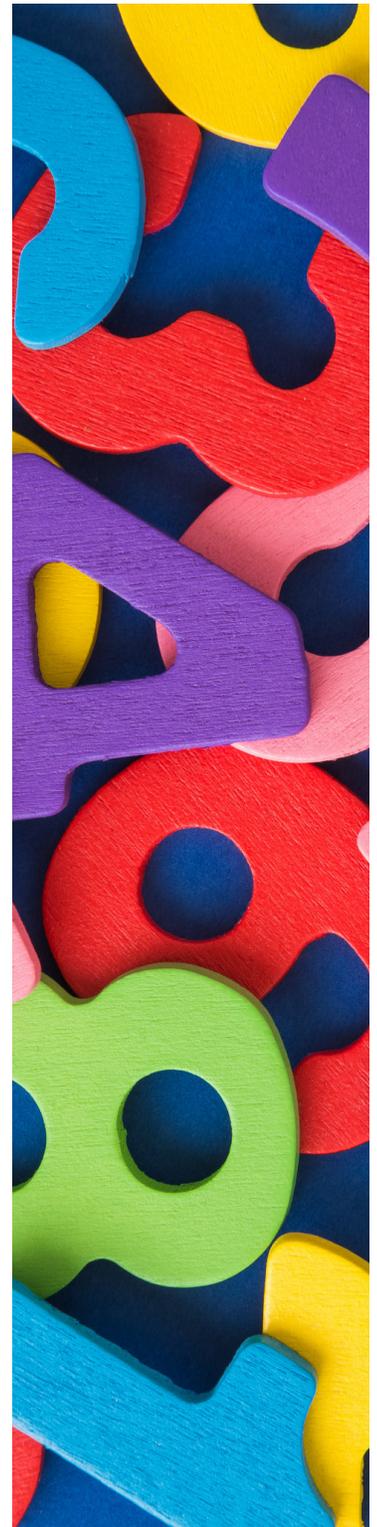
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The earliest years of a child's life represent a significant opportunity. Children who have positive early experiences are more likely to succeed in school, lead healthier lives, and contribute to creating stronger communities. High-quality early childhood programs and services are among the experiences that can make a difference for young children. Children's development is further supported and enhanced when their families have access to opportunities and resources that help children thrive.

Unfortunately, families face challenges with accessing early childhood services in their community due to fragmentation across programs serving young children and their families. These programs are often run by different agencies, with different funding streams and eligibility criteria. This lack of coordination places an undue burden on families with young children trying to navigate these complexities and receive services.

Many communities are using coordinated eligibility and enrollment to address these barriers. CEE is a systems-building approach that aims to ensure that all young children and their families can benefit from the full range of services and supports available to them. CEE has several important goals:

- ➔ **Better meet the needs of children and families:** Well-implemented CEE systems center the experiences of families in learning about, choosing, and accessing early learning programs and services. Instead of complicated and fragmented policies and programs driving families' experiences, CEE systems should be co-designed by families and built around their needs and preferences.
- ➔ **Help ensure equitable access to programs and services:** Successful CEE systems prioritize serving families who have historically had the least access to services and supports and include a strong focus on cultural and linguistic responsiveness in supporting families to identify and enroll in programs.
- ➔ **Allocate limited resources more efficiently:** CEE approaches focus on reducing duplication in enrollment, moving families off waiting lists and into programs with availability, and streamlining administrative processes for families and providers to ensure that the maximum number of families can benefit from limited resources.
- ➔ **Promote effective service delivery:** Successful CEE approaches require strong collaboration, which is sometimes difficult to foster in a system with limited resources. Engaging community stakeholders in CEE efforts can help break down silos and competition between service providers, generating more effective approaches to service delivery that can create improved outcomes for families.

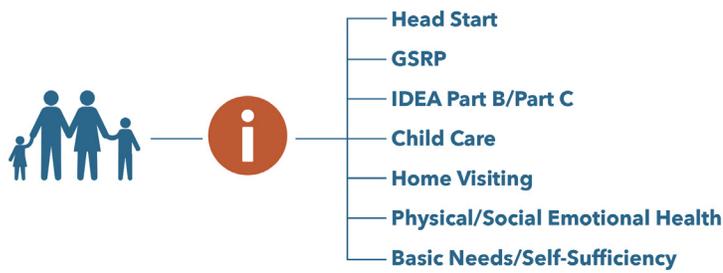


A variety of approaches and strategies can advance CEE systems, and states and communities may use more than one strategy to ensure that families can access early learning and family support programs. Two common approaches focus on how families initially access or connect to services:

- Providing a central or single point of entry through which families can access a variety of early learning programs, and other comprehensive services and supports for the whole family. Some terms used to describe this approach include “one-stop shop,” “single point of entry,” “centralized access,” or “referral hub.”
- Developing processes and systems that link families to the right resources to meet their needs regardless of which program or service provider a family connects with first. This strategy is known as a “no-wrong-door” approach.

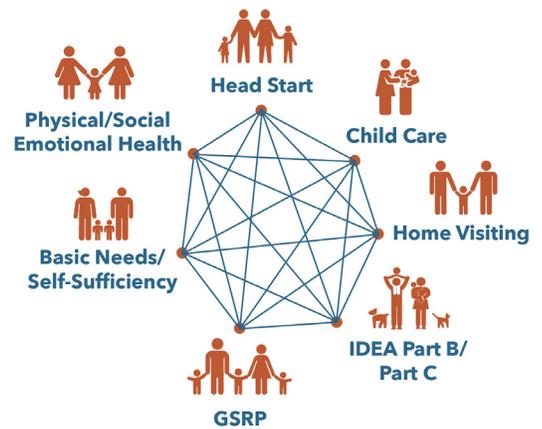
### ONE-STOP SHOP

There is a central location where families can go to learn about their options and be directed to available services.



### NO WRONG DOOR

No matter where families enter the system, they are also connected to the other supports available to them.



By developing CEE strategies grounded in the community context and shaped by the families interacting with CEE systems in their daily lives, communities can make certain that all young children and families have access to comprehensive services and resources that will help them meet their full potential.

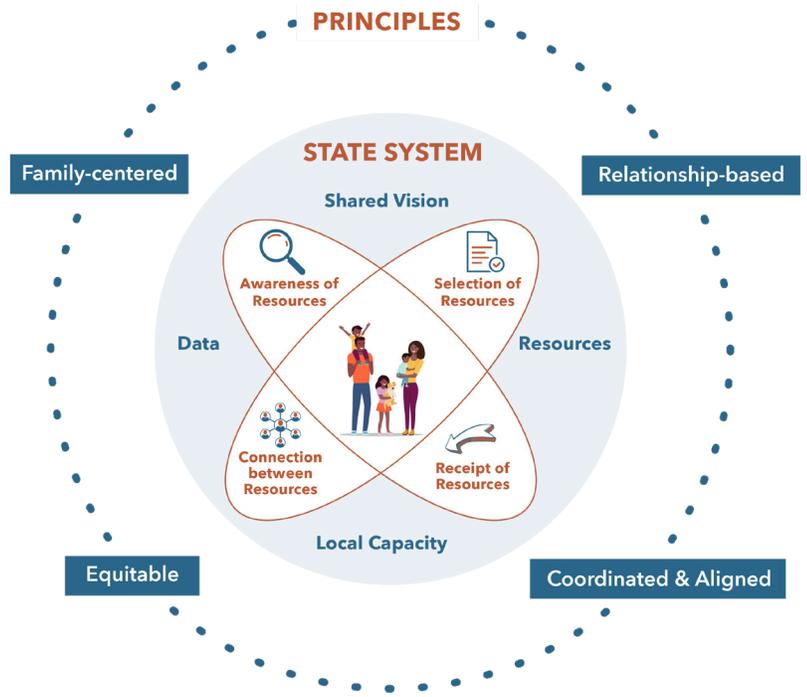


# The Michigan CEE Framework

In creating the Landscape, Michigan developed a framework to help communities approach CEE in a comprehensive way. The framework has three components:

- Principles of CEE**
- Areas where state systems can best support local CEE efforts<sup>1</sup>**
- Elements that constitute successful CEE systems**

Each of these components is centered around families, who are the focus of all CEE efforts and are partners in creating CEE systems.



## Principles of Coordinated Eligibility and Enrollment

The framework identifies four foundational principles for CEE. These principles should guide CEE efforts in communities during all stages of planning, development, and implementation. The principles can also be used to revisit, evaluate, or improve upon previous efforts to ensure that the CEE system elevates family voice, advances equity, and breaks down silos to create more coordinated and aligned experiences.



### Family-centered

Focus on parent choice and voice

All efforts must place the experiences of children and families first. CEE systems should be built based on families' preferences and needs rather than allowing complicated policies and processes to drive families' experiences.



### Relationship-based

Leverage relationships between all early childhood stakeholders

Relationships with families and providers are a cornerstone of successful CEE efforts.



### Equitable

Ensure the system works for ALL families

CEE systems should provide services and allocate resources according to the needs, preferences, and experiences of each child and family—focusing on those who have historically lacked access to services and building on the strengths and assets often overlooked in children, families, and communities.



### Coordinated and aligned

Prioritize effective collaboration between stakeholders

CEE systems must intentionally foster collaboration and coordination to achieve their goals.

## Elements of Coordinated Eligibility and Enrollment

The framework includes four key elements that can be used to develop comprehensive community-based CEE systems. These elements can be used both to create new CEE systems and to improve what is already in place.



### Build family awareness of resources and services

A foundational component of CEE systems is increasing families' awareness of resources and services. This component is important because existing outreach and communication systems often do not reach or meaningfully connect with families.



### Help families select available resources and services

Helping families select the available resources that best meet the family's needs and preferences is another key element of CEE. These efforts are critical because of the variety of available child- and family-serving programs, many of which have complicated eligibility processes.



### Ensure families receive resources and services

Because of the different funding streams, eligibility requirements, and limited availability of spots, applying for and enrolling in these programs can be complicated and burdensome for both families and providers. Addressing these barriers to ensure that young children and their families receive resources and supports that help them learn, grow, and thrive is fundamental to CEE efforts.



### Keep families connected and supported

Young children and their families have the most opportunity when they are consistently supported throughout the early years and all the families' needs are met. Thus, a key element to comprehensive CEE systems is making successful referrals to comprehensive services and facilitating successful transitions between programs for families.

Together, these principles and elements form the foundation of a comprehensive community-based CEE system. More information about the CEE principles and elements can be found in the [Landscape](#).



# Putting It Into Practice: Developing a Community-Based CEE Plan

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CEE can and should look different in every community—there is no “one-size-fits-all” process for CEE. To support communities in developing approaches that are responsive to their local context, this part of the Guidebook provides a series of steps a community can take in developing a plan to launch, refine, or expand a community-based CEE system.

For each step, you will also find tips, tools, and resources that can support or enhance efforts included in that step. These tips, tools, and resources are indicated with the following icons:



**Tip**



**Tool**



**Resource**

At the end of each section, there is a Reading Corner, which includes additional resources that supplement the information in the section. These resources are more in-depth explorations of topics discussed in the section and are indicated by the glasses icon to the right.

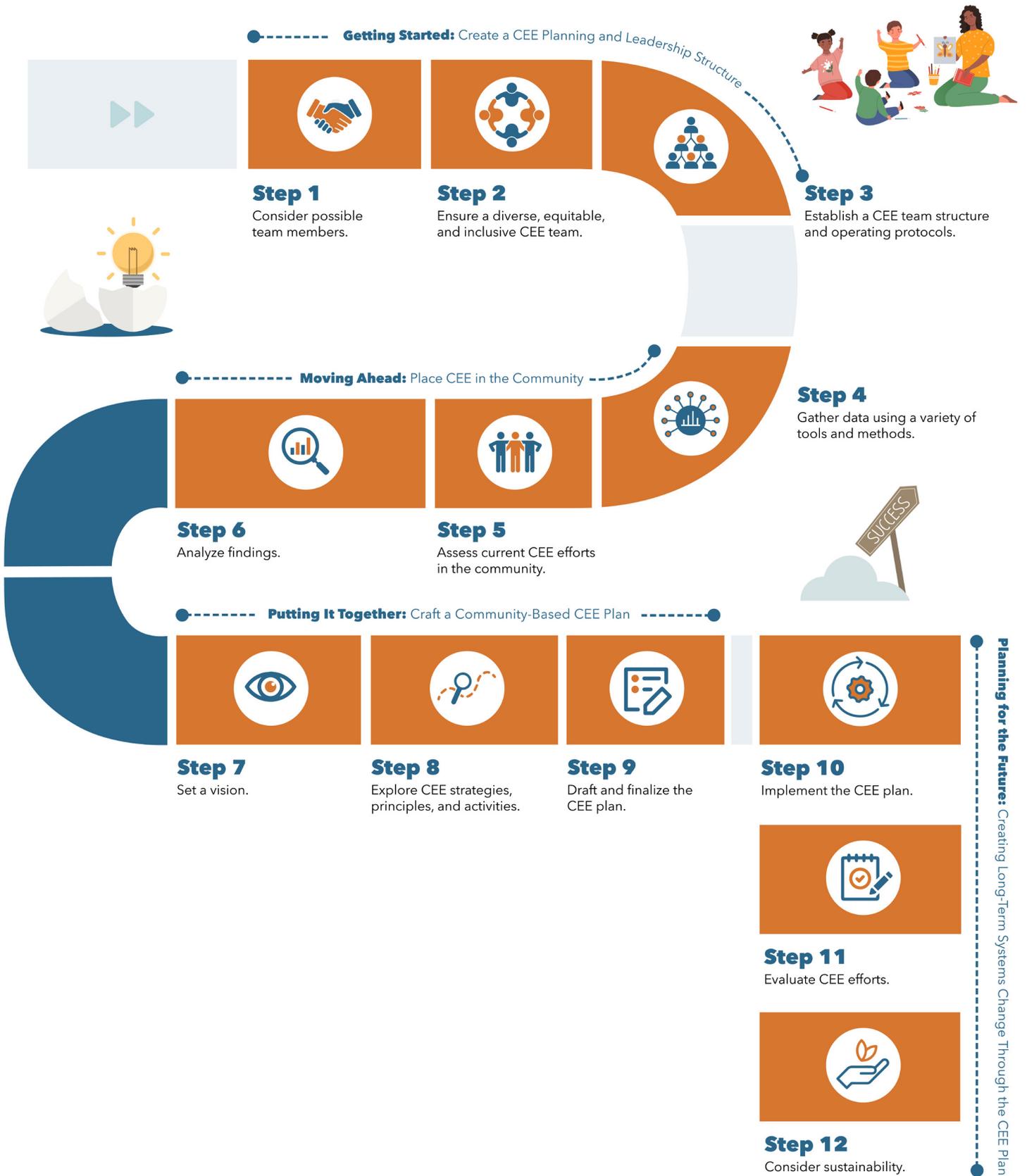
 **READING CORNER**

**At the end of Guidebook, you will find an appendix that provides examples of specific CEE strategies used in Michigan communities. These efforts can serve as examples to draw from in designing your own community-based CEE strategies.**

Some communities in Michigan may have existing comprehensive CEE systems in place; others may just be exploring how to approach CEE; and others may be somewhere in between. The resources and supports that follow can be used in different ways, depending on where a community is in its CEE efforts. Examples of how to utilize this part of the Guidebook include the following:

-  Starting from the beginning and working through this part of the Guidebook step-by-step as efforts get underway in the community or as way of revisiting or improving efforts that are in place in the community
-  Jumping into the section that best matches where you are with CEE efforts in your community and working from there
-  Selecting a few sections that correspond with ways you believe community CEE efforts could be strengthened or expanded

**As you work your way through the Guidebook, you can track your progress below.**



An overhead view of two young children with blonde hair playing on a light-colored wooden floor. They are surrounded by numerous colorful geometric shapes, including triangles, squares, and trapezoids in shades of yellow, green, teal, blue, orange, and red. One child, wearing a blue long-sleeved shirt, is leaning over and touching a green shape. The other child, wearing a light green shirt, is also leaning over and touching a blue shape. A dark blue banner with white text is overlaid on the center of the image.

# Getting Started

CREATE A CEE PLANNING AND LEADERSHIP STRUCTURE

Whether you are a concerned individual community stakeholder, an agency or a trusted community institution, or an existing coalition, the first step in preparing to launch a CEE effort in the community is to assemble a team. Building a community team with a wide range of ideas, skills, and perspectives can help ensure the following:

- Diverse people with unique strengths and experiences are included in the work.
- Those who are impacted by decisions being made are driving the work.
- Decisions and directions will be most reflective of and responsive to the needs of the greater community.<sup>2</sup>

Successful teams also need operating structures and processes that provide clear and commonly understood ways for getting the work done. When you take the time to put leadership, planning, and communication structures in place, you help ensure the team is cohesive and able to stay focused on the work.



## Step 1: Consider possible team members

Family-centered, equitable CEE systems should be co-designed with families so that their needs, preferences, and experiences drive the system rather than the other way around. As you begin the process of assembling a CEE community team, first consider different types of families to include on the team, especially those families who have historically lacked access to early learning services or supports. Then consider other interested parties representing the mixed delivery system, comprehensive child and family support services, and other key stakeholder groups who may be engaged in supporting young children and families in your community.



