

Michigan Department of Education, Office of Great Start
Section 32p Programming FY22 Application



FY22 Work Plan - COP ESD Great Start Collaborative	Program <u> 1 </u> of <u> 1 </u>
Model/Program Implemented (Provide proof of model fidelity with submission): <input checked="" type="checkbox"/> Parents as Teachers (PAT) <input type="checkbox"/> Early Head Start (EHS) <input type="checkbox"/> Health Families America (HFA) <input type="checkbox"/> Nurse Family Partnership (NFP) <input type="checkbox"/> Play and Learn Strategies (PALS)-Infant <input type="checkbox"/> Center for Early Literacy Learning (CELL) Model <input type="checkbox"/> Other (please describe): _____	Connected early childhood outcome(s): <input checked="" type="checkbox"/> Children are born healthy. <input checked="" type="checkbox"/> Children are healthy, thriving, and developmentally on track from birth to third grade. <input checked="" type="checkbox"/> Children are developmentally ready to succeed in school at time of school entry. <input checked="" type="checkbox"/> Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.
Local program Name: Tapestry/PAT Together Agencies, Parents and Elementary Schools Teaching Readiness to Youngers.	Geographic Area Served: Cheboygan Otsego Presque Isle
Enrollment Eligibility/Criteria: Families are referred by EO, Tapestry, DHHS along with other agencies and must demonstrate the need for a higher level of support. This includes children with developmental challenges and increased behavior problems, Parents with low skills in supporting child development, evidence of family dysfunction, family stress and trauma. Additional areas of risk are those living in rural areas and low-income families.	



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What data do you currently have that indicates this program is the right fit for children and families in your community?
 COPESD completed its Strengthening Families Assessment FY21. This assessment provided information about where our focus and development needs were. Parenting education was the most frequently identified need and child developmental services second most frequently identified. A long-standing priority for COPESD and the GSC's priority issues is that parents need support and access to learning tools, and **all children must have access** to preschool/ home visiting programs.

Proposed number of families served with 32p funding: 5	Proposed number of children served with 32p funding: 6	Proposed number of children to be entered into MSDS: 6	HV Database Used: Google Documents and Files
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HOME VISITING FUNDED PROGRAMS ONLY

Home Visiting Program Staff	FTE (With 32p funding)	Split funded position	If yes, list other funding sources:	Average caseload with 32p funding only:	Email:	Phone number:
Model Required Supervisor: Karyn Rauch -Smock	0	X Yes <input type="checkbox"/> No	General Education Fund	0	rauchsmock@opesd.org	231-238-9394 ext. 1211 or 989-390-0228
Home Visitor #1: Amy Fullerton	.13	X Yes <input type="checkbox"/> No	General Education Fund	3	afullerton@opesd.org	231-238-9394
Home Visitor #2: Marsha Skop- Baird	.13	X Yes <input type="checkbox"/> No	General Education Fund	3	marshas@opesd.org	231-238-9394

Are you currently engaged in Continuous Quality Improvement activities? X Yes <input type="checkbox"/> No	What improvements are you focusing on during this grant year using the CQI process? <ol style="list-style-type: none"> 1. COP ESD's focus is on developing and revising written policies and procedures as outlined in the 2020 Essential Requirements and Quality Standards. 2. COP ESD is collaborating with GSC to facilitate group connections that will foster relationships between families and community resources.
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<p>List the parent/child level outcomes that are being measured:</p> <p>1. Child Maltreatment</p> <p>This outcome was chosen due to the following Kids Count Data, Confirmed Victims of Abuse and/or Neglect shows that Michigan's rate is 19.0 while Cheboygan is at 27.9, Otsego is at 44.1 and Presque Isle is 24.6.</p> <p>Areas</p>	<p>What tool and/or data do you use/collect to measure these outcomes:</p> <p>Our assessment tool is the PAPF (Parents' Assessment of Protective Factors) in which we will record growth between the pre and post assessment while tracking for three years using the Parenting Tracking Sheet. In addition we will cross reference it with the Life Skills Progression questions 4,5, 6,7, and 8.</p>
<p>If you are not reporting on the home visiting outcomes outlined in the State School Aid Act, what tools or data are needed to begin accurately reporting on these requirements? Please describe below.</p> <p>The outcome we are reporting on is positive parenting using the PAPF.</p>	
<p>Any other program information relevant to the upcoming program year:</p> <p>NA</p>	