

Name: Pam Smith, Child Care Network, Southeast Regional Resource Center

Initial Workplan: YES

Amended Workplan: Additional Great Start to Quality Training Orientation Added

Period Covered:  2<sup>nd</sup> Quarter (01-01-10 – 03-31-10)

ECIC Approved: \_\_\_\_\_

*Child Care Quality Improvement Plan*  
*FY 2010 Great Start Regional Resource Center Progress Report*  
**Southeast Region Work Plan**  
**Implementation of Child Care Quality Improvement Plan**  
**Great Start Child Care and Early Learning Regional Resource Center**  
**FY2010-11**  
**Start Date: October 1, 2009 - End Date: September 30, 2011**

**Our MISSION:** The Great Start Child Care and Early Learning Regional Resource Center works with parents, child care providers, businesses and the community to improve access to quality child care and early education so that every child in our region enjoys safe, nurturing and inspiring care with the goal for all children to enter school safe, healthy and eager to succeed in school and life.

**Our VISION:** It is our vision that the Great Start Child Care and Early Learning Regional Resource Center will be the essential community resource in all matters related to child care, including referral, training, education and advocacy.

**ECIC PRIORITIES:** Relative/Aide Provider Training and support; Infant/Toddler Social Emotional; Professional Development; Collaboration

<b>Professional Development for Licensed and Registered Providers</b>
<b>Goal A: Grantee will coordinate professional development supports and services that increase knowledge and increase application of knowledge in the child care setting, for licensed and registered providers.</b>
<b>Assets:</b> Child Care Network, ISDs, County Conferences, Great Start MSUE Colleges & Universities Lending Libraries MiAEYC Head Start CAP Love & Logic Training CCEP Newsletters CDA Prof. Orgs Montessori Training UAW Lilly Missions Red Cross Work/Life thru employers
<b>Needs:</b> Multiple Training Times, Substitute Care & stipends, Special Needs/CCEP/Dev Delays training, Transportation, Infant/Toddler Training, Hybrid/Online, training, Relative and Aide, Pathway/Career Lattice, Curriculum, Mentoring/Coach, Preschool Exp. Prevention, Economic Supports, Cultural Competency, Social/Emotional, ESL

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Complete Date
<b>1. Coordinate professional development supports and services creating a continuum of professional development opportunities.</b>	Continue work with Work Planning Team and Great Start Collaborative implement and evaluate quality improvement plan	Community level factors impact quality learning experiences; continuing to work with the community allows for regional flexibility and accountability.	The establishment of a comprehensive training assessment based on community needs with semi-annual input and feedback from Team and Collaborative members.	Work Planning Team, Project Leader (PL)	Work Planning team met 3/15 to update and review plan. Surveys and evaluation completed from all team members
	Develop the PD Advisory Board which will work with the Great Start Michigan Child Care Resource Center with regard to curriculum review inclusive of key and diverse populations.	In order to improve child care quality, professional development opportunities must support evidence based content, support evidence based instruction, support the core knowledge and core competencies, and support the topics identified in the Michigan Child Care licensing requirements. Factors such as race, culture and class affect quality care.	PD Board established. 100% of the courses developed and offered under the ECIC Professional Development Contract will support the rationale and be approved by Curriculum Review Advisory Council. Participants will evaluate and give feedback on the content and the instructor.	Project Leader, Professional Development (PD) Director	Removed from scope of work as State Resource center will be conducting
	Collaborate with Child Care Expulsion Prevention, Community Colleges, Futures Training Project, Intermediate School Districts, Head Start, MSU Extension, Child Care Licensing and other regional entities to provide/align professional development opportunities for providers.	Community level factors impact quality learning experiences; continuing to work with the community allows for regional flexibility and accountability.	Comprehensive PD plan developed.	Community Partners, PD Director	Removed from scope of work as State Resource center will be conducting
	Develop the Professional Development Speaker's Guide for other agencies and community organizations to locate professional trainers and speakers to improve the quality of care.	The RRC has been charged with the task of coordinating professional supports and services for child care providers, increasing child development knowledge and the application of that knowledge in the early learning child care setting. By listing the experts and their field(s) of expertise the RRC will have access to high quality professionals for PD opportunities to reach this goal.	Professional Development Speaker's Guide for the Southeast Region compiled indicating the salient characteristics of each presenter, including qualifications, topic(s) of expertise, class hours, CEU availability, location, cost, and other pertinent information. Checklist created to ensure delivery of best practices and adult learning styles. A year end review by those who have used the Speaker's Guide will be conducted to assess usefulness.	PD Advisory Board, PD Director, Community Partners	Database compiled 12/09 233 Applications and questionnaires mailed, 70 people have responded and are qualified to be included in the guide. Additionally phone calls and follow ups are being done by staff.
	Review trainings for Core Knowledge and Competencies and Career Pathway.	Research shows that both formal education levels and recent specialized training to be consistently associated with high quality interactions and children's development.	100% of PD opportunities under this contract will align with the Core Knowledge and Competencies and Career Pathways. Providers are aware of the Core Knowledge/Competencies and Career Pathway.	ECIC, Project Leader, PD Director, CMU	Removed from scope of work as State Resource center will be conducting