### **TIP:** Consider the following best practices for engaging families on your community planning team:

- **Use multiple communication tools to reach families.** Families may respond to different communication methods, including phone calls, text messages, emails, social media, apps, websites, and newsletters. Using Trusted Advisors and other community leaders to make direct personal connections and invitations is often most effective.
- **Make sure events and meetings are convenient for families to attend.** Plan meetings and other events for times and locations that best meet family needs. Take into account and plan to provide supports families may need to attend such as transportation, child care, and meals.
- **Plan meetings and events with your families in mind.** There is no one-size-fits-all approach to centering the planning work on families. Understanding the cultural and linguistic characteristics of the families in your community is an important first step. Co-planning meetings with families can also ensure families can fully participate and contribute.
- **Provide relevant and clear background information before and during meetings to help families contribute effectively and feel prepared.** Make sure materials reflect appropriate literacy levels and are translated into multiple languages if needed. Encourage meeting leaders to monitor for balanced participation and ensure that the topics and content being discussed are not expressed in jargon or discussed in ways that are familiar only to professionals in the field of early childhood.



## CEE COMMUNITY TEAM PARTICIPANT CHECKLIST

Use this checklist to think about the possible members of your CEE community team.  
Be sure to include someone from each of the groups listed.

<b>Families</b>	
Families with young children	
Grandparent, kin, and other nonparental caregiver families	
Families who speak a language other than English	
Families with disabilities	
Families who are currently using or have used public supports	
Families who do not yet have children, or those who have had children participate in early childhood services (older children)	
Other	
<b>Mixed Delivery System Providers</b>	
<i>Early On</i> <sup>®</sup> (Early Intervention IDEA Part C) providers	
Early Childhood Special Education (IDEA Part B, Section 619) providers	
Home visiting program providers	
Early Head Start, Head Start, AIAN Head Start, Migrant and Seasonal Head Start providers	
Child care (family and center-based) providers	
Great Start Readiness Program (GSRP) providers	
Other	
<b>Comprehensive Child and Family Support Providers</b>	
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) providers	
Temporary Assistance for Needy Families (TANF) providers	
Supplemental Nutrition Assistance Program (SNAP) providers	
Medicaid and other health care providers (e.g., pediatricians, community mental health)	
Other (e.g., housing, employment) providers	
<b>Other Community Stakeholder Groups</b>	
School districts/Intermediate School Districts (ISDs)	
Philanthropy	
Colleges and universities	
Local government	
Community Action Agencies	
Libraries and museums	
Faith-based organizations	
Great Start to Quality Resource Center	
Great Start Parent Coalition	
Great Start Collaborative	
Other	



## Step 2: Ensure a diverse, equitable, and inclusive CEE team

Think about what you want members to do and who they should be, given the local community context. As a start to building a diverse, equitable, and inclusive team, consider the following:

- ➔ Start with families who can help you understand their needs and lived experiences—especially those who have not been able to fully access early learning supports and other resources in the past.
- ➔ Include members who understand the systems that need to be addressed.
- ➔ Look for members who have the knowledge and authority to help make change, and ensure that you are defining “knowledge” broadly.
- ➔ Include the trusted messengers who can help you connect with and gather information from others in the community, such as Trusted Advisors or other parents and caregivers involved with the Great Start Parent Coalition.

### DEFINITIONS: Understanding diversity, equity, and inclusion

**Diversity:** engaging people with different backgrounds, beliefs, and experiences, and recognizing the differences as assets to learning and innovation

**Equity:** recognizing that everyone does not start at the same place, so some people will need different resources or support to achieve the same outcome

**Inclusion:** authentic and empowered participation, a true sense of belonging<sup>3</sup>

In forming the team, it’s also critical for your “table” to be diverse, inclusive, and culturally responsive. Including members who are diverse in race, ethnicity, and language can help ensure that the team represents the community. Team members from a variety of cultures, identities, religions, and abilities bring a wealth of knowledge, experience, and perspective to the effort and set the team up for success. As the team begins to form, it is important to assess whether efforts to ensure diversity and representation on the team have been successful. Examining “who is at the table” can help you identify what strengths and gaps remain in terms of representation, experience, and expertise about intended beneficiaries, issues, unintended consequences, and connection to the communities you intend to serve.



**TIP:** Trusted Advisors or other trusted community members are a key resource for supporting efforts to create a diverse, equitable, and inclusive CEE team. These individuals can leverage their relationships with families and knowledge of the community to identify potential team members and can support families to take on leadership roles in the effort. These individuals can also inform culturally and linguistically responsive outreach methods to engage those who may not usually be involved in these types of efforts but who have valuable knowledge and expertise to contribute.



## MAPPING THE COMMUNITY TEAM

This mapping tool can help you to build a team that matches or reflects the different cultures, languages, and other special characteristics of your community. Using this tool can help you reach the right people and address the right issues. Remember: some community members may fit into more than one category—and that’s OK. These team members should be included in every category that describes them to get the full picture of the strengths and experiences people are bringing to the CEE community team.

Member Characteristic	Number of Community Team Members	Percentage of Community Team
<b>Issue experience:</b> How many families or caregivers with young children (past, present, future) are on the team?		
<b>Direct engagement:</b> How many people on the team work directly with families of young children?		
<b>Demographic relevance:</b> How many people on the team demographically (age, race, gender, income, etc.) reflect the young children and families in the community?		
<b>Geographic relevance:</b> How many people on the team live and/or work in the area or have some historical or contextual knowledge of the community context?		
<b>Other:</b> How many people on the team have other relevant connections or experiences? <sup>4</sup>		

If the majority of the team falls into the “Other” category or there is low representation in certain categories, consider additional outreach and engagement to build the team.



**TIP:** Documenting your efforts to create a diverse, equitable, and inclusive community team can be useful information for a process evaluation. At the end of this step, you may want to note:

- What outreach and engagement strategies were used to create the team?
- What specific groups or community members were prioritized?
- Which strategies worked? Which didn’t? Why?



### Step 3: Establish a CEE team structure and operating protocols

Many community efforts are supported by a lead agency or backbone organization. A lead agency brings infrastructure and stability to a community-based effort and can serve as the fiscal agent for the effort, as appropriate. Benefits of anchoring the work in a lead agency or backbone organization include these:

- The lead agency can serve as an umbrella organization to provide private, nonprofit 501(c)3 status for the CEE team.
- The lead agency can supply resources to support the basic administrative needs of the team (such as office space, communications, technology, printing) and funds to sustain the effort “between times” of outside funding.
- The lead agency can provide staff support or the ability to hire staff through its employment and benefits structure.
- The lead agency can use its development, media, and advocacy capabilities to positively promote the team and its work.<sup>5</sup>

#### DEFINITIONS: Understanding team structures

- **Lead agency:** a single organization (often a non-profit or governmental organization) that serves as an official applicant and recipient of funds.<sup>6</sup>
- **Backbone organization:** an organization that seeks to improve social outcomes by organizing cross-sector groups of partners to transform fragmented or inefficient systems, often found in collective impact efforts.<sup>7</sup>
- **Fiscal agent:** an organization that agrees to accept and be responsible for funds on behalf of another organization, partnership, or initiative.<sup>8</sup>

Some community teams may establish a core team that can provide leadership and help keep the work moving instead of or in addition to a lead agency or backbone organization. The core team is a small group of people who convene the larger team, lead or co-lead activities and meetings, and ensure that the commitments of the larger community team are met.



#### TIP: Distinguish agreements from “rules” and “norms”<sup>9</sup>

- **Agreements** are an aspiration, or collective vision, for how we want to be in relationship with one another. They are explicitly developed and enforced by the group, not by an external authority, and as such must represent a consensus.
- **Norms** are the ways in which we behave and are currently in relationship to one another, whether consciously and explicitly or not.
- **Rules** are mandated and enforced by an authority, and do not necessarily reflect the will or buy-in of the group.

When launching a new project or bringing a team together for the first time, creating a common set of operating protocols helps teams work together respectfully and effectively. One way to do this is by co-constructing a community agreement naming the values most important to your team.

Community agreements often focus on equity and the kinds of behaviors that will interrupt typical dominant white cultural norms. When it comes to constructing agreements, the process is often more important than the outcome. Agreements come from consensus-driven processes that identify what every person in the group needs from the others; the group members commit to making one another feel supported, safe, and open.<sup>10</sup>



## TIP: Developing Community Agreements<sup>11</sup>

- **Frame the conversation:** Take time to make sure everyone knows what a community agreement means. For example, you might say, “Creating community agreements will help our group to feel safe, supported, open, productive, and trustworthy so that we can do our best work and serve our [children/families/community] well.”
- **Explain why community agreements matter:** Provide specific examples of how such agreements will support the team’s work. For example, you might say, “In order to address some of the challenges we are facing, we may need to have conversations that are emotional, painful, and uncomfortable (such as equity issues, examining individual practices). It is important we work to build safety and trust so everyone can engage and make ourselves vulnerable.”
- **Engage the entire team in the process:** Your team can participate in developing community agreements in various ways. Consider the factors listed below before designing a process that best suits your group’s needs:
  - The group’s experience with community agreements
  - How new or established the group is
  - The size of the group
  - The amount of time you’ll have to work on the agreements

In developing operating protocols, another important consideration is how the team will collaborate to make decisions. Participatory decision-making centers on the process of steering a group through the following:

- Identification of the problem or issue to be worked on or solved
- Sharing of a range of viewpoints or perspectives
- Establishing consensus or agreement through a collaborative solution that integrates as many perspectives as possible<sup>12</sup>

Assessing how the team is making decisions can help ensure that the team is collaborative and inclusive in its decision-making and that the team is aligned on its decisions. Dedicating team members to serve in specific roles on the team or in meetings can also support collaborative decision-making. These key roles could include the following:

 **Leader:** holds ultimate responsibility for the work of the team

 **Recorder, note-taker, or historian:** documents the team’s efforts, progress, insights, and learnings along the way

 **Facilitator:** supports the team’s thinking and decision-making

 **Guardian or “Vibes-Watcher”:** pays attention to interpersonal dynamics and takes action to ensure team members have space to address important topics<sup>13</sup>

 **Participant:** actively engages in and contributes to the team



## PARTICIPATORY DECISION-MAKING SELF-ASSESSMENT

Use this tool to check how well the team is following its ground rules or community agreements and fully taking part in participatory decision-making.

Key Element of Participatory Decision-Making	Yes	Almost there	Working on it	No
<b>Full participation:</b> Do all members of the team speak openly and often about what is on their minds?				
<b>Mutual understanding:</b> Do members recognize and respect one another's needs, goals, knowledge, and experience?				
<b>Inclusive solutions:</b> Have the perspectives, opinions, and priorities of each member been integrated into the final decision?				
<b>Shared responsibility:</b> Has each member contributed to the decision by giving and receiving feedback?				



### Resources for Establishing a Team Structure and Operating Protocols

- **Spectrum of Public Participation:** From the International Association for Public Participation (IAP2), the Spectrum of Public Participation describes five general modes of participation that fall on a progressive continuum of increasing public influence over decision-making in a civic-engagement process. This resource can help community groups define and determine the public's role in a democratic decision-making process.
- **The Six Thinking Hats:** Individuals and groups can use Edward de Bono's "Six Thinking Hats" to separate out conflicting styles of thinking. This tool enables a group of people to think constructively together in exploring and implementing change, rather than using argument to fight over who is right and who is wrong.
- **Min Specs:** This group protocol from Liberating Structures is designed to help groups develop a set of simple ground rules that focus only on the "must do's and don'ts." The intent is to free groups to take more risks and engage in more innovative thinking.
- **1-2-4-All:** This protocol, developed by Liberating Structures, engages entire groups in simultaneously generating questions, ideas, and suggestions.
- **Making the Most of TRIZ:** This useful group planning protocol from Liberating Structures will take your team through a process designed to encourage innovation. The tool invites the team to begin by asking the question, What must we stop to make the best possible progress on reaching our goal?



## READING CORNER

- **White Supremacy Culture:** This list of characteristics of white supremacy culture by Teka Okun (2020) illustrates how white dominant attitudes and behaviors can show up in organizational norms and standards. It has been used in a variety of ways to help organizations understand what white supremacy culture is and how to dismantle these norms to shift to a more inclusive culture.
- **Race Matters–Community Building Strategies:** This fact sheet, published by the Annie E. Casey Foundation (2006), reviews eight common strategies, what limitations they may have because of racial overtones, and how to assess opportunities to make changes. This brief is part of a Race Matters toolkit.
- **Beyond Inclusion–Equity in Public Engagement:** This report, produced by Simon Fraser University's Morris J. Wosk Centre for Dialogue (2020), proposes eight principles to guide the meaningful and equitable inclusion of diverse voices when planning and implementing public engagement initiatives that will inform decision-making processes.
- **How to Lead Collective Impact Groups–A Comprehensive Toolkit:** This guide, written by L. Uribe, C. Wendel, and V. Bocksette (n.d.), and developed by FSG, specifically addresses the work of those leading community planning teams. The toolkit provides tools and guidelines for planning and leading meetings as well as building team capacity to collaborate and solve problems.





# MOVING AHEAD

PLACING CEE IN THE COMMUNITY CONTEXT

# Moving Ahead: Placing CEE in the Community Context



Equitable, family-centered CEE systems should be built to meet families’ needs, preferences, and experiences and should be based in the communities where families live. While some aspects of CEE may be established by state-level policy, common goals, and best practices, tailoring the system to the specific community is essential to ensure that all families in the community see themselves in the system and can benefit from it—especially those who have historically lacked access or who have been marginalized by existing systems.



## Step 4: Gather community data and feedback

Both data and community input are crucial to building community-based CEE systems. This input helps identify what services, resources, and supports families want and need and whether they are receiving these services and supports. Data can identify gaps in resources and shine a light on disparities in outcomes. As a key component of human-centered design, community input helps the community team gain a comprehensive understanding of community context and lived experience.<sup>14</sup>

A good place to start gathering community data is to use existing online sources and written reports. These sources can provide a baseline for understanding who lives in the community and what programs are serving children and families in the community. In addition to any locally produced resources, such as community reports or online data tools, some places to start collecting data are listed in the following table.



### RESOURCE: Online Sources for Community CEE Data Collection

Online Data Source	Description
<b>Great Start Data Sets</b> Community data	Great Start Collaboratives have access to yearly community profiles made available on this site hosted by the Michigan League for Public Policy.
<b>Kids Count Profiles</b> Demographic and access data	The Kids Count in Michigan project, managed by the Michigan League for Public Policy, is part of a national effort to improve conditions for children and their families. County, city, and regional profiles are available at the <b>2021 Kids Count Profiles by County</b> site, along with other resources such as heat maps.  More state and local data are available at the <b>KIDS COUNT Data Center</b> , a project of the Annie E. Casey Foundation. The data center allows users to select indicator(s) of interest and create custom data reports, rankings, maps, and graphs for particular geographical locations.

Online Data Source	Description
<p><b>Michigan Statewide Needs Assessment Community Profiles</b> Demographic, cultural, and contextual data, including home visiting access</p>	<p>These county-level profiles were developed as part of Michigan’s home visiting needs assessment and include county-specific demographic, cultural, and contextual information impacting young children and families, including access to home visiting programs.</p>
<p><b>MI School Data</b> Early childhood program enrollment data</p>	<p>On Michigan’s official public portal for data spanning preschool to post-secondary education, users can view early childhood data at the statewide, county, ISD, district, or school level or for a specific early childhood service provider. Data can be filtered in a variety of ways, with filters including gender, race/ethnicity, delivery schedule, and more. Reports with the compare option allow users to explore select data for multiple entities at one time.</p>
<p><b>Great Start to Quality</b> Early childhood provider data</p>	<p>Michigan’s Great Start to Quality website provides a search function for all licensed programs by area, cost, or specific needs.</p>
<p><b>American Community Survey (ACS)</b></p>	<p>An annual survey conducted by the U.S. Census Bureau provides information on a yearly basis about the United States and the people living here. ACS data are available on a wide range of topics for different geographical locations.</p>



**TIP:** Disaggregate data wherever possible by race/ethnicity, geography, income, and other factors to help expose systems gaps that are creating inequitable access to opportunity for families.



In addition to collecting quantitative data on the community's families and providers, gathering qualitative data and input is important to ensure an understanding of what is happening "behind" the numbers and to ensure that multiple perspectives are included. There are a variety of ways to obtain this qualitative data from your communities. Some common methods of collecting qualitative data and feedback are noted in the following section. Methods can be selected based on community context and available resources.

Online surveys are a useful tool to gain feedback from people in the community who have easy access to a computer and time to respond to questions. Online tools such as **Google Forms** or **Survey Monkey** provide easy-to-use methods to create and distribute online forms. Carefully considering the wording of questions, how responses will be analyzed, and the time it will take to respond will help ensure online surveys provide useful data and feedback.



**TIP:** To reach individuals who may not be in front of computer, do not have much time to respond, or are not part of the usual communication channels, consider strategies to make the survey accessible in a variety of ways, such as these:

- Posting on social media (e.g., Facebook, Instagram, Twitter)
- Placing QR codes where families visit or gather, or on materials received by families, providers, or other community members
- Leveraging the local Great Start Parent Coalition to support outreach and engagement on the survey

Interviews, focus groups, and community conversations provide families and community members with the opportunity to share their feedback and experience in their own words. The format of this type of individual engagement can be selected based on a variety of considerations.



**TIP:** Consider strategies to reduce barriers to participation in data collection efforts, such as these:

- Offering multiple methods of engagement (in person, virtual, social media)
  - Scheduling meetings or engagements at convenient times and places
  - Communicating with stakeholders in their preferred language
  - Offering incentives for participation for certain groups who are typically underrepresented
- **Individual interviews**
    - » Participants may feel more comfortable discussing potentially sensitive topics.
    - » Participants won't be influenced by the responses of others or feel the need to agree with what someone else has said.
    - » Interviews can be easily arranged at a time and place convenient for both parties.

- **Focus groups**

- » Participants have the opportunity to share nuanced and varied information.
- » Participants can build off one another’s comments and experiences, and conversations may spark relevant ideas that otherwise might not have been shared.
- » Planning, coordination, and recruitment may take some time, but feedback from multiple parties can be gathered in a relatively short time frame.<sup>15</sup>

- **Community conversations or other large group dialogues**

- » Can gain feedback from a large and potentially diverse group of people at one time
- » A variety of approaches can be used, such as “conversation cafés” or “world cafés.” (More information on these approaches is included in the section “Additional Resources for Gathering Community Data and Feedback” later in this Guidebook.)



**TIP:** CEE systems are centered around families, so it is essential to engage them as co-designers and to use their needs, preferences, and experiences to drive CEE systems design and improvement. Engaging providers and other community members who use or benefit from CEE systems in their day-to-day lives is also important in developing a successful implementation plan.





## UNDERSTANDING THE CURRENT CEE COMMUNITY CONTEXT WORKSHEET

This worksheet includes a list of questions that can be used to help you decide what data and community feedback you want to collect. The questions are divided into the four elements of CEE. Answers can be numbers, written descriptions, or both. This list is a starting point for adding other questions that will help you best plan what data and feedback you may need for your CEE plan.

Key Question	Findings: Quantitative and Qualitative	Source
<b>Build Family Awareness of Resources and Services</b>		
What current methods or strategies are in use in my community to build awareness of early learning programs and resources?		
How many families are being reached through current methods or strategies of building awareness? Who is being reached, and who is not?		
Other questions specific to the community:		
<b>Help Families Select Resources and Services</b>		
What are the eligibility requirements and verification processes for early childhood programs and other child and family resources in my community?		
How many families are eligible for early childhood programs and other resources in the community? How do they demonstrate eligibility, and what gets in the way?		
Other questions specific to the community:		

Key Question	Findings: Quantitative and Qualitative	Source
<b>Ensure Families Receive Resources and Services</b>		
How do families apply for and enroll in early childhood programs and other family resources and supports in your community?		
How many families are enrolled in early childhood program and other resources and supports in the community? Who is not enrolled, and why?		
Other questions specific to the community:		
<b>Keep Families Supported and Connected</b>		
What processes or practices are providers using to connect families to comprehensive resources and to support transitions into and among early learning programs and other child and family supports?		
What resources are families with young children in the community most in need of or most interested in? Who is accessing these resources, and who is not?		
Other questions specific to the community:		



## Resources for Gathering Community Data and Feedback

- **Family Narrative Toolkit:** This resource from School Readiness Consulting (2017) provides hands-on guidance, tips, and tools to support conversations with families.
- **Conversation Café:** This process from Liberating Structures provides a method to hold calm and productive conversations about difficult topics.
- **World Café:** The World Café is a format for holding a large group dialogue.
- **Photovoice:** Photovoice is a way that people can use photos or video to document their experiences and environment and share them with others.



**TIP:** Documenting your efforts to gather community data and feedback can provide useful information for a process evaluation. At the end of this step, you may want to note:

- What kind of data were most useful to the effort? How were these data collected?
- Which specific groups or community members were prioritized for feedback?
- Which strategies to gather community feedback worked? Which didn't? Why?





## **Step 5:** Assess current CEE efforts in the community

Along with gathering data and community feedback to gain insight into the current community, understanding what specific CEE strategies are currently in place and how they are being implemented in the community helps create a contextualized foundation from which you can build a community-based CEE plan. By conducting a self-assessment, communities can begin to pinpoint strengths that could be built on or gaps that could be addressed in the community-based CEE plan.





## COMMUNITY CEE SELF-ASSESSMENT

This self-assessment looks at the four elements of CEE and lists strategies and best practices other communities have used for CEE planning. Your answers will help identify strengths and gaps in your own current CEE system and develop the priority areas you want to focus on first.

Self-Assessment Questions	Initial Directions
<b>Element 1: Build Family Awareness of Resources and Services</b>	
<p>Do families in my community have access to a universal online resource where they can find information about child development, early learning programs, and resources and services that support young children and families?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>MiKidsMatter</b></li> <li>• Community-level websites (<b>see examples in the “Build Family Awareness” section of the appendix</b>)</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>
<p>Does my community engage in community-driven outreach and communication efforts regarding early childhood programs and comprehensive supports for young children and families?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Coordinated marketing campaigns that include multimedia advertising (on buses, morning news, radio, Facebook), events, and other strategies (<b>see the “Build Family Awareness” section of the appendix for a community example</b>)</li> <li>• Collaboration with hospitals, pediatricians, home visitors, and other trusted messengers</li> <li>• Dedicating specific staff to focus on outreach and communication efforts (for example, Trusted Advisors)</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>

Self-Assessment Questions	Initial Directions
<b>Element 2:</b> Help Families Select Resources and Services	
<p>Does my community engage in efforts to simplify program eligibility determination and verification processes for families where possible?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Aligned eligibility criteria</li> <li>• Common eligibility determination forms and processes (<b>see the “Help Families Select Resources” section of the appendix for a community example</b>)</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>
<p>Does my community have resources in place to strengthen family and provider capacity to identify programs and navigate eligibility processes?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Online tools that help families understand what programs they may be eligible for, such as <b>MI Bridges</b> or locally developed platforms (<b>see examples in the “Help Families Select Resources” section of the appendix</b>)</li> <li>• MI Bridges Navigation Partners, family advocates, or other dedicated staff who support families in navigating eligibility processes</li> <li>• Communication strategies that provide families with encouragement and follow-up</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>

Self-Assessment Questions	Initial Directions
<b>Element 3:</b> Ensure Families Receive Resources and Services	
<p>Does my community have family-centered application processes for programs that serve young children and their families?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Common application online portals or forms (<b>see examples in the “Ensure Families Receive Resources” section of the appendix</b>)</li> <li>• Connecting families with MI Bridges Access Partners and Navigation Partners</li> <li>• Various methods to submit applications (e.g., online, mail, in-person)</li> <li>• Matching processes based on family preference</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>
<p>Does my community have shared processes to track enrollment and waiting lists for programs that serve young children and their families?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Common child identifier</li> <li>• Shared online databases to track enrollment and waiting lists</li> <li>• Collaborative enrollment and wait-list management and decision-making (<b>see examples in the “Ensure Families Receive Resources” section of the appendix</b>)</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>

Self-Assessment Questions	Initial Directions
<b>Element 4:</b> Keep Families Connected and Supported	
<p>Does my community have resources or strategies in place to ensure families and providers are aware of all available resources and supported in connecting with them?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Online resources, such as <b>2-1-1 Michigan</b> or locally developed websites (<b>see examples in the “Keep Families Connected and Supported” section of the appendix</b>)</li> <li>• Guides and resources for families to support transitions into and across programs (such as Part C to Part B)</li> <li>• Leveraging Trusted Advisors or other staff or partners embedded in the community to connect families with resources</li> <li>• Shared professional development or other networking events for providers</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>
<p>Does my community engage in efforts that foster cross-sector collaboration to facilitate successful referrals and transitions?</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Data-sharing systems that allow tracking of referrals and follow-up</li> <li>• Relationship-based approaches that create “warm handoffs” and collaboration across programs and sectors (<b>see examples in the “Keep Families Connected and Supported” section of the appendix</b>)</li> </ul>	<p>If yes, who leads it? What still needs to be done?</p> <p>If no, who could lead it? What’s needed to get started?</p> <p>If unsure, what other information is needed?</p>



## Step 6: Analyze findings

At this point, the team has gathered data and community feedback and has built an understanding of current CEE efforts underway in the community. This is a lot of information, so it is important to stop and analyze what has been learned. Working as a group to bring all the information together, reflect on what themes or common threads are emerging, and think about where the data are directing you helps ensure a more streamlined and successful planning process. Avoid the temptation to move too quickly to thinking about action; first, ensure everyone has the information and understanding they need.

Teams can analyze information and develop a common understanding of themes and priorities in various ways. The overall goal of this step is to gain consensus on what themes and issues are rising to the forefront when it comes to CEE as well as potential priorities for the CEE plan.



**TIP:** While the CEE team will lead the process of analyzing findings, it is important to ensure that this process is inclusive and intentionally involves external community members and beneficiaries who are invited to provide their own understanding and feedback on what the findings mean. Taking the time to ensure thoughtful representation in the analysis of what has been learned through feedback loops with families, providers, and other beneficiaries in the community can create a more complete understanding of findings and potential actions to be taken, guard against unintended consequences, and ultimately help create a more equitable community plan.



## CEE FINDINGS WORKSHEET

Answer the following questions to help the team think about what they have learned so far and begin to identify priorities to include in the CEE plan. Use the space provided to list the team’s responses.

	<b>What?</b> <i>(What are the facts? What did we learn?)</i>	<b>So What?</b> <i>(What patterns or themes do we see across our findings? What hypothesis can we make?)</i>	<b>Now What?<sup>16</sup></b> <i>(Where is this pointing us? What should be prioritized?)</i>
<b>Build Family Awareness of Resources and Services</b>			
<b>Help Families Select Resources and Services</b>			
<b>Ensure Families Receive Resources and Services</b>			
<b>Keep Families Connected and Supported</b>			

### **READING CORNER**

- **IDEO.org’s Field Guide to Human Centered-Design** (2015) features numerous methods for obtaining feedback from people and understanding of their experiences.
- **Data Collection Tools:** More information about the uses and advantages of various data collection methods can be found in resources developed by the **Centers for Disease Control and Prevention** and the **University of Washington’s School of Public Health**.

A photograph of a woman with dark hair, wearing a grey patterned shirt and a black quilted vest, smiling warmly. She is holding a young child with dark hair, wearing a grey t-shirt and blue jeans. The child is looking upwards with an open mouth, as if shouting or laughing joyfully, with their hands raised near their face. The background is a soft-focus green field. A blue banner with white text is overlaid on the left side of the image.

# PUTTING IT ALL TOGETHER

CRAFTING A COMMUNITY-BASED CEE PLAN

# Putting It All Together: Crafting a Community-Based CEE Plan



Developing successful CEE systems can be complex. Many parts of the system should be considered, and various approaches can be taken to achieve the goals of CEE. Starting with a larger vision for the system helps ensure that your efforts are building toward a more aligned system centered on supporting families. Crafting an actionable plan that is time-bound, builds from strengths and addresses gaps, and aligns with your community's vision is important to developing a successful community-based CEE system.



## Step 7: Set a CEE vision

A vision communicates what your team believes are the ideal conditions for your community: how things would look if your community had a perfect CEE system. By developing a vision statement, your team makes CEE goals clear to the greater community and helps create clarity for decision-making and planning.

Michigan's vision for advancing CEE throughout the state is that **families can access all programs and supports available to them wherever they come into contact with the early childhood system**, including programs in the birth-5 mixed delivery system as well as the state's broader set of comprehensive services. While this statement ultimately envisions a no-wrong-door approach, communities that are launching or building CEE systems may need or decide to focus on other parts of the CEE system in their plan and should develop a vision that encapsulates the current context and direction of the work.



**RESOURCE:** In addition to Michigan's vision for CEE, use the following examples of CEE vision or description statements to begin brainstorming around what your community's vision for CEE could be:

- **Louisiana's Coordinated Enrollment and Funding System:** Coordinated enrollment results in the greatest number of children in each community being served when (1) families know of all available seats; (2) families have an easy way to know what they are eligible for and to apply; and (3) families do not occupy more than one seat, for maximum use of available seats.
- **Oregon's Coordinated Enrollment Implementation Plan:** Through coordinated enrollment, families access publicly funded early care and education (ECE) programs in their communities that are responsive to families' needs and preferences and that experience full enrollment.

While not specific to CEE, many states and communities have developed a vision for their overall early childhood systems. For example, Michigan's Birth to 5 Strategic Plan establishes this larger vision for its system: *To be one of the best states in which to raise a child.* As you consider a vision for CEE in the community, consider how CEE supports and aligns with your community's vision for young children and families, as well as with Michigan's vision. If your community does not have a vision for its early childhood system, the vision you create for CEE can potentially be used to kick-start a larger conversation in the community.



**TIP:** Most vision statements have certain characteristics in common. In general, vision statements should be:

- Understood and shared by members of the community
- Broad enough to include a diverse variety of local perspectives
- Inspiring and uplifting to everyone involved in your effort
- Easy to communicate—they are generally short enough to fit on a T-shirt





## CEE VISION-CASTING TEMPLATE

Use the responses and ideas from the vision-casting activity to create a vision statement to guide the community's CEE efforts.<sup>17</sup>

Discussion Questions	Responses and Ideas
<p><b>What's the problem? What needs to be changed?</b>  <i>What are the major issues families face in enrolling in early childhood programs and receiving comprehensive resources and supports for their young children?</i></p>	
<p><b>Why should we care?</b>  <i>What are the impacts on children and families? On providers and the community?</i></p>	
<p><b>What assets can we utilize to address the issue?</b>  <i>What strengths of families, providers, and the community can we build on?</i></p>	
<p><b>What is our ideal future?</b>  <i>In a perfect world, what would CEE look like for children, families, providers, and the community when we have reached our goal?</i></p>	
<p><b>What will success look like?</b>  <i>How will we know we have achieved success?</i></p>	

Vision Statement



## Step 8: Explore specific CEE strategies, principles, and activities

The community team should now have a thorough understanding of the current CEE landscape; families' strengths, needs, and preferences; and the elements of a comprehensive community-based CEE system that will be the focus of the plan. With your vision for a community-based CEE system in place to guide the effort, you can now begin to identify specific activities that will be a part of the plan and how the strategies you have selected will advance the key principles of CEE.



**TIP:** Below you will find a tool to help you:

- Identify the CEE element(s) the community will be focusing on for the plan.
- Select the specific strategy or strategies for each element that will be the focus of the community plan, based on the data, insights, and priorities gathered through the activities in this Guidebook.
- Review the potential CEE activities that could be used to advance the CEE strategies and principles. Use these ideas as a jumping-off point to brainstorm specific activities that should be considered for the community-based CEE plan.
- Consider how the four CEE principles will be integrated into the strategy, using the guiding questions provided as a starting point.



## CEE STRATEGIES, ACTIVITIES, AND PRINCIPLES CHECKLIST

This checklist can be used to think about specific activities the community can include in the CEE plan and how those activities will support the principles of CEE.

### Element 1: Building Awareness of Resources and Services

#### CEE Strategy: Providing families with access to an online resource to build awareness

##### Potential CEE Activities

- Leveraging the MiKidsMatter platform in your local community
- Exploring the need for and feasibility of a community-specific online resource
- Increasing the use of online resources through marketing or search engine optimization
- Developing and implementing plans for regular maintenance, updating, evaluation, and expansion of online resources
- Addressing barriers that prevent families from accessing or effectively using online resources
- Developing innovative technology solutions or other new approaches to enhance the use of online resources
- Other:

#### CEE Strategy: Engaging in community-driven outreach and communication efforts to build awareness

##### Potential CEE Activities

- Engaging families in your community to understand their communication needs, preferences, and lived context regarding information on early childhood programs and services
- Creating an inventory of current communication materials and strategies being used in the community regarding early childhood programs and services
- Developing tailored messages, materials, and outreach strategies to reflect the cultural, linguistic, and experiential diversity of families in the community
- Partnering with Trusted Advisors or other trusted community members to support communication and outreach efforts

## Element 1: Building Awareness of Resources and Services (cont'd)

- Deploying multiple communication and messaging strategies designed to reach all young children and their families in the community
- Implementing a coordinated communication and outreach strategy in partnership with families, providers, and community members
- Other:

### Key Considerations for Advancing CEE Principles in Efforts to Build Awareness



#### Family-centered

- How will families be involved in efforts to build awareness of resources and services?
- How can efforts to build family awareness of resources and services reach families in the spaces and places they spend time (e.g., pediatricians' offices, child- and family-serving programs, faith and community centers)?



#### Relationship-based

- **For online resources:** What resources are needed to support families in using online resources (e.g., computer/internet access, technology assistance, chat or live support options)?
- **For community-driven communication and outreach:** How can the community leverage local relationships and trusted community members to develop communication and outreach strategies?



#### Equitable

- What languages and accessibility features need to be supported in efforts to build family awareness of resources and services?
- How can the community leverage Great Start Collaboratives (GSCs), Great Start Parent Coalitions (GSPCs), Trusted Advisors, and other resources to ensure that efforts to build awareness of resources and services among families are culturally relevant to them?



#### Coordinated and aligned

- How can findings and best practices, developed through state-level efforts to improve communication and outreach, be adapted for a specific community context?
- How will community-based efforts to build family awareness of resources and services be connected to state-level efforts?