		<u>"From Neurons to Neighborhoods"</u>			
<b>2. Coordinate infant and toddler specific professional development.</b>	Collaborate with the Michigan Association for Infant Mental Health, Child Care Expulsion Prevention, Community Colleges, Futures Training Project, Intermediate School Districts, Head Start, MSU Extension, Child Care Licensing and other regional entities to provide professional development opportunities for providers caring for infants and toddlers.	According to the magazine Zero to Three, "in the majority of infant care arrangements in the U.S., children are not talked to and played with enough, and they do not have the opportunity to form the kind of comfortable, secure relationships with a caregiver who will promote their healthy emotional development."	Infant toddler specific trainings will be offered in each region allowing providers of infant/toddler care to meet the State of Michigan licensing rule requirement for Lead I/T teachers.  Providers successfully attend, complete, indicate a gain in knowledge and behavioral intention, and provide feedback.	Community Partners, Sub-contractors	Met with Regina Hunter, CCEP rep in all 6 counties , Infant/todd training scheduled classroom and online – see training schedule.  Discussed online partnership with Baker College Jackson Head Start partnership – infant/todd training  Training incentives to enrich infant classrooms available for distribution
	Establish a system for using the I-TERS and FDCRS for on-site visits to providers caring for infants and toddlers to develop and implement quality improvement plans.	A comprehensive, reliable, and valid instrument that assesses process quality and quantifies what is observed to be happening in a classroom can play an important role in improving the quality of infant and toddler care. ( <i>Harms, Cryer, Clifford</i> )	System established for on-site visits to improve quality of care.	PD Advisory Board, PD Director, Sub-contractors	Former CCEP subcontractor identified to establish onsite visits. 7 out of 10 onsite assessments completed. Recruiting 3 RA to complete ten assessments, phase one
<b>3. Utilize technology in order to maximize professional development opportunities and staff.</b>	In partnership with CMU, coordinate RRC training resources online.	The Center for Political Studies, found that 75 percent of residents in Southeast Michigan use a computer and 68 percent use the Internet.	Training resources accessible online, marketing plan established.	CMU, Communications Specialist	CCN website has full list of available resources, and a training schedule posted added to Licensing's list serv to promote among providers statewide. Great Start Connect live and more than 64 classes available in SE region.  MIAEYC conference postcard distribution for Great Start Connect info

	Develop access to computer labs for each county's providers and families.	For the 32% of residents that do not use the Internet.	Computer labs established at local libraries, ISD's and local CCN offices. Possibly community churches, Head Start and ISDs. Used evaluated annually.	PL, Communications Specialist, sub-contractors	All libraries in 6 county area contacted and communication piece provided to assist patrons, also have arrangements with MI Works, Community Action agencies, ISDs.
	Promote online resource portal for clients.	Promoting awareness helps increase the quality of care.	Website hits increase.	PL, Com. Specialist	Our website averages 269 hits a day, up 15% from 1 <sup>st</sup> qtr. PSA airing on local radio, converted to Spanish for local Latino stations. Great Start Connect also advertised at local mall, community events and trainings
	Promote use of blog after each training to promote peer-to-peer networking	Increased networking and peer knowledge sharing.	10% of providers will utilize the peer to peer networking blog.	PL, Com. Specialist, Community Partners, child care educators	126 regular blog readers, 8% increase over 1 <sup>st</sup> qtr Blog access promoted by trainers Area experts will provide content Jackson Cty has peer-to-peer group 2 <sup>nd</sup> and 4 <sup>th</sup> Tuesday of each month
	Continue to utilize Twitter, Facebook, blogs and website to promote GSCCELRRRC services		Usage increase.	Project Leader, Communication Spec.	Website – 269 daily average, up 15% since 1 <sup>st</sup> qtr Twitter Followers 443, up 9% over 1 <sup>st</sup> qtr Blog 136 readers, up 8% since 1 <sup>st</sup> qtr Facebook – 126 Friends Up 21% since 1 <sup>st</sup> qtr
<b>4. Coordinate consultative opportunities.</b>	With the Professional Development Advisory Board, and other community entities develop Mentoring/Coaching system and	Mentoring programs create a new step in the early childhood career progression...an incentive for adults to continue in the field. <i>Early Childhood</i>	System developed. Quarterly feedback.	PD Board, Comm. Partners, PD Director, PD Trainer	Working with Jackson Great Start to provide mentoring regarding Jackson Preschool

	expand consultation and technical assistance for providers in all settings.	<i>Mentoring Curriculum</i>			Assessment Data 9 Subcontractors have signed contracts to deliver services Purchased 3 Coaching for quality resources for infant/todd care
	Promote Professional development resource guide and speakers guide	Community level factors impact quality learning experiences; continuing to work with the community allows for regional flexibility and accountability.	Use of guide promoted and number usage documented.		233 applications and questionnaires mailed 70 people have responded and are qualified to be included in the guide. Additionally phone calls and follow ups are being done by staff
	Coordinate Community Resources to serve as ECE ambassadors	Provides access to services not able to be met through this contract.	Promote 211 system to providers to access resources. Resources coordinated.	Community Partners, United Way	211 contacted and promoted thru website . Info available in English, Spanish and Arabic
<b>5. Support providers desire to learn from each other and coordinate peer-to-peer learning opportunities.</b>	Participants given the opportunity to personally communicate upon completion of professional development training.	Providers will learn from each other and share quality improvement ideas, curricula and activities.	Participant contact list developed and exchanged.	Participants, PD Trainer, Communication Spec.	Participant list developed 12/09 Blog use encouraged and promoted Contact info requested from each participant Peer to peer groups operating in 5 of 6 counties
	Opportunities are provided that allow for peer-to-peer learning in order to enhance training.		Peer-to-peer groups offered.	Participants, PD Trainer, Communication Spec.	Success by 6, Peer groups developed in Jackson, Monroe, Lenawee Livingston and Washtenaw
	The RRC will identify other appropriate resource groups that support the work of child care providers.		List of resource groups developed.	GS Collab., Community Partners	Complied, updated and posted on our website
<b>Status on Strategies and Performance Measures:</b> Licensed providers very happy about the free/reduced training		<b>Challenges:</b> The late signing of our budget and contract approval curtailed our scope of work.		<b>Successes:</b> More than 60 training classes offered and scheduled for	

<p>Coordinated Professional Development Speakers guide, developed access to computers for parents, coordinated subcontractors, held community meetings, Social media developed and utilized, consultants identified to carry out mentoring and trainings. Resources coordinated and posted Presentations and trainings held at the Howell, Jackson and MiAEYC conferences.</p> <p>All trainings sent to BCAL list serv</p> <p>Secured 15 child care centers to provide local training classrooms after hours at no cost</p> <p>Pre and post surveys for each training ready ,</p> <p>Three trainings in Arabic created</p> <p>Great Start Connect website has made provider registration easier and has helped streamline operations</p>	<p>But second quarter we were able to move rapidly forward given the infrastructure we laid while waiting.</p>	<p>six counties. Enrollment and participation in training has increased due to free/reduced ECIC sponsored fees</p> <p>2staff attended CCEP Train the Trainer on Social/Emo infant /todd</p> <p>Peer group support systems established and begun</p> <p>9 subcontractors negotiations completed to fulfill training and scope of work</p> <p>Partnered with parent liaison from each GS to promote RRC support services</p> <p>Social media outlets have showed consistent gain of 10–25% among users</p> <p>Building on Behalf of Children Conference planning underway for May 2010</p> <p>Great Start Connect website has been very successful and is meeting needs of providers</p>
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<p><b>B. Professional Development for Relative Care and Aide Providers</b></p>
<p><b>Goal B: Grantee will coordinate professional development supports and services that increase knowledge and increase application of knowledge in the child care setting, for licensed and registered providers.</b></p>
<p><b>Assets:</b> Child Care Network, ISD, County Conferences, Great Start, MSUE, Lending Libraries, Head Start, CAP, Love &amp; Logic Training, CCEP, Newsletters, UAW, Lilly Missions, Red Cross</p>
<p><b>Needs:</b> Multiple Training Times, Substitute Care &amp; stipends, Special Needs training, Transportation, Infant/Toddler Training, Career Lattice, Mentoring/Coaching, Economic Supports, Cultural Competency, Social/Emotional training.</p>