### Comments

## Element 2: Helping Families Select Resources and Services

### **CEE Strategy: Simplifying program eligibility determination and verification processes for families to help them select resources and services**

#### **Potential CEE Activities**

- Identifying eligibility requirements for community programs and resources and areas of alignment
- Inventorying processes that are currently being used in the community to determine or verify eligibility
- Fostering cross-systems collaboration across local programs and services to create aligned eligibility processes
- Piloting a streamlined approach to eligibility determination and verification across select programs in the community
- Building on changes to eligibility for local programs that were made in response to the COVID-19 pandemic
- Implementing technology solutions to share data to streamline eligibility processes
- Other:

### **CEE Strategy: Strengthening family and provider ability to identify programs and navigate eligibility processes to help families select resources and services**

#### **Potential CEE Activities**

- Leveraging MI Bridges Access Partners, Navigation Partners, program providers, and trusted community members to help families use MI Bridges to identify, select, and navigate eligibility for programs and services
- Inventorying tools and resources that are currently being used in the community to help families and providers determine or verify eligibility
- Gathering feedback from families and providers on the programs that are most in demand in the community and the eligibility requirements that create the most significant barriers
- Testing different communication strategies to help families navigate eligibility processes
- Developing a central resource or online platform families can use to understand their eligibility for early learning programs and other supports available in the community
- Identifying dedicated staff to support families in navigating eligibility processes
- Other:

## Element 2: Helping Families Select Resources and Services (cont'd)

### Key Considerations for Advancing CEE Principles in Efforts to Build Awareness



#### Family-centered

- What steps in the eligibility determination and verification process pose the most significant barriers for families in the community?
- How can eligibility information, such as age, residence, and income, be communicated to families in a clear and transparent way to make it easier for families to find this information?



#### Relationship-based

- What human resources should be in place in the community to support or complement efforts to streamline or align eligibility processes?
- How will communities ensure that families who need personalized support in using eligibility tools and resources receive that support?



#### Equitable

- How will efforts to simplify eligibility processes impact families who are Black, Indigenous, or People of Color (BIPOC); families with low income; families who speak a language other than English; families with disabilities; and other families in the community who face systemic barriers to accessing resources and services?
- Are eligibility tools and resources available in families' primary language and functional on the various devices that families use, including smartphones and tablets?



#### Coordinated and aligned

- What opportunities are there to leverage state efforts to simplify eligibility determination and verification processes to advance or support community-level efforts?
- How will the community ensure that information included in eligibility tools and resources is kept up to date and aligned with federal and state requirements?

#### Comments

### **Element 3: Ensuring Families Receive Resources and Services**

#### **CEE Strategy: Creating streamlined and accessible application processes for families to ensure they receive resources and services**

##### **Potential CEE Activities**

- Leveraging MI Bridges Access Partners, Navigation Partners, program providers, and trusted community members to help families use MI Bridges to apply for programs and benefits
- Inventorying current application processes for local programs and resources
- Developing a common application form for community programs, resources, and services
- Implementing different application submission methods to meet family needs and preferences
- Launching an online application system
- Implementing matching processes or other methods to effectively connect families to their preferred program
- Other:

#### **CEE Strategy: Developing shared processes to track enrollment in programs and placement on waiting lists to ensure families receive resources and services**

##### **Potential CEE Activities**

- Inventorying currently available state and local enrollment data
- Identifying programs and services to be included in efforts to track enrollment and manage waiting lists
- Exploring data agreements, systems, and processes that need to be in place to track enrollment and waiting lists in the community
- Building local capacity to manage enrollment data and waiting lists through training, technical assistance, and other opportunities
- Developing shared processes or online portals for the community to track enrollment and manage waiting lists
- Creating unique child identifiers or linking to the state's unique identifiers
- Other:

### Element 3: Ensuring Families Receive Resources and Services (cont'd)

#### Key Considerations for Advancing CEE Principles in Efforts to Build Awareness



#### Family-centered

- How is family voice being used to develop application, enrollment, and wait-list processes?
- How will families be kept informed of application, enrollment, and wait-list status?



#### Relationship-based

- How will families connect with MI Bridges Access Partners and Navigation Partners or other resources or supports to answer questions or get help completing application materials?
- How will providers be supported in building their capacity to participate in and benefit from streamlined application processes and shared enrollment and wait-list tracking?



#### Equitable

- What languages and accessibility features need to be included in application materials and enrollment processes?
- How are application, enrollment, and wait-list data being used to address gaps in access and understand how race, ethnicity, geography, and other demographic factors impact access?



#### Coordinated and aligned

- How can communities leverage and benefit from state-level efforts to streamline applications and track enrollment and waiting lists?
- How can communities coordinate and align their application, enrollment, and wait-list efforts with those underway at the state level?

#### Comments

## Element 4: Keeping Families Connected and Supported

### CEE Strategy: Increasing family and provider knowledge of comprehensive resources and systems to keep families connected and supported

#### Potential CEE Activities

- Leveraging the state’s 2-1-1 platform in your local community
- Identifying important transitions for young children and families in the community and the resources that are currently available to families and providers to support these transitions
- Developing new resources or guides for families and providers to support referrals and transitions into early childhood and other child- and family-serving programs and systems
- Creating shared professional development or other opportunities for providers to share information on available resources and increase communication and cooperation
- Co-locating or embedding Trusted Advisors or other trusted community members in the community to conduct outreach to families and make them aware of comprehensive resources
- Developing an interactive platform where families and providers can search for and be connected with comprehensive resources
- Other:

### CEE Strategy: Fostering cross-sector collaboration to keep families connected and supported

#### Potential CEE Activities

- Identifying specific partners, systems, or sectors that should be engaged to better meet the needs of families in the community
- Identifying current or potential data systems, community infrastructure, or partnerships that could be used to foster cross-sector collaboration
- Piloting a data-sharing or technology-based system to track referrals and follow up across programs or systems
- Piloting relationship-based approaches to supporting “warm handoffs” and transitions across programs and systems
- Convening a cross-sector table that communicates regularly to foster collaboration and to ensure families are successfully referred and transitioned across programs and systems
- Expanding data-sharing or technology systems to include additional resources and supports
- Other:

## Element 4: Keeping Families Connected and Supported (cont'd)

### Key Considerations for Advancing CEE Principles in Efforts to Build Awareness



#### Family-centered

- How are resources and guides being incorporated into early learning outreach strategies to increase family understanding of comprehensive resources that might be available?
- How will family voice be incorporated into the design of technology resources developed to foster collaboration?



#### Relationship-based

- How can communities ensure that families and providers who are looking for specific information or who need personalized supports to navigate referral and transition receive the information or supports?
- What practices or strategies will best support providers participating in cross-sector collaboration?



#### Equitable

- Are transition and referral materials available in families' and providers' primary language?
- Are efforts to keep families connected and supported being conducted in a culturally relevant way?



#### Coordinated and aligned

- How can the community leverage state transition and referral resources to increase family and provider understanding of comprehensive resources?
- What state resources or actions can be leveraged to support more cross-sector collaboration at the local level?

#### Comments



## Step 9: Draft and finalize the CEE plan

Creating a plan to guide CEE efforts in the community provides a way to prioritize strategies and approaches to developing a comprehensive CEE system there. Using the vision, strategies, principles, and activities identified in this Guidebook, the team can develop a draft plan to advance CEE in the community. CEE systems are multifaceted: often communities begin by focusing on one element and building the systems out from there step-by-step.



**TIP:** Consider conducting a Racial Equity Impact Assessment (REIA) as part of developing your plan. An REIA is a method of assessing how different racial and ethnic groups are likely to be impacted by a proposed decision, plan, or action. For more information, see the **Racial Equity Toolkit** developed by the Michigan Department of Civil Rights and the University of Michigan.





## COMMUNITY-BASED CEE PLANNING TEMPLATE

Use this or a planning template of your choice to develop a draft CEE plan. The template is intended to be used for one CEE element at a time. If multiple elements are part of the plan, fill out a template for each element.

Guiding Question	Response
What is our vision for CEE in our community?	
Which CEE element do we plan to address in our community?	
What are our goals for this CEE element? <i>For each, try to develop a goal statement that is SMART (Specific, Measurable, Achievable, Results-focused, and Time-bound) and IE (Inclusive and Equitable)</i>	
What strategy/strategies regarding this CEE element do we plan to use? What financial or in-kind resources will we use to support our strategy or strategies?	
How will we incorporate the CEE principles into our strategy or strategies?	Family-centered:
	Relationship-based:
	Equitable:
	Coordinated and aligned:



## COMMUNITY-BASED CEE PLANNING TEMPLATE

Use this or a planning template of your choice to develop a draft CEE plan. The template is intended to be used for one CEE element at a time. If multiple elements are part of the plan, fill out a template for each element.

Guiding Question	Response		
<p>What are the activities or action steps that will help us reach our CEE goals?</p> <p>Consider ...</p> <p><b>A.</b> Who will need to be involved?</p> <p><b>B.</b> What resources will we need?</p> <p><b>C.</b> How long will it take?</p>	Activity/Action Step:	Activity/Action Step:	Activity/Action Step:
	Lead:	Lead:	Lead:
	Partners:	Partners:	Partners:
	Resources:	Resources:	Resources:
	Timing:	Timing:	Timing:
How will we know we have achieved our goals?			
How will we measure our progress?			

Once a draft plan is developed, share the plan with families, providers, and the community for additional feedback. Sharing a draft plan with the community can generate greater community buy-in, spark additional ideas and strategies that may not have been initially considered, and provide space for deeper reflection and consideration of unintended consequences. Providing multiple opportunities and methods for feedback is important to ensure that community members who are interested in providing feedback can do so and that feedback is gathered from a wide range of voices—not just those who are usually engaged or the “loudest in the room.”

Once the plan is finalized, make it publicly available and consider how to engage the community in providing feedback on ongoing implementation efforts as the plan gets underway.



**TIP:** In addition to the methods listed in Step 4, the following are some other ways to gather community feedback on the draft CEE plan:

- Present the draft plan at an existing community meeting.
- Hold community listening sessions on the draft plan.
- Meet one-on-one or in small groups to discuss the draft plan.
- Hold a virtual forum or meeting, using Zoom or another live meeting platform, focused on the draft plan.
- Post the draft plan online on a community website or Facebook page with an email address or online survey.
- Email the draft plan to community members with a survey or questions.



**TIP:** Documenting your efforts to develop the plan can be useful information for a process evaluation. At the end of this step, you may want to note:

- How the vision included in the plan was developed
- How the elements of CEE included in the plan were selected
- How the specific strategies and activities included in the plan were selected
- How consensus on the plan was created
- What efforts were taken to gather feedback on the draft plan
- What changes were made to the plan based on community feedback



## Resources for Drafting and Finalizing the CEE Plan

- **Racial Equity Impact Assessment Guide:** This guide from Race Forward provides an overview of racial equity impact assessments and sample questions that can be used in these assessments. Additional information and resources related to racial equity and racial justice are available on the the Race Forward [website](#).
- **Equity Action Framework:** Developed by S. Killins Stewart, M. Stover-Wright, and A. Ray (2017), the Equity Action Framework can support implementation efforts focused on assessing programs and ensuring that they are equitable. The framework outlines a process for examining and addressing racial equity challenges or problems that contribute to inequity.
- **SMART Goals:** This website provides background information and relevant examples of SMART goals.
- **Project Hope Taking Action Protocol:** This resource from BUILD includes a five-step protocol for taking action in a community, including ways to gain community feedback on the action plan.
- **Session Lab Feedback and Reflection Activities:** Session Lab is an online resource with facilitation techniques, strategies, and activities that can be used with groups to generate reflection and feedback.

### READING CORNER

- **Racial Equity Toolkit:** The Michigan Department of Civil Rights and the University of Michigan Gerald R. Ford School of Public Policy have co-developed a Racial Equity Toolkit to help local governments, elected officials, and community-based organizations assess their capabilities to accomplish their racial equity goals.
- **Early Learning Community Action Guide:** From the National League of Cities and Center for the Study of Social Policy (2019), this is a comprehensive resource, including a planning template and progress rating tool, that communities can use to develop an early childhood action plan.
- **Community Tool Box:** This website includes numerous resources to support strategic and action plans. For example, see "[Developing an Action Plan](#)" and "[Developing Strategic and Action Plans](#)."



A photograph of a man lying on his back on a bed with white linens. He is wearing a light blue patterned button-down shirt and dark jeans. His feet are raised in the air, and he is supporting a young child with his hands. The child, a young girl with curly hair, is wearing a white polo shirt and dark pants. She is smiling broadly and looking up at the man. The background is a white paneled wall. The overall mood is warm and affectionate.

# PLANNING FOR THE FUTURE

CREATING LONG-TERM SYSTEMS CHANGE THROUGH THE CEE PLAN

# Planning for the Future: Creating Long-Term Systems Change through the CEE Plan

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CEE is a systems-building strategy that seeks to ensure that families can access programs, supports, and resources that meet their diverse needs and preferences and that public resources are deployed effectively and equitably. Systems-building work can be complicated and requires time and resources. Thus, it is important to consider not only how the CEE plan will be implemented in the community, but how its success will be determined and how the work can be supported and sustained over time to create transformative change for families and communities.



## Step 10: Implement the plan

Implementation means putting your plan into action. In addition to developing a community-based plan, the team may want to consider developing a partnership agreement or “Memorandum of Understanding” (MOU) to support collaboration across sectors in implementing the plan. An MOU is a shared agreement that defines roles and responsibilities among partners. MOUs and other partnership agreements help ensure that partners are aligned on the vision and goals of the effort and have a clear understanding of the specific roles, responsibilities, expectations, and contributions of each partner.



**TIP:** Consider including the following items in a CEE MOU or partnership agreement:

- Scope of the CEE work or efforts that will be undertaken
- Timing of the work or efforts, including any specific timelines that have been established
- Partners’ roles and responsibilities, including specific activities to be undertaken by specific partners
- Partners’ geographic boundaries or population targets (or both)
- Partners’ responsibility for data collection, reporting, and documentation of lessons learned
- Partners’ commitments to active participation, collective problem-solving and decision-making, adaptation, and adjustments<sup>18</sup>

Once your plan has been launched and activities get underway, it is important to have ongoing ways to assess progress and whether or not your strategies are having the desired impact—and if not, to provide the opportunity to change course. Gathering feedback from the beneficiaries of the plan, as well as other interested community members and partners, on how the plan is working not only strengthens implementation but can help sustain community engagement and support for the plan.

Repeat these feedback loops as appropriate to help ensure successful ongoing implementation of the CEE plan.



**TIP:** Methods to gather community feedback on plan implementation include:

- Discussing current CEE implementation efforts with the community
- Sharing opportunities and challenges
- Asking the community to refine the opportunities and challenges based on community members' knowledge and experience
- Sharing potential actions and timelines to address opportunities and challenges
- Asking the community for recommendations on how to shape, prioritize, and move ahead with potential actions as well as new ideas on potential actions<sup>19</sup>



**TIP:** Documenting your implementation efforts can be useful information for a process evaluation. At the end of this step, you may want to note:

- What efforts to support successful implementation were used by the team?
- What worked? What didn't?
- What efforts to engage the community in informing implementation were used?
- What changes to implementation were made based on community feedback?





## COMMUNITY-BASED CEE SWOT ANALYSIS WORKSHEET

Use this worksheet to think about strengths, weaknesses, opportunities, and threats (SWOT) that have been identified as you implement your community-based CEE plan.



### Strengths

1. What CEE strategies and action steps are working well, and how do we know?
  
  
  
  
  
  
  
  
  
  
2. What do we hear from families and providers that lets us know our plan is working?



### Opportunities

1. What other community resources or initiatives can we access to help our CEE plan to succeed?
  
  
  
  
  
  
  
  
  
  
2. Who else should be involved in our CEE work to help us be more successful?



### Weaknesses

1. What CEE strategies or action steps are not working well, and how do we know?
  
  
  
  
  
  
  
  
  
  
2. What CEE actions or strategies should be improved or adjusted?



### Threats

1. What is getting in the way or might get in the way of reaching our CEE goal?
  
  
  
  
  
  
  
  
  
  
2. Who might be opposed to our work, and how can we get them involved?



## Step 11: Evaluate Efforts

Evaluating the progress and impact of your CEE plan is important not only in determining its overall success in achieving its goals in the present but in planning for the future. Evaluation can help make the case for continued efforts and work by community members and can create and maintain political will and financial support for CEE efforts going forward. While some communities may partner with a research institution to conduct a formal evaluation of CEE efforts, that may not be feasible or an effective use of resources for every community. Even a simple evaluation of the CEE effort that examines key questions that matter to the community can be a powerful way to assess impact.



**TIP:** Including the experiences and feedback of families or other beneficiaries of the plan is an important part of both outcome and process evaluations. This feedback provides a view of the impact of your efforts beyond the numbers or quantitative data and can identify areas where inequities are persisting that may not be reflected in other outcome measures.

There are two common types of evaluations: process evaluations and outcome evaluations. Process evaluations measure how well your plans and strategies are being put into action and often include findings regarding barriers and challenges that arose during the project, as well as successes. Process evaluations often collect and analyze the following types of data:

- Participant data (demographic information and other characteristics)
- Focus groups
- Satisfaction surveys
- Staff perception data
- Program adherence and monitoring

Outcome evaluations are used to assess the impact of your plans and strategies, or how well they achieved your intended outcomes. Outcome measures demonstrate the changes resulting from actions that have been taken, including:

- Changes in enrollment, including changes in the number or demographics of children and families enrolled
- Changes in the experiences of families and providers
- Changes in programs
- Changes in policies<sup>20</sup>

Any evaluation should be based on the goals of the CEE plan and can reflect both quantitative and qualitative data. You will also want to consider the timing of the evaluation and who will be responsible for the evaluation effort.



**TIP:** Consider conducting a racial equity organizational assessment as part of the evaluation process. These assessments can help evaluate how successful the CEE team has been in its efforts to advance racial equity by helping to answer questions such as these:

- Does the team understand and communicate that reducing racial inequities is critical to its CEE effort?
- Does the team collect, break out, and analyze data by race/ethnicity?
- Has the CEE plan been put through a racial impact analysis?
- Does the team value diversity and inquire about the cultural competence of team members to work with diverse groups in developing and implementing the CEE plan?
- Does the team have processes in place for accountability on racial equity, diversity, and inclusion?
- Does the team support specific efforts to work on issues of equity, diversity, and inclusion as part of the CEE effort?<sup>21</sup>

## CEE Evaluation Planning Tool

This tool can help get you started thinking about how you will evaluate the implementation of your CEE plan. It asks three questions that can serve as the foundation for your evaluation:

- 1** What do we want to learn, or what questions do we want to answer?
- 2** How will we determine the answer?
- 3** How will we track progress and measure success?

The column on the left side includes examples of common process and outcome evaluation questions that respond to the first question (“What do we want to learn, or what questions do we want to answer?”). You can use these questions or develop your own in the space provided. Then consider your responses to the next two questions (“How will we determine the answer?” and “How will we track progress and measure success?”) and note those in the space provided.

As mentioned earlier, you will also want to consider the timeline for the evaluation—when it will start and when it will end—as well as who will be responsible for making sure the evaluation happens. Consider including both outcome and process measures in your evaluation, and use information included in the CEE plan to tailor the evaluation plan to your specific CEE effort.

<b>CEE Plan Process Evaluation</b>		
<b>What do we want to learn? What questions do we want to answer?</b>	<b>How will we determine the answer?</b>	<b>How will we track progress and measure success?</b>
How did the process differ from the original CEE plan?		
What were some of the challenges or barriers throughout the process and how were they resolved?		
What were some of the successes throughout the process, and what factors contributed to those successes?		
How did the perceptions of families/ staff/providers change over time?		
Other process questions:		

<b>CEE Plan Outcome Evaluation</b>		
<b>What do we want to learn? What questions do we want to answer?</b>	<b>How will we determine the answer?</b>	<b>How will we track progress and measure success?</b>
What is different or what changed because of the effort?		
How many benefited from the effort? Who are they, and how did they benefit?		
How many were engaged in the effort? Who are they, and how were they engaged?		
What aspects of the strategy/effort did participants find gave the greatest benefit?		
Were the strategies more successful for some communities/programs/populations? Why?		
Other outcome questions:		





## Step 12: Consider sustainability

Sustainability is a challenge for all programs and initiatives that serve children and families, and CEE is no exception. Many programs that show promise in the start-up phase eventually fade away because they are unable to tap into fiscal and community resources that could enable them to flourish. Among the efforts that last, there are common practices that the team should consider to ensure CEE efforts can continue and grow over the long term:

- **Direct oversight:** assigning an individual to manage the work, or if you are able, creating a dedicated role responsible for managing the work to ensure the effort continues if the person assigned direct oversight transitions out of the position
- **Capacity-building and training:** building a cadre of families, providers, and other implementers who can continue to provide services and supports, train others, and form a constituency to carry the message on the value and importance of the work
- **Evidence of effectiveness:** collecting and sharing data (both quantitative and qualitative) to illustrate positive results for families and children
- **Documentation:** documenting CEE efforts so that key knowledge does not leave the program in the event of staff turnover
- **Integration with existing programs or services and fit within the community:** fostering interaction and integration of CEE efforts with other community programs and services so that CEE becomes part of a larger effort to support children and families and is seen as vital to overall community well-being
- **Program champions:** developing influential advocates or “champions” who can generate goodwill to continue CEE efforts
- **Funding/financing:** planning for eventual funding cutbacks, cultivating additional resources while the current funded effort is ongoing, and adopting an entrepreneurial approach in seeking additional support<sup>22</sup>



**TIP:** Communities can connect with the state’s Great Start to Quality Resource Centers and Early Childhood Support Networks to elevate and take advantage of needed technical assistance opportunities.



**TIP:** Storytelling can be an important tool for sustainability. It can be used to share information, raise awareness, promote effective practices, and empower stakeholders to advocate and contribute to the sustainability of a cause. When people band together and translate their individual personal experiences into a common story, the collective impact of that message is amplified. Stories from families and providers that have benefited from the CEE effort can be a powerful way to build understanding and commitment to your CEE work.



## CEE SUSTAINABILITY WORKSHEET

This worksheet can help you begin to think about what it will take to sustain CEE work in your community. The three steps and related questions focus on how best to create a plan for continuing and expanding the work in the future.

<b>Step 1: Assess Original CEE Objectives</b>	
Have we successfully reached our objectives?	
What has changed?	
What elements of the plan have gained the most momentum?	
Who helped move the work?	
What support has been most important?	
<b>Step 2: Identify Opportunities for Sustaining CEE Objectives</b>	
What long-term outcomes are we trying to achieve?	
What is sustainable or already being sustained?	



## CEE SUSTAINABILITY WORKSHEET

This worksheet can help you begin to think about what it will take to sustain CEE work in your community. The three steps and related questions focus on how best to create a plan for continuing and expanding the work in the future.

<b>Step 2: Identify Opportunities for Sustaining CEE Objectives (cont'd)</b>	
What should be sustained but needs more work?	
Who should be involved?	
<b>Step 3: Consider Funding and Other Sources of Support</b>	
Do any existing partners have funding that could support our work?	
What funding streams are available through the state or local community?	
Are there grant opportunities we could pursue?	
What low-cost or no-cost activities might be possible?	
How can we build public support for the work?	
Who could tell compelling stories?	



## Resources to Support Sustainability

- **Storytelling Toolkit:** This resource provides advice, tips, and best practices for variety of storytelling methods, including social media, visual storytelling, and interviews.
- **Community Tool Box–Developing a Plan for Financial Sustainability:** This section of the Community Tool Box can support implementation efforts focused on funding and financing for sustainability. It includes a step-by-step guide to developing a financing plan, worksheets and planning tools, and links to other resources.
- **Community Tool Box–Sustaining the Work or Initiative:** This section of the Community Tool Box provides a detailed outline of five steps to successful sustainability and includes links to tools associated with each step.

## READING CORNER

- **Using a “Road Test” to Improve Human Services Programs:** This practice brief from Mathematica, by J. McCay, M. Derr, and A. Person (2017), can inform implementation efforts focused on program evaluation and tracking progress. The brief introduces a process of rapid prototyping, called a road test, designed to assist programs or communities in systematically gathering feedback and analyzing data about implementation or factors that might impact outcomes as a way to identify conditions for success.
- **Shaping Equitable Early Childhood Policy–Incorporating Inclusive Community Engagement Frameworks into Expanded Data Strategies:** This policy brief from the Center for Law and Social Policy, by A. Hardy and A. Fortner (2021), can inform implementation efforts focused on the use of data and creating data systems. The brief introduces the use of inclusive community engagement frameworks in efforts to create more equitable data systems. It includes key elements of inclusive community engagement, recommendations for data collection and using data systems to inform decision-making, and a list of resources and tools to support the work.
- **Sustaining Comprehensive Community Initiatives–Key Elements for Success:** This report, published by the Finance Project (2002), can inform implementation efforts focused on building sustainability. The report includes a comprehensive discussion of what sustainability requires, from creating a vision to identifying resources and developing a sustainability plan. The report includes state and community examples.



# CONCLUSION

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Developing family-centered, equitable community-based CEE systems does not happen overnight. As a systems-change initiative, CEE is an iterative and ongoing process that takes time, commitment, coordination, and creativity. The CEE process presents the opportunity to design systems that work with families—not against them—to build a bright future for their young children. This Guidebook is intended to be a resource to communities that seek to do this important work and ensure that all young children can meet their fullest potential.

# ACKNOWLEDGMENTS

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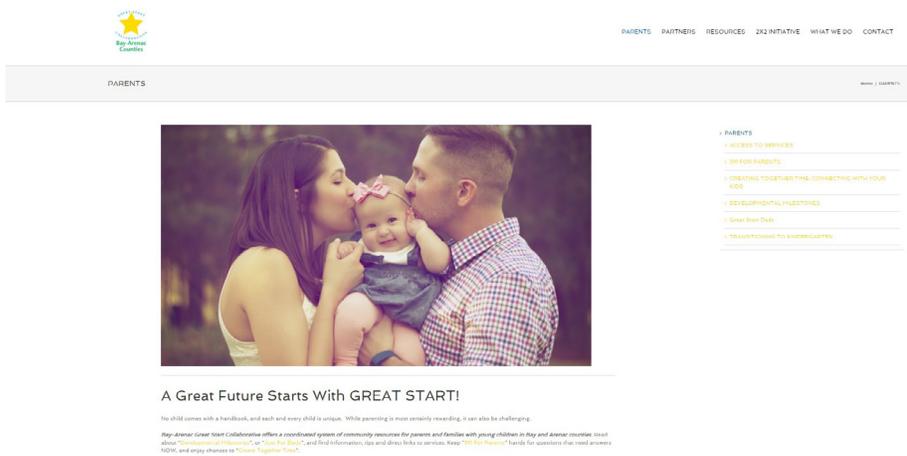
# APPENDIX: MICHIGAN COMMUNITY EXAMPLES, SAMPLES, AND TEMPLATES

## Build Family Awareness of Resources and Services



**Strategy:** Create online resources that maximize family knowledge of the mixed delivery system and services that support the whole child and family.

### COMMUNITY EXAMPLES



**Bay-Arenac Counties Great Start Collaborative** has a section on its website, **“Parents,”** that includes information about developmental milestones, links to different early learning services and supports, resources specifically geared toward fathers, and general parenting advice.

### Bay-Arenac Counties Great Start Collaborative: Parents



**Kent County Great Start Collaborative** has developed a family-facing website, **Success Starts Early**, that aims to serve as a “one-stop shop” for families in Kent County. Along with comprehensive information for families on child development, early learning programs, and local resources, this site includes an interactive chat feature and is available in English and Spanish.



**Saginaw County Great Start Collaborative** has developed a section on its website for **family resources**, which provides information on child development, early learning programs, and local resources to support young children and families. Another section of the website provides information on activities families can do with their children to promote their learning and development, such as Math in the Mail and Talking is Teaching. There is also information on how to get involved in local early childhood efforts, including the GSC and Great Start Parent Coalition.



**Strategy:** Foster community-driven outreach and communication efforts.

## COMMUNITY EXAMPLES

**Kalamazoo Great Start Collaborative** partnered with the Learning Network of Greater Kalamazoo, a division of the Kalamazoo Community Foundation, to provide capacity and leverage funding to support coordinated recruitment efforts. Recruitment activities ranged from multimedia advertising (bus ads, morning news, radio, Facebook) to in-person events such as festivals and picnics, to collaboration with health care providers through physicians’ grand rounds.

## Help Families Select Resources and Services



**Strategy:** Develop aligned or consolidated eligibility determination and verification processes.

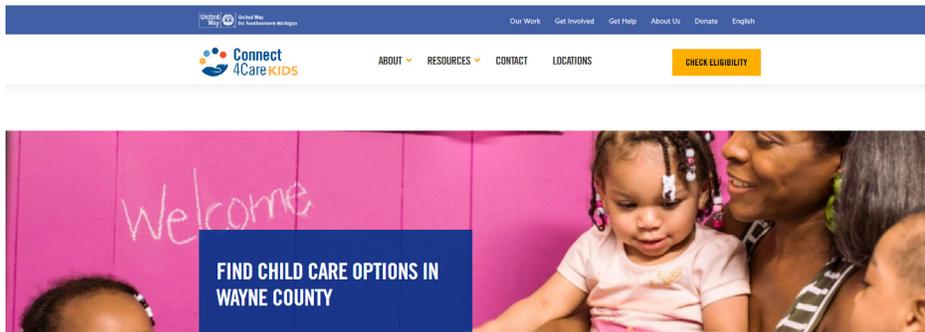
### COMMUNITY EXAMPLES

**Kent County** formed a committee to create a universal application that included key elements required across providers. The local Head Start provider ensured that the common application contained all the information needed to determine whether a family was eligible for Head Start. A toll-free phone number was also established through these efforts; when parents call the number, they can immediately be informed whether they are eligible for Head Start and transferred directly to the Head Start program. If the parent is interested in another program, the person taking the call provides the family's information to the other program so it can follow up with the family.



**Strategy:** Strengthen family and provider capacity to identify programs and navigate eligibility processes.

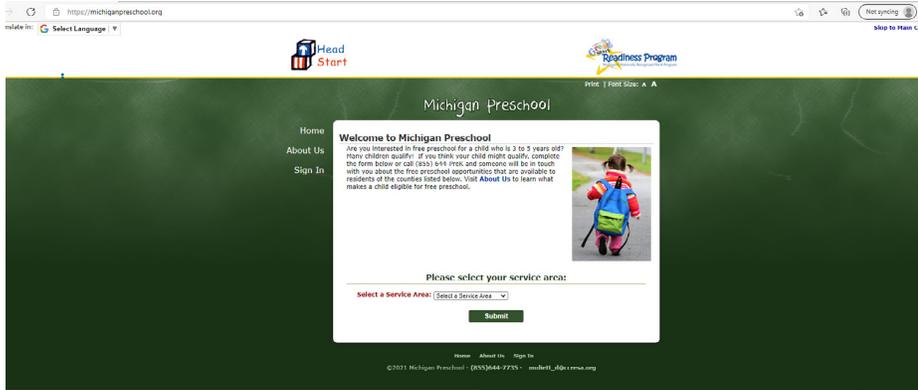
### COMMUNITY EXAMPLES



More than 60 percent of children age 5 and younger in Wayne County qualify for some type of assistance with child care costs.

### Wayne County Connect4CareKIDS

**Wayne County** has launched **Connect4CareKids.org**, an online tool that aims to serve parents and caregivers of children ages 5 and younger by helping them better understand and find early childhood education and care options in Wayne County. By answering a few questions about such things as zip code of residence, children's ages, and family income range, parents and caregivers are given a preliminary answer about which early care and education programs they may be able to enroll in, including Head Start, the Great Start Readiness Program, and Michigan's Child Development and Care subsidy. This website is available in English and Arabic.



Several communities in Michigan use the **Michigan Preschool website** as a portal to a local intake form that collects information from families that can help determine their eligibility for early childhood programs, including preschool, Head Start, and home visiting.<sup>23</sup>

## Michigan Preschool Website

## Ensure Families Receive Resources and Services



**Strategy:** Create streamlined and accessible application processes for families.

## COMMUNITY EXAMPLES



**The Bay-Arenac Pregnancy to Preschool Partnership** uses the Michigan preschool online intake platform for 0–5 services. Families who complete the intake information are referred to the Maternal Infant Health Program, Early Head Start, Starting Strong (Parents as Teachers), Head Start, or the Great Start Readiness Program.

## Bay-Arenac Pregnancy to Preschool Intake Form

**Calhoun County early childhood connections**  
Supporting Calhoun County's Youngest Citizens.

### Submitter Information

*Please provide the following information about yourself.*

Your Name:    
First Last

Email (optional):

Are you the child's parent or guardian?  Yes  No

Your relationship to the child:

If Other, please specify:

If your child participates in a program, will you be able to provide transportation (playgroups, preschool)?  Yes  No

School Year Interest:

I am interested in:

- Home Visits
- Welcome Baby Visits
- Playgroups
- Preschool
- 3-Yr-Old Scholarship
- Virtual (if available)

Please indicate which of the following programs you or your child are currently participating in or have participated in the past

- 20 Hands MIHP Home Visiting
- Birth to Six
- Cradle Connections MIHP Home Visiting
- Early On
- Goodsteps/GoodSystems at Goodwill Industries
- KCC Workforce Solutions
- Michigan Works
- Nurse Family Partnership Home Visiting
- Other:

Where did you hear about this application process?

If Other, please specify:

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**Calhoun County** has created a common online **application portal** that allows for centralized intake and matching of children to programs. Families can use this portal to submit one application that is used for play groups, Head Start, home visits, and GSRP.

## Calhoun County Birth-to-5 Services Application Page

**Charlevoix-Emmet (Char-Em) ISD** uses one tuition-free preschool application for both GSRP and Head Start in the area. One application is completed per family for potential enrollment into GSRP or Head Start. A **pre-application Google form** has been created for families to complete online prior to someone contacting them to complete the application.

2020-2021

2021-2022

FOR DMT USE ONLY:

CPID: \_\_\_\_\_

GSRP Quintile \_\_\_\_\_%

## Head Start/GSRP Eligibility Verification



1. Child's name \_\_\_\_\_ 2. Parent's name \_\_\_\_\_

3. Child's date of birth \_\_\_\_\_ 4. Preferred Site 1 \_\_\_\_\_ 2 \_\_\_\_\_

5. Parent's e-mail address \_\_\_\_\_

6. This eligibility interview was conducted in person? Yes No [Phone Due to Covid 19](#)

7. Indicate the applicable eligibility criterion for this child:

- SSI
- Homeless
- Foster Care
- Public assistance (FIP)

### Head Start

- Below federal poverty guideline
- Between 101-130% of federal poverty guidelines
- Over-Income-above 130% federal poverty guidelines
- Head Start Returning Child

### GSRP

- At or below 250% federal poverty guidelines
- Above 250% federal poverty guidelines
- GSRP Early Entry

\*45 CFR 1302.12(c)(2) specifies that a program may enroll a child who would benefit from services but does not meet other eligibility requirements provided that these participants only make up to 10 percent of a program's enrollment or 49 percent in the case of AI/AN programs as described in 45 CFR 1302.12(e).  
 \*\*45 CFR 1302.12(d) specifies that a program may enroll an additional 35 percent of participants whose families do not meet any other eligibility criterion and whose incomes are below 130 percent of the poverty line.

8. What documentation was used to determine eligibility and is included as part of the eligibility determination record?

- Tax Forms
- W-2
- MDHHS
- Pay Stubs
- UIA (Unemployment)
- Third Party
- FIS (Family Income Status)
- McKinney-Vento
- Foster Care Reimbursement
- SSI
- Child Support
- Other - please explain \_\_\_\_\_

9. What are your favorite things about your family? \_\_\_\_\_

10. \_\_\_\_\_ Parent prefers a 4-hour program \_\_\_\_\_ Parent prefers a 7-hour program \_\_\_\_\_ Remote Learning

11. \_\_\_\_\_ Parent prefers bussing \_\_\_\_\_ Parent will transport \_\_\_\_\_ Parent has no transportation

12. If child has siblings, which school do they attend? \_\_\_\_\_

*Certification: Knowingly falsifying documents and determining a child eligible for Head Start when the child does not meet the eligibility criteria can lead to criminal charges.*

13. Staff signature \_\_\_\_\_ Date \_\_\_\_\_

14. Staff name \_\_\_\_\_ Title \_\_\_\_\_

15. Verifying staff signature/Initials \_\_\_\_\_ Date verified \_\_\_\_\_

OMB Control #: 0970-0374, Expires: 4/30/2022, The Paperwork Reduction Act of 1995 (Pub. L. 104-13), Public reporting burden for this collection of information is estimated to average six minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. These materials were funded in whole or in part under a grant awarded by the Michigan Department of Education.

EARLY CHILDHOOD PROGRAMS OF NORTHWEST MICHIGAN CLIENT INTAKE

Program 1 <sup>st</sup> Choice		School District	Age as of Sept 1 <sup>st</sup> , 2021		GSRP Elig. Y N	Eligibility Factors	Refer to EHS/HS? Y N
Program 2 <sup>nd</sup> Choice			years months		Early Entry Y N		
1. Child's Legal First/Last Name:						2. Date of Birth	
3. Phone Text Y N		4. Parent, Guardian or Foster First/Last Name(s) AO1 AO2					
Phone Text Y N		5. Street Address				PO Box #	
6. Child's Health Insurance and Number Enter Health Insurance Type Child's Medical Home/Physician's Name Enter Providers Name		City		Zip Code		City	
		County		State MICHIGAN		Zip Code	
Dental Insurance and Number Enter Health Insurance Type Child's Dentist Name Enter Providers Name		7. Child's Primary Language in home				Is the child related to an employee of NMCAA?	
		Secondary Language Y N		Does anyone in the home speak or acquiring another language?		Y N	
		Y N Specify				If yes, name/relation	
9. Ethnicity Hispanic/Latino Y N		10. Gender		11. Program Year for EHS, HS, GSRP Child 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>			
Race: AI/AN Asian B/AA NH/OPI W		M F		Transition from EHS Y N EHS Staff			
12. Parental/Guardian Status		One Parent Two Parents		Foster Care Kinship Care		Grandparent(s) Relative Other	
Number of People in Family		Number of Children in Family		Birth-3 years 4-5 years		Teen Y N	
13. Early On/ISD Diagnosed Disability Y N		Suspected Disability Y N		Special Accommodations Needed Y N			
Describe		Describe		Describe			
14. Medically Diagnosed Y		Chronic/Serious Health Y					
Allergies N		and/or Dental Concerns N					
Describe		Describe					
15. Was child professionally referred to program Y N				How did you hear about us?			
Agency Name? / Why?				Prior Experience			
16. MDHHS Case #		Food Assistance (FAP) Y N		MDHHS Child Care Subsidy Y N		Healthy Families America Y N	
Women Infant Children (WIC) Y N		Maternal Infant Health Program (MIHP) Y N		Custody Agreement Y N Write Notes in Box 19			
17. Pregnant Mother/Expecting Dad Y N		Due Date		18. Veteran Y N Active Military Y N			
19. Any specific family need/crisis or changes Y N (check all that apply)		Describe H M HiRisk HLTH FETAL HLTH RISK ESL					
20. First and last name of Parent/Guardian/Foster in family		D.O.B		Gender		Educ. Level	
A01				M F		HSG	
A02				M F		-	
21. First and last name of children in the family (additional children listed on page 2)				Related To		How Relate	
C01-----PROGRAM APPLICANT-----				B12 A01 A02		C F G R O	
C02				M F		B12 A01 A02	
C03				M F		B12 A01 A02	
C04				M F		B12 A01 A02	
C05				M F		B12 A01 A02	

21. First and last name of children in the family (continued from page 1)

C06		M	F	B12	A01	A02	C	F	G	R	O
C07		M	F	B12	A01	A02	C	F	G	R	O
C08		M	F	B12	A01	A02	C	F	G	R	O
C09		M	F	B12	A01	A02	C	F	G	R	O

<b>22. INCOME</b> (list by Family Member)											
Family Member				Annual Income				Source/Employer			
A.											
B.											
C.											
<b>23. Eligibility Factors:</b>		Supplemental Security Income		<b>TOTAL YEARLY INCOME</b>				<b>HS/EHS: E O RETURNING 2<sup>nd</sup> Year Eligibility</b>			
Foster/Kinship Care		Homeless FIP		\$ 0.00				<b>GSRP: E O Y N -</b>			

<b>Please Check All That Apply</b>											
<b>Income: FPL</b>										<b>GSRP #1</b>	
Low income at or below 250% federal poverty level (FPL)				251% - 300% federal poverty level (FPL)							
301% - 350% federal poverty level (FPL)				351% and above (FPL)							
<b>Diagnosed Disability or Identified Developmental Delay</b>										<b>GSRP #2</b>	
IEP		Early On		Screening Tool		Parent Report		Doctor Report			
<b>Severe or Challenging Behavior</b>										<b>GSRP #3</b>	
Expelled from				Mental Health Referral							
<b>Primary Home Language other than English</b>										<b>GSRP #4</b>	
Child's Primary Language				Child's Home Language							
<b>Parent/Guardian(s) with Low Educational Attainment</b>										<b>GSRP #5</b>	
Father		Mother		Note							
<b>Abuse/Neglect of Child or Parent</b>										<b>GSRP #6</b>	
<b>Child</b>		Drugs		Alcohol		Physical		<b>Parent</b>		Drugs	
		Alcohol		Physical				<b>Sibling</b>		Drugs	
										Alcohol	
										Physical	
<b>Family Member</b>		Drugs		Alcohol		Physical		<b>Person in the Home</b>		Drugs	
										Alcohol	
										Physical	
Note											
<b>Environmental Risk</b>										<b>GSRP #7</b>	
Loss of parent/Reason				Teen Parent (not yet 20 at birth of 1st child)/Age							
Sibling Issues		chronic illness		behavioral issues		disability		death		Reason	
Homeless or without stable housing		Shelters		Transitional Housing		Doubled Up		Hotel/Motel		Unsheltered	
Residence in high risk neighborhood		Prenatal or Postnatal exposure to toxic substances/Note									

**RELEASE OF APPLICATION INFORMATION AND SHARING OF EARLY CHILDHOOD APPLICATION INFORMATION**

To increase the likelihood of my child benefiting from an early childhood educational experience, I, parent/guardian/foster, authorize Early Head Start, Head Start, Tribal Head Start, Non-profit Licensed School Readiness Programs, the Local School District, the Intermediate School District and District Partners to share family/child application/eligibility information. This authorization shall remain in effect for two years from the signature date. Consent is voluntary and may be revoked by the undersigned at any time. Revocation is not retroactive and therefore does not apply to an action that occurred before the consent was revoked.

Child's Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Parent/Guardian/Foster Signature \_\_\_\_\_ Date Signed \_\_\_\_\_

**24. Certification:** I certify that this information is true. If any part is false, my participation in this agency's program may be terminated and I may be subject to legal action. I also understand that the information in this application will be held in strict confidence within the agency and is accessible to me during business hours.

Parent/Guardian/Foster Signature										Date	
Income Verified By		Tax Forms		W2		DHHS		Pay Stubs		UIA	
										3 <sup>rd</sup> Party	
										FIS	
										McKinney-Vento	
										Foster Care	
										SSI	
										Child Support	
										Other	
Age Verified By		Certified Birth Certificate		Hospital Birth Certificate		MCIR		MDHHS Documents		Court Documents	
										Other	
Signature of verifying EHS/HS/GSRP staff member:										Date	

### Family Income Status / Staff Documentation

The information requested below will be used to document and determine the income status of your family, which is needed to verify your child’s eligibility for any federal or state child development programs such as Head Start, Early Head Start or GSRP.

Parent or Guardian Name(s) \_\_\_\_\_

Child Applicant’s Name \_\_\_\_\_

**Check all that apply**

\_\_\_\_\_ My family declares we have no income.

\_\_\_\_\_ My family is declaring we have income, but are unable to provide income documentation.

(Complete Third Party Documentation for consent to obtain income documentation from employer)

\_\_\_\_\_ My family declares income received through cash in the amount of \$\_\_\_\_\_

Time frame worked \_\_\_\_\_

\_\_\_\_\_ My family has not received child support in the last year.

\_\_\_\_\_ My family has not received unemployment in the last year.

\_\_\_\_\_ My family has not received college/university grants or scholarships in the last year.

\_\_\_\_\_ Other \_\_\_\_\_

**Parent Comments**

Parent / Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Staff Verification Log** of attempts by staff to secure income verification documents.

*I have made reasonable efforts to verify eligibility information for the above stated family/child*

Verifying Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

**Kalamazoo RESA** uses a **common preschool application** for Head Start, Kalamazoo County Ready 4s, and the Great Start Readiness Program. The application is available in English and Spanish and downloadable in different formats, including audio and braille.

## 2021-2022 KALAMAZOO COUNTY PRE-K APPLICATION



Dear pre-kindergarten family, we're so excited to be a part of your child's next adventure! A valuable Pre-K experience makes for a great start and a major difference in a child's kindergarten readiness and success.

If you answered "Yes" to all the questions above, you are likely eligible for the Kalamazoo County Pre-K program. Please fill out the Kalamazoo County Pre-K application and submit it with all the required documents listed under the step-by-step instructions to determine eligibility.

We encourage you to fill out our Pre-K application. Please contact us by email at [hse enroll@kresa.org](mailto:hse enroll@kresa.org) if you have any questions.

## EASY AS 1, 2, 3...

Turn in the following three items with your child's application:

- 1. Child's birth record
- 2. Proof of yearly family income: work earnings (W-2, tax return, or check stubs), child support, unemployment, SSI, cash assistance and any other proof of income
- 3. Proof of current address: driver's license, rent receipt, utility bill, letter from shelter or host if between homes

Check out the step-by-step instructions for more detailed information.



### Step-by-Step Instructions

#### Step 1: Pre-K Application

- 1a Fill out the Kalamazoo County Pre-K application, completely. Application is available in both English and Spanish. You can download a copy or fill out a digital form at [DreamBigStartSmall.org](http://DreamBigStartSmall.org).

**KALAMAZOO COUNTY PRE-K APPLICATION****2021-2022****Step 2: Required Documents**

All applicants must send the following items with the Kalamazoo County Pre-K application. Eligibility cannot be determined unless all of the following required documents have been submitted.

- 2a Proof of age. According to new guidelines, all children must be:
  - 3 years old on or before December 1\* in order to be age eligible for the 3-year-old programs
  - 4 years old on or before December 1\* in order to be age eligible for the 4-year-old programs

\*Placement may be prioritized for children who will be 3 or 4 years old on or before September 1.

Submit one of the following:

  - Birth certificate (preferred)
  - Passport
  - Affidavit of parentage/Hospital record
  - Baptismal record
  - Foster care emergency consent card
  - Foster care placement letter
  - Court order
- 2b Proof of income. **Income is a primary qualifying factor.** You can check the charts available on [kresa.org/qualifications](http://kresa.org/qualifications) for more details. You must submit documents for all sources of income over the last 12 months. These documents may include:
  - Last year's tax return (first page), or pay stub with year-to-date listed, W2's, or written statement from employer if tax return is not available
  - TANF/FIP
  - Social security/SSI check stub or monthly statement
  - Unemployment check stub or statement
  - Financial aid (grants/scholarships)
  - Child support/Alimony/Pension statement
- 2c Proof of residency. Submit one of the following:
  - Driver's license or County ID with correct address (preferred)
  - Recent utility bill for your address
  - Rental agreement/Mortgage/Deed to house
  - Written letter from shelter, if between homes
- 2d Additional documents:
  - Current immunization record (prior to the child's first day of class)
  - Health appraisal/Physical/Well-child exam within the past year (due within the first 30 days of the program year)
  - Medicaid, or insurance card for child

**Step 3: Submitting Your Documents**

- 3a Once you have filled out the application completely and gathered all the required documents:
  - Submit application and required documents online at [DreamBigStartSmall.org](http://DreamBigStartSmall.org)
  - Submit paper application and required documents at:
    - » Kalamazoo RESA Head Start/GSRP Administration Office, 422 E. South St., Kalamazoo, MI 49007
    - » Kalamazoo RESA Early Childhood Office, lower level of 4606 Croyden Ave., Kalamazoo, MI 49006
    - » Kalamazoo County Ready 4s Office, 259 E. Michigan Ave., Suite 409, Kalamazoo, MI 49007
    - » Any Kalamazoo County Pre-K provider
    - » Check with your local school district for location
  - Email fillable form and required documents to [hsenroll@kresa.org](mailto:hsenroll@kresa.org)

For assistance, please call (269) 250-9333, Monday–Friday, 8:00 a.m.–4:00 p.m.

**Step 4: Application Processing Time**

- 4a Please allow two to four weeks for processing your application. Once your application is processed, you will receive a letter regarding eligibility.

**KALAMAZOO COUNTY PRE-K APPLICATION**

**2021-2022**

Complete this application and email it to [hsenroll@kresa.org](mailto:hsenroll@kresa.org) with supporting documents, directly to preschool provider, at a location listed in step 3, or apply online at [dreambigstartsmall.org](http://dreambigstartsmall.org).

**CHILD INFORMATION**

Child's Legal Name: \_\_\_\_\_ Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Last Name First Name Middle Initial mm dd yyyy

Sex Assigned at Birth:  Male  Female Ethnicity:  Hispanic or Latino  Not Hispanic or Latino

Race (Check all that apply):  Black or African American  Asian  White or Caucasian  
 American Indian or Alaska Native  Native Hawaiian or other Pacific Islander

Program Preference (Full day not available in all programs):  Full Day  Part Day (If part day,  Morning  Afternoon  Either)

Based on availability, do you have a program location preference? \_\_\_\_\_

How did you hear about Kalamazoo County Pre-K?  Previous Experience (Pre-K programs)  Previous Experience (Early On or Seeds)  Radio  
 Flyer  Social Media  Family/Friends — Full Name: \_\_\_\_\_  Other: \_\_\_\_\_

**FAMILY INFORMATION**

Child Lives with:  Both Parents  Mother  Father  Joint Custody (If joint,  Physical or  Legal)  Legal Guardian  
 Grandparent(s)  Foster Care  Other, Explain: \_\_\_\_\_

Family Language: Primary \_\_\_\_\_ Secondary \_\_\_\_\_  Family Needs an Interpreter

PARENT OR LEGAL GUARDIAN INFORMATION	PARENT OR LEGAL GUARDIAN INFORMATION
Full Name: _____	Full Name: _____
Date of Birth: _____	Date of Birth: _____
Parent Address: _____	Parent Address: _____
Email: _____	Email: _____
Legally Responsible for Financial Support: <input type="checkbox"/> Yes <input type="checkbox"/> No	Legally Responsible for Financial Support: <input type="checkbox"/> Yes <input type="checkbox"/> No
Phone Type: _____ Phone Number with Area Code: _____ <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell <input type="checkbox"/> Text _____ <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell <input type="checkbox"/> Text _____	Phone Type: _____ Phone Number with Area Code: _____ <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell <input type="checkbox"/> Text _____ <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell <input type="checkbox"/> Text _____
Relationship: <input type="checkbox"/> Birth or Adoptive or Step Parent <input type="checkbox"/> Foster Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Other Relative <input type="checkbox"/> Other Caregiver	Relationship: <input type="checkbox"/> Birth or Adoptive or Step Parent <input type="checkbox"/> Foster Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Other Relative <input type="checkbox"/> Other Caregiver
Education (Check the highest level): <input type="checkbox"/> No High School Diploma or Highest Grade: <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> High School Diploma or <input type="checkbox"/> GED <input type="checkbox"/> Associate Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree	Education (Check the highest level): <input type="checkbox"/> No High School Diploma or Highest Grade: <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> High School Diploma or <input type="checkbox"/> GED <input type="checkbox"/> Associate Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree
Employment or Other (Check all that apply): <input type="checkbox"/> Employed Part-time (Less than 35 hours per week) <input type="checkbox"/> Employed Full-time (More than 35 hours per week) <input type="checkbox"/> Attends School or College <input type="checkbox"/> Home by Choice <input type="checkbox"/> Unemployed	Employment or Other (Check all that apply): <input type="checkbox"/> Employed Part-time (Less than 35 hours per week) <input type="checkbox"/> Employed Full-time (More than 35 hours per week) <input type="checkbox"/> Attends School or College <input type="checkbox"/> Home by Choice <input type="checkbox"/> Unemployed

**LIST OTHER CHILDREN AND OTHER FAMILY MEMBERS SUPPORTED BY INCOME (IF YOU NEED EXTRA SPACE, ATTACH A SHEET OF PAPER)**

Last Name	First Name	Attended Head Start?	Date of Birth (mm/dd/yyyy)	Sex Assigned at Birth	Relationship	If child, age of parent when child was born
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> M <input type="checkbox"/> F		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> M <input type="checkbox"/> F		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> M <input type="checkbox"/> F		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> M <input type="checkbox"/> F		

Please list school(s) where siblings currently attend: \_\_\_\_\_

**FAMILY'S CURRENT LIVING SITUATION**

The family currently lives:  in a home you rent or own  in a temporary housing situation  in a hotel/motel  
 in a home owned or rented by someone else  without a fixed nighttime residence  in a shelter

**ADDRESS INFORMATION (INCLUDE APARTMENT COMPLEX NAME, IF APPLICABLE.)**

Address: \_\_\_\_\_  
Street, Apt City State Zip Code County:

Child's Pick-up Address (If different): \_\_\_\_\_ Child's Drop-off Address (If different): \_\_\_\_\_

What school district do you live in:  Climax-Scotts  Comstock  Galesburg-Augusta  Gull Lake  Kalamazoo  Parchment  
 Portage  Schoolcraft  Vicksburg  Other: \_\_\_\_\_

**INCOME OF FAMILY MEMBERS LEGALLY RESPONSIBLE FOR CHILD'S SUPPORT**

Name: \_\_\_\_\_ Total Annual Income: \$ \_\_\_\_\_

Name: \_\_\_\_\_ Total Annual Income: \$ \_\_\_\_\_

Please select **ALL** sources of family income received in the last 12 months:

- Full-time Employment  Cash Assistance (FIP)  SSI  Other: \_\_\_\_\_  
 Part-time Employment  Unemployment  Child Care Reimbursement \_\_\_\_\_  
 Social Security  Child Support \_\_\_\_\_

**SUPPLEMENTAL QUESTIONS**

Emergency Contact Name: \_\_\_\_\_ Phone Number with Area Code: \_\_\_\_\_

Address: \_\_\_\_\_  
Street/ Apt. City State Zip Code

Before or after School care needed? (Not available in all programs)  Yes  No Are you able to self-transport?  Yes  No

Please list any program or childcare that your child is currently attending: \_\_\_\_\_

**CHILD (APPLICANT) DISABILITY STATUS**

Does the child have an identified developmental delay?  No  Yes – Please describe: \_\_\_\_\_

Has your child participated with any of the following programs?  Early On  PET  Home Visits – Contact: \_\_\_\_\_

Has your child received services for:  Vision or Hearing  Speech  Early Childhood Special Education  Occupational Therapy  
 Physical Therapy  IEP or IFSP

**OTHER CONFIDENTIAL INFORMATION THAT MAY PRIORITIZE PLACEMENT**

- Does child's behavior ever prevent participation in other group settings?.....  Yes  No  
 Does anyone in the household speak a primary language other than English?.....  Yes  No  
 Has someone in the household been abused or neglected?.....  Yes  No  
 Does child live with one adult as result of divorce, separation, incarceration, military service or death?.....  Yes  No  
 Does child have a chronic illness or medical considerations (asthma, feeding tube, allergies, frequent ear infections, etc.).....  Yes  No  
 Is the child in foster care?.....  Yes  No  
 Does any sibling have a chronic illness, behavior issue, disability or has died?.....  Yes  No  
 Was either parent under 20 years old when first child was born? .....  Yes  No  
 Is family without stable housing or is family homeless?.....  Yes  No  
 Does family live in high-risk neighborhood? (Unsafe due to crime, drug abuse, pollution, insect infestation, etc.).....  Yes  No  
 Was child exposed to toxic substances before or after birth? (Alcohol, drugs, lead poisoning, nicotine, etc.).....  Yes  No

**PARENT/GUARDIAN SIGNATURE**

Information on this application is confidential. Your child's pre-kindergarten program will not discriminate against any family or student on the basis of race, color, national origin, gender, or handicap.

I certify that the information, including income, provided in this application is accurate and truthful to the best of my knowledge. I understand that it is my responsibility to inform my child's pre-kindergarten program if I move, or if I have any other changes in circumstances that could affect my child's enrollment or placement. I understand that by participating in the pre-kindergarten program, my child's learning and development will be assessed and monitored to support further growth; and that some results may be reported as scores and combined with other children's scores for future research related to the general level of impact of kindergarten readiness across the county.

I understand that this information will be entered into a confidential central database system that may be accessed by Kalamazoo RESA Head Start, Great Start Readiness Programs and Kalamazoo County Ready 4s in an effort to correctly place my child into a Kalamazoo County Pre-K Program and effectively analyze Kalamazoo County services to families and children. My signature below constitutes a consent to disclose the information on this application to the listed entities.

Signature\* of Parent/Guardian: \_\_\_\_\_ Date (mm/dd/yyyy): \_\_\_\_\_

\* If information is given verbally, staff will print the parent/guardian name above with the date, check this box, and initial  \_\_\_\_\_ (Revised 3/9/2021)



**Strategy:** Develop shared processes to track enrollment and waiting lists.

## COMMUNITY EXAMPLES

**The Bay-Arenac Pregnancy to Preschool Partnership** refers families to programs based upon parent preference, child's residence, special needs, and eligibility requirements. Every attempt is made to fill all home visiting programs, Head Start, and Great Start Readiness Program openings prior to the establishment of a waiting list. To be eligible for Head Start or GSRP, children and families must meet federal and state guidelines, including income criteria. All programs serve children with disabilities and/or special needs.

In **Char Em ISD**, after a family completes the application for potential enrollment into GSRP or Head Start, the information is entered into ChildPlus, and waiting lists are created. GSRP and Head Start staff meet to collaboratively create class lists.

**Kent County's** coordinated enrollment system—which includes Head Start, school district-based and community-based preschools, and for-profit preschools that offer scholarship slots—has a centralized database through which providers can manage enrollment. Pursuant to the processes developed as part of the coordinated enrollment system, all 3-year-olds are first referred to Head Start, with 4-year-olds prioritized for the other preschool programs in the system. The Head Start program maintains the 3-year-old waiting list for the county, as the program is the main provider of services for 3-year-olds in the area.<sup>24</sup>

## Keep Families Connected and Supported



**Strategy:** Increase family and provider knowledge of comprehensive resources and systems to support the whole child and family and to facilitate effective referrals and transitions.

## COMMUNITY EXAMPLES

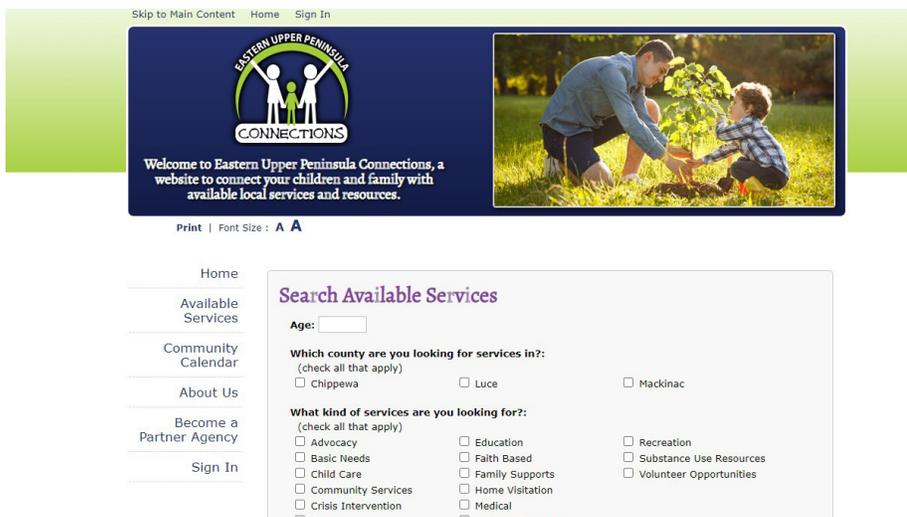
**Newaygo County** is using Trusted Advisors to build relationships with families and connect them to broader family supports through its mobile Family Information Service Hubs (known as FISH). Through FISH, Trusted Advisors engage families at strategic locations to help them connect to and navigate local resources while also reducing barriers that families face in accessing resources, such as transportation.

**The Michigan Department of Education's Transition to Kindergarten Parent Guides** provide information and tips in response to key questions parents have as their children transition to kindergarten. The guides are available in Arabic, English, and Spanish.



**Great Start Collaborative of Traverse Bay's 5toONE** project consists of a coordinated intake platform, a searchable database of comprehensive resources, and a calendar for families. The website was developed as a companion to the annual 5toONE Resource Guide that is published every fall. This guide has information for families and resources organized by county for each of the five counties in the service area.

**Great Start Collaborative of Traverse Bay: 5toOne**



**Eastern Upper Peninsula Connections** is a “one-stop shop” website where families can search for a wide range of community resources that meet their needs, including basic needs, child care, crisis intervention, education, medical, and faith-based supports. Through partnerships with local agencies and the Clinton County RESA, this website also includes an **intake form** that families can submit to indicate their interest in being connected with local resources. “Navigators” from local agencies then follow up with families who have indicated an interest in being

**Eastern Upper Peninsula Connections**

connected with the corresponding service or resource. Navigators assist the families in applying for the program being offered or help identify a program that would better suit the family's needs.



**Strategy:** Foster cross-sector collaboration to provide families with warm handoffs and tracking across systems.

## COMMUNITY EXAMPLES

The **Bay-Arenac Pregnancy to Preschool Partnership** works closely with 2-1-1, Early On/Early Childhood Special Education, and Great Start to Quality for enhanced referral capacity to high-quality early education and ancillary special education support as part of a no-wrong-door approach.

**Calhoun County** has partnered with other programs beyond community-based early care and education programs, including workforce development programs (such as Goodwill) and health care, to connect families to those broader supports and services. Further, the county partners with home visiting programs that are not part of the common application portal to ensure that families enrolled in those programs complete an application so that families who are transitioning out of home visiting are connected to other programs and services in the community.

**Delta-Schoolcraft GSC** has developed a variety of tools and resources that aim to support collaboration across sectors to ensure families are connected to supports and resources as part of the GSC's no-wrong-door approach, including training for providers, a referral tracking worksheet, an "early childhood needs at a glance" tool, an agency cross-reference tool, and a list of commonly used early childhood acronyms. Examples of those tools and resources are included on the following pages.

## Delta-Schoolcraft GSC Referral Tracking Worksheet

Name: \_\_\_\_\_

### Referral Worksheet

This worksheet can help you stay organized and track who you have contacted for help.

What are your needs? \_\_\_\_\_

Referred by (who gave you this form): \_\_\_\_\_

Need	Agency called/phone number	Person you spoke to	Date & Time	What did they say?	Next step

Delta/Schoolcraft Early Childhood Needs At-A-Glance Tool

Need	Agency	Phone #	Website
Behavioral Health	Pathways Behavioral Health (Delta)	906-786-6441	<a href="http://pathwaysup.org">pathwaysup.org</a>
	Catholic Social Services	906-789-1596	<a href="http://cssup.org">cssup.org</a>
	Great Lakes Recovery	906-789-3528	<a href="http://greatlakesrecovery.org">greatlakesrecovery.org</a>
	Hiawatha Behavioral Health (Schoolcraft)	906-341-2144	<a href="http://hbhcmh.org">hbhcmh.org</a>
	Delta County DHHS Department of Health and Human Services	906-786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
	Schoolcraft County DHHS Department of Health and Human Services	906-341-2114	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
	NorthCare Network	906-225-7254	<a href="http://northcarenetwork.org">northcarenetwork.org</a>
Car seats	Headstart	906-789-0997	<a href="http://mdscaa.org">mdscaa.org</a>
	Public Health Department (WIC)- KARS	906-786-4111	<a href="http://phdm.org">phdm.org</a>
Caregiver Services	Menominee Delta Schoolcraft Community Action Agency (MDSCAA)	906-786-7080	<a href="http://mdscaa.org">mdscaa.org</a>
Cash Assistance	Department of Health and Human Services	906- 786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
Child Abuse	Department of Health and Human Services	906- 786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
	DHHS Abuse & Neglect Hotline	855-444-3911	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
Childcare	Great Start to Quality	1-877-614-7328	<a href="http://greatstarttoquality.org">greatstarttoquality.org</a>
	Department of Health and Human Services- Help with cost	906-786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
Child support	Department of Health and Human Services	906-786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
	Delta County Friend of the Court	906-789-5110	<a href="http://deltacountymi.org">deltacountymi.org</a>
	Big Brothers Big Sisters of the Bay Area	906-789-0060	<a href="http://bbbsbayarea.org">bbbsbayarea.org</a>
Children’s Healthcare	Public Health Department	906-786-4111	<a href="http://phdm.org">phdm.org</a>
	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>
Clothing	St. Vincent's De Paul	906-786-2808, 906-428-1234	<a href="http://svdpusa.org">svdpusa.org</a>
	Bay College Career Closet	906-217-4266	<a href="https://facebook.com/CareerCloset">facebook.com/CareerCloset</a>
	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>
	Foster Closet of Delta County	906-398-9012	<a href="http://upfostercloset.org">upfostercloset.org</a>
Community events	Great Start	906-786-9300 ext. 109	<a href="http://great-start.org">great-start.org</a>
	Delta County Chamber of Commerce	906-786-2192	<a href="http://deltami.org">deltami.org</a>
	Escanaba Public Library	906-789-7323	<a href="http://uproc.lib.mi.us/eplwp">uproc.lib.mi.us/eplwp</a>
	Bay College	906-786-5802	<a href="http://baycollege.edu">baycollege.edu</a>
Diapers	Foster Closet of Delta County	906-398-9012	<a href="http://upfostercloset.org">upfostercloset.org</a>
	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>
Disability and developmental delays	Delta Schoolcraft Intermediate School District (DSISD)- Child Find	906-786-9300	<a href="http://dsisd.net">dsisd.net</a>
	SAIL	906-228-5744	<a href="http://upsail.org">upsail.org</a>
	Pathways Behavioral Health	906-786-6441	<a href="http://pathwaysup.org">pathwaysup.org</a>
	Hiawatha Behavioral Health	906-341-2144	<a href="http://hbhcmh.org">hbhcmh.org</a>
Developmental Concerns	Delta Schoolcraft Intermediate School District (DSISD)	906-786-9300	<a href="http://dsisd.net">dsisd.net</a>
	Public Health Department	906-786-4111	<a href="http://phdm.org">phdm.org</a>
Domestic violence	TriCounty Safe Harbor	906-789-1166	<a href="http://www.safe3c.com">www.safe3c.com</a>
Drug & Alcohol Prevention	Child and Family Services of the Upper Peninsula-Peer Recovery	906-233-1554	<a href="http://cfsup.org/peer">cfsup.org/peer</a>
Education	Delta Schoolcraft Intermediate School District	906-786-9300	<a href="http://dsisd.net">dsisd.net</a>

<b>Emergency Preparedness</b>	Public Health	906-786-4111	<a href="http://phdm.org">phdm.org</a>
	Menominee Delta Schoolcraft Community Action Agency (MDSCAA)	906-786-7080	<a href="http://mdscaa.org">mdscaa.org</a>
	St. Vincent De Paul	906-786-2808, 906-428-1234	<a href="http://svdpusa.org">svdpusa.org</a>
	Salvation Army	906-786-0590	<a href="http://centralusa.salvationarmy.org/escanaba">centralusa.salvationarmy.org/escanaba</a>
<b>Emergency Relief (money, utilities, housing, food)</b>	Department of Health and Human Services	906- 786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
<b>Employment</b>	Michigan Works	906-789-9732	<a href="http://upmichiganworks.org">upmichiganworks.org</a>
	Lakestate	906-786-9212	<a href="http://lakestateindustries.org">lakestateindustries.org</a>
	Michigan Rehabilitative Services	906-789-7290	<a href="http://michigan.gov">michigan.gov</a>
<b>Family Planning</b>	Public Health	906-786-4111	<a href="http://phdm.org">phdm.org</a>
<b>Food</b>	Department of Health and Human Services	906- 786-5394	<a href="http://michigan.gov">michigan.gov</a>
	St. Vincent De Paul	906-786-2808, 906-428-1234	<a href="http://svdpusa.org">svdpusa.org</a>
	Salvation Army	906-786-0590	<a href="http://centralusa.salvationarmy.org/escanaba">centralusa.salvationarmy.org/escanaba</a>
<b>Formula-Baby</b>	Public Health - Women, Infant and Children (WIC)	906-786-4111	<a href="http://phdm.org">phdm.org</a>
	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>
<b>Foster Care/Adoption</b>	Department of Health and Human Services	906-786-5394	<a href="http://michigan.gov">michigan.gov</a>
	UP Kids	906-482-0520	<a href="http://upkids.com">upkids.com</a>
	Child and Family Services of the Upper Peninsula	906-228-4050	<a href="http://cfsup.org">cfsup.org</a>
	Child and Family Services of the Upper Peninsula-Peer Recovery	906- 233-1554	<a href="http://cfsup.org/peer">cfsup.org/peer</a>
<b>Health Insurance</b>	Upper Peninsula Health Plan (UPHP)	906-225-7500	<a href="http://uphp.com">uphp.com</a>
	Department of Health and Human Services	906- 786-5394	<a href="http://michigan.gov">michigan.gov</a>
<b>Health Screenings</b>	Public Health Department	906-786-4111	<a href="http://phdm.org">phdm.org</a>
<b>Home Visiting</b>	Delta Schoolcraft Great Start	906-786-9300 ext 109	<a href="http://great-start.org">great-start.org</a>
	Public Health Delta Menominee	906-786-4111	<a href="http://phdm.org">phdm.org</a>
	Menominee Delta Schoolcraft Community Action (MDSCAA)	906-786-7080	<a href="http://mdscaa.org">mdscaa.org</a>
<b>Housing</b>	Upper Peninsula Commission for Area Progress (UPCAP)	906-786-4701	<a href="http://upcap.org">upcap.org</a>
	Menominee Delta Schoolcraft Community Action (MDSCAA), Michigan State Housing Development Authority (MSHDA), Escanaba Housing Commission, Gladstone Housing Commission, Rapid Rivier Housing Commission, Les Chenex Apartments, West Highland Apartments, Willow Creek Apartments, Harbor Tower Apartments, West Highland Apartments, Sandhill Townhomes, Thorntree Apartments, Lakeview Apartments, Michigan State Extention Housing-Delta County	906-786-4701	<a href="http://upcap.org">upcap.org</a>
<b>Immunizations</b>	Public Health	904-786-4111	<a href="http://phdm.org">phdm.org</a>
<b>Juvenile Justice</b>	Delta County Courthouse	906-789-5100	<a href="http://deltacountymi.org">deltacountymi.org</a>
<b>Lead poisoning testing</b>	Public Health Delta and Menominee	906-786-4111	<a href="http://phdm.org">phdm.org</a>
<b>Legal help</b>	Legal Aid- Escanaba	906-786-2303	<a href="http://lsnm.org">lsnm.org</a>
<b>Native American Services</b>	Hannahville Indian Community Administration	906-466-2932	<a href="http://hannahville.net/services">hannahville.net/services</a>
<b>Parenting Support</b>	Delta Schoolcraft Great Start	906-786-9300 ext 109	<a href="http://great-start.org">great-start.org</a>
	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>
	Welcome Newborns	906-786-7080	<a href="http://canr.msu.edu/delta/welcome_newborns">canr.msu.edu/delta/welcome_newborns</a>
	Early Head Start (MDSCAA Early Childhood Program)	906- 786-5045	<a href="http://mdscaa.org">mdscaa.org</a>

<b>Pregnancy</b>	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>
	Public Health	906-786-4111	<a href="http://phdm.org">phdm.org</a>
	Delta Schoolcraft Great Start	906-786-9300 ext 109	<a href="http://great-start.org">great-start.org</a>
<b>Preschool Services</b>	HeadStart (MDSCAA Early Childhood Program)	906- 786-5045	<a href="http://mdscaa.org">mdscaa.org</a>
	Great Start to Quality	1-877-614-7328	<a href="http://greatstarttoquality.org">greatstarttoquality.org</a>
<b>Protective Services</b>	Department of Health and Human Services,	906-786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
	UPCAP/211	906-786-4707	<a href="http://upcap.org">upcap.org</a>
<b>Resources &amp; Referral Services</b>	UPCAP 2-1-1	906 786-4701	<a href="http://upcap.org">upcap.org</a>
<b>Senior Services</b>	Community Action	906-786-7080	<a href="http://mdscaa.org">mdscaa.org</a>
	SeniorCrops	906-786-7080	<a href="http://mdscaa.org">mdscaa.org</a>
	SAIL	906-228-5744	<a href="http://upsail.org">upsail.org</a>
	UPCAP	906-786-4701	<a href="http://upcap.org">upcap.org</a>
	Manistique Senior Center	906-341-5923	<a href="http://scsc.co">scsc.co</a>
	Escanaba Senior Center	906-786-8850	<a href="http://mdscaa.org">mdscaa.org</a>
<b>Sexually transmitted diseases</b>	Public Health Delta Menominee	906-786-4111	<a href="http://phdm.org">phdm.org</a>
	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>
<b>Special Education</b>	Delta Schoolcraft Intermediate School District (DSISD)	906-786-9300 ext 201	<a href="http://dsisd.net">dsisd.net</a>
<b>Transportation</b>	Delta Area Transit Authority	906- 786-1187	<a href="http://databus.org">databus.org</a>
<b>Utility assistance</b>	Community Action	906-786-7080	<a href="http://mdscaa.org">mdscaa.org</a>
	UPCAP/211	906-786-4707	<a href="http://upcap.org">upcap.org</a>
	St. Vincent De Paul	906-786-2808, 906-428-1234	<a href="http://svdpusa.org">svdpusa.org</a>
<b>Utility assistance</b>	Department of Health and Human Services	906-786-5394	<a href="http://michigan.gov/mdhhs">michigan.gov/mdhhs</a>
<b>Wellbeing &amp; Health</b>	YMCA	906- 789-0005	<a href="http://nymca.com/delta">nymca.com/delta</a>
<b>Women’s Health</b>	Public Health Delta Menominee,	906-786-4111	<a href="http://phdm.org">phdm.org</a>
	Pregnancy Services of Delta County	906-786-7474	<a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>

## Delta-Schoolcraft Early Childhood Agencies

These agencies offer services that are helpful to families with young children.

Agency/Program	Contact Information	Services/Program Offered	Eligibility
<b>Delta County Department of Health and Human Services (DHHS)</b>  <b>Schoolcraft County Department of Health and Human Services (DHHS)</b>	906-786-5394 305 Ludington St. Escanaba, MI 49829 <a href="http://michigan.gov/mibridges">michigan.gov/mibridges</a>  906-341-2114 300 Walnut St. Courthouse, Rm. 175A Manistique, MI 49854 <a href="http://michigan.gov/mibridges">michigan.gov/mibridges</a>	<ul style="list-style-type: none"> <li>Abuse &amp; Neglect</li> <li>Adoption &amp; Foster Care</li> <li>Adult &amp; Senior Services</li> <li>Behavioral Health</li> <li>Cash Assistance</li> <li>Childcare Assistance</li> <li>Children's Trust Fund</li> <li>Child Support</li> <li>Domestic &amp; Sexual Violence</li> <li>Emergency Relief (home, utilities, burial)</li> <li>Food assistance</li> <li>Healthcare Coverage &amp; Medicaid</li> <li>Informed Consent for Abortion</li> <li>Juvenile Justice</li> <li>MI Rehab Services</li> <li>Native American Services</li> <li>Protective Services (adult &amp; child)</li> <li>Safe Delivery (legal surrender of newborns)</li> <li>Safe Sleep</li> </ul>	All ages  all incomes
<b>Delta Schoolcraft Great Start</b>	906-786-9300 ext 109 Delta-Schoolcraft Great Start 2525 3rd Ave South Escanaba, MI 49829 <a href="http://Great-Start.org">Great-Start.org</a>	<ul style="list-style-type: none"> <li>Community Events and Information</li> <li>Great Start Readiness Program</li> <li>Home Visiting</li> <li>Parent Coalition</li> <li>Parent Support</li> </ul>	Families of children prenatal - age 8  All Incomes
<b>Delta Schoolcraft Intermediate School District (DSISD)</b>	906-786-9300 2525 3rd Avenue South Escanaba, MI 49829 <a href="http://dsisd.net">dsisd.net</a>	<ul style="list-style-type: none"> <li>Career Tech programs</li> <li>Developmental Screenings (Child Find)</li> <li>Great Start</li> <li>Preschool</li> <li>Special Education Services</li> <li>Early On</li> </ul>	Pregnancy 0-5  School age thru graduation
<b>Great Start to Quality</b>	906-228-3362 1-877-614-7328 104 Coles Drive, Suite F Marquette, MI 49855 <a href="http://greatstarttoquality.org">greatstarttoquality.org</a>	<ul style="list-style-type: none"> <li>Childcare and Preschool Information</li> <li>Childcare provider information and education/training opportunities</li> </ul>	Birth thru School Age  All Incomes
<b>Menominee Delta Schoolcraft Community Action Agency MDSCAA</b>	906-786-7080 507 1st Avenue North Escanaba, MI 49829 <a href="http://mdscaa.org">mdscaa.org</a>	<ul style="list-style-type: none"> <li>Assistance – Housing, heat, food</li> <li>Early Head Start/Head Start</li> <li>Early On (Schoolcraft)</li> <li>Preschool services</li> <li>Senior services</li> <li>Weatherization</li> <li>Welcome Newborns (safe sleep, toilet training, pregnancy/parent support)</li> </ul>	Pregnancy 0-5  Adult services
<b>Pathways Community Mental Health</b>  <i>(continued pg 2)</i>	906-786-6441 2500 7th Ave S, Escanaba, MI 49829 <a href="http://pathwaysup.org">pathwaysup.org</a> <b>1-800- 839-9443 Crisis Line:</b> <b>24 Hour Emergency Services</b>	<ul style="list-style-type: none"> <li>Around-the-clock crisis support services</li> <li>Mental health clinical services</li> <li>Med management</li> <li>Case management supports and services</li> <li>Case management for individuals with autism and developmental delays</li> </ul>	Severe Mental Illness, Severely Emotionally Disabled or Developmentally Disabled

<b>Hiawatha Community Mental Health</b>	906-341-2144 (Main) 125 North Lake Street Manistique <a href="http://www.hbhcmh.org">www.hbhcmh.org</a>	<ul style="list-style-type: none"> <li>List of local private mental health counselors upon request</li> </ul>	Crisis services open to all  Medicaid
<b>Pregnancy Services of Delta County</b>	906-786-7474 1801 Ludington St. Escanaba, MI 49829 <a href="http://pregnancyservicesdc.org">pregnancyservicesdc.org</a>	<ul style="list-style-type: none"> <li>Educational Classes</li> <li>Man-to-Man Mentoring</li> <li>Parenting Classes</li> <li>Peer Counseling</li> <li>Post Abortion Support</li> <li>Pregnancy Testing</li> <li>Resource Closet (Material items for infants, toddlers and pregnant women)</li> </ul>	Pregnancy 0-5  Adult Services  All Incomes
<b>Public Health PHDM</b> Public Health Delta and Menominee Counties	906-786-4111 2920 College Ave Escanaba, MI 49812 <a href="http://PHDM.org">PHDM.org</a>	<ul style="list-style-type: none"> <li>Alcohol &amp; Drug Prevention</li> <li>Breast &amp; Cervical Cancer Screening</li> <li>Childhood Lead Poisoning Prevention</li> <li>Children’s Special Healthcare Services</li> <li>Communicable Disease Services</li> <li>Early On (Delta)</li> <li>Emergency Preparedness</li> <li>Family Planning</li> <li>Hearing Vision Screening</li> <li>Home Visiting</li> <li>Immunizations</li> <li>MI Child/Healthy Kids Insurance</li> <li>Smoking Cessation</li> <li>STD (Sexually Transmitted Disease) testing</li> <li>WIC (Women, Infant and Children)</li> </ul>	Pregnancy 0-5  Adult Services  All Ages  Various Income Levels
<b>Public Health LMAS</b> Luce Mackinac Alger Schoolcraft District Health Department	1-800-562-4832 Toll Free 906-341-6951 Main 300 Walnut Street Manistique, Michigan 49854  <a href="http://LMASDHD.org">LMASDHD.org</a>	<ul style="list-style-type: none"> <li>Breast &amp; Cervical Cancer Screening</li> <li>Children’s Special Healthcare Services</li> <li>Communicable Disease Services</li> <li>Family Planning</li> <li>Hearing Vision Screening</li> <li>Home Visiting</li> <li>Immunizations</li> <li>Maternal Infant Health Program (MIHP)</li> <li>STD testing</li> <li>WIC (Women, Infant and Children)</li> </ul>	Pregnancy 0-5  Adult Services  All income
<b>Schoolcraft Memorial Hospital - Community Connect</b>	Julie Hardy, Patient Navigator 906-341-3750 jhardy@scmh.org <a href="https://scmh.org/community-connect/">https://scmh.org/community-connect/</a>	<ul style="list-style-type: none"> <li>Patient &amp; Community Resource Navigator</li> <li>Resource website</li> </ul>	All counties  All ages
<b>UPCAP Upper Peninsula Commission for Area Progress 2-1-1</b>	UP 211 Call Center Dial 211 or 800-338-1119 2501 14th Avenue South Escanaba, MI 49829 <a href="http://mi211.communityvos.org">mi211.communityvos.org</a>	<ul style="list-style-type: none"> <li>2-1-1 call referral call center/searchable online directory</li> <li>Area Office of Aging</li> <li>Diabetes Outreach</li> <li>Disability Services</li> <li>Housing Programs</li> <li>Long Term Care Programs</li> <li>Mediation/Resolution Services</li> <li>Medicaid Assistance</li> <li>Ombudsman Services</li> <li>Wellness &amp; Caregiver Programs</li> </ul>	All ages  All incomes

## Delta-Schoolcraft Commonly Used Early Childhood Acronyms

<b>ABA</b> Applied Behavioral Analysis	<b>HI</b> Hearing Impaired	<b>SRAC</b> School Readiness Advisory Committee
<b>ADA</b> Americans with Disabilities Act	<b>HV</b> Home Visiting	<b>ST</b> Speech Therapy/Therapist
<b>ADD/ADHD</b> Attention Deficit/Attention-Deficit Hyperactivity Disorder	<b>IDA</b> Infant Developmental Assessment	<b>TA</b> Trusted Advisor or Technical Assistance
<b>APS</b> Adult Protective Services	<b>IDEA</b> Individuals with Disabilities Education Act	<b>TANF</b> Temporary Assistance to Needy Families
<b>ASD</b> Autism Spectrum Disorders	<b>IEP</b> Individualized Education Plan	<b>TBI</b> Traumatic Brain Injury
<b>ASL</b> American Sign Language	<b>IFSP</b> Individualized Family Service Plan	<b>WCC</b> Well Child Check-up
<b>ASQ</b> Ages & Stages Questionnaire	<b>LD</b> Learning Disability	<b>WIC</b> Women, Infants & Children Supplemental Food Program
<b>ASQ-SE</b> Ages & Stages Social Emotional Questionnaire	<b>LEA</b> Local Educational Agency (Schools)	
<b>CAP</b> Child Abuse Prevention	<b>LLG</b> Local Leadership Group	
<b>CHP</b> Community Health Promotion	<b>LMAS-DHD</b> Luce Mackinac Alger Schoolcraft District Health Dept.	
<b>CHIP</b> Children's Health Insurance Program	<b>M-CHAT</b> Modified Checklist for Autism in Toddlers	
<b>CPS</b> Child Protective Services	<b>MDS-CAA</b> Menominee Delta Schoolcraft Community Action Agency	
<b>CSHCS</b> Children's Special Healthcare Services	<b>MDE</b> Michigan Department of Education	
<b>CTF</b> Children's Trust Fund	<b>MDHHS</b> Michigan Department of Health & Human Services	
<b>CTC</b> Communities That Care	<b>MIHP</b> Maternal Infant Health Program	
<b>DD</b> Developmental Delay	<b>MI HVI</b> Mich Michigan Home Visiting Initiative	
<b>DHHS</b> Department of Health & Human Services	<b>MTSS</b> Multi-Tiered System of Support	
<b>DIBELS</b> Dynamic Indicators of Basic Early Literacy	<b>NCLB</b> No Child Left Behind Act (Elementary and Secondary Education Act, reauthorized in 2015 as ESSA, Every Student Succeeds Act)	
<b>DSGSC</b> Delta Schoolcraft Great Start Collaborative	<b>OGS</b> Office of Great Start	
<b>DSISD</b> Delta-Schoolcraft Intermediate School District	<b>OHI</b> Other Health Impairment	
<b>DSM</b> Diagnostic and Statistical Manual of Mental Disorders	<b>OT</b> Occupational Therapist/Therapy	
<b>EC</b> Early Childhood	<b>PBIS</b> Positive Behavioral Interventions & Supports	
<b>EHS</b> Early Head Start	<b>PDG-5</b> Preschool Development Grant	
<b>EI</b> Emotional Impairment	<b>PCP</b> Primary Care Physician	
<b>EO</b> Early On	<b>PFCE</b> Parent, Family and Community Engagement	
<b>EOTTA</b> Early On Training & Technical Assistance	<b>PHDM</b> Public Health Delta & Menominee Counties	
<b>FAPE</b> Free and Appropriate Public Education	<b>PS</b> Preschool	
<b>FAS</b> Fetal Alcohol Syndrome	<b>PT</b> Physical Therapist/Therapy	
<b>FERPA</b> Family Educational Rights and Privacy Act	<b>REED</b> Review of Existing Evaluation & Data	
<b>GSC</b> Great Start Collaborative	<b>SSDI</b> Social Security Disability Income	
<b>GSPC</b> Great Start Parent Coalition	<b>SSI</b> Supplemental Security Income	
<b>GSQ</b> Great Start to Quality	<b>SLP</b> Speech & Language Pathologist/Pathology	
<b>GSRP</b> Great Start Readiness Program		

## ENDNOTES

1. The framework identifies four best practices that states can use to advance local CEE systems: (1) setting a vision; (2) advancing data use; (3) leveraging resources; and (4) building local capacity. You can find more information about these state-level efforts in the [Landscape](#).
2. Adapted from Community Tool Box (n.d.), *Building teams: Broadening the base for leadership*, <https://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/team-building/main>.
3. Schmitz, P. (2017, March), Community engagement toolkit (version 2.2), *Leading Inside Out*, <https://www.collectiveimpactforum.org/sites/default/files/Community%20Engagement%20Toolkit.pdf>.
4. Adapted from Schmitz, P. (2017, March), Community engagement toolkit, *Leading Inside Out*, <https://www.collectiveimpactforum.org/sites/default/files/Community%20Engagement%20Toolkit.pdf>.
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