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Timeline
<p><b>1. Coordinate targeted efforts and outreach to improve child care quality in relative and aide settings.</b></p>	<p>Develop and share information on best practices for Relative/Aide providers including orientation, mentoring and parent led playgroups with Child Care Expulsion Prevention, Community Colleges, Intermediate School Districts, Futures Training Project, Head Start, MSU Extension, Child</p>	<p>Many low-income children-who are often most at risk for starting school behind their more advantaged peers and stand to benefit most from a good early learning environment-are in FFN care. <i>Close to Home, National Women's Law Center 2007</i></p>	<p>Flow chart of best practices developed and implemented. Survey of relative and aides professional development and life needs surveyed.</p>	<p>Project Leader, PD Director, Communication Spec., Subcontractor, GS Collab.</p>	<p>Flow Chart developed 10/09</p> <p>Union Reps contacted and communication lines updated due to union turnover.</p> <p>Regina Hunter, CCEP rep working with RA</p>

	Care Licensing, Children's First Finance and other regional entities.	82% of children are in relative and aide care. <i>BUILD conference</i>			trainings Survey completed at each training, results mailed to ECIC
	Collaborate with community entities provide professional development opportunities based on the best practices for Relative/Aide providers, working to reach this population through existing community groups, parents, and locations and affiliations.	A number of FFN providers are isolated/have limited resources. Initiatives must be structured in a way that recognizes and responds to provider's circumstances...Building relationships is a key component. <i>Close to Home, National Women's Law Center 2007</i>  Maximize infrastructure already in place.	Professional development opportunities created. Providers successfully attend, complete, indicate a gain in knowledge and behavioral intention, and provide feedback.	Great Start, Providers, Subcontractors, Community Partners	AHA and MSUE contacted to begin state mandated trainings. Direct mail postcards sent. Total of 527 inquiries and 189 registrations for classes CCN has developed network of church contacts and local hospital systems to reach RA group
	Establish a system for using the Child Care Assessment Tool for Relatives for on-site visits to relative providers.	The CCAT-R is an observation instrument for evaluating quality in child care provided by relatives.	System for on-site visits developed.	Relative Aides, Community Partners, GS Collab., Subcontractors, ECIC, PD Director	Former CCEP sub-contractor identified to establish onsite visits. 7 out of 10 onsite assessments completed. Recruiting 3 RA to total 10 assessments, phase one
	Implement support system plan to move relative providers and aides that are interested toward becoming licensed.	The supply of regulated care is particularly limited in low income communities, in many communities with large populations of immigrant families, and for those families working non-traditional hours. Providing support on best business practices allows for continuity of care for our most vulnerable children.	Support system plan developed. Survey to indicate what resources would be needed to become licensed.	Project Leader, ECIC, Licensing, Subcontractor, GS Collab.	Monroe and Jackson have both begun RA provider group meetings. Hillsdale and Lenawee have met with RA and migrant RAs reps Example - 10 out of 14 took licensing info at recent training.
	Coordinate partners to offer in kind support and resources for providers	Data that is available indicate that many FFN providers have relatively low or moderate incomes.	Partner list created.	Project Leader	Potential partners continue to be identified and invited to join list

	Distribute information about opportunities in high density population areas where Relative & Aide caregivers have been identified.		Distribution plan created.	Project Leader, GS Collab.	Union Reps contacted, distribution points identified, letter to 22 large churches, Migrant Growers Conference, MI Works, DHS office visits and emails
<b>2. Engage proven community entities for targeted efforts and outreach.</b>	Maintain communication with DHS and the MHBCCC to access Relative and Aide contact information.	Research states that effective relationships central to all aspects of relative/aide outreach and quality building. (Sparking Connections, Families and Work Institute, 2006)	Communication plan established.	PD Director, Communication Spec.	DHS sends list updates of relative/aide Providers. Communication plan established
	Utilize out county offices effectively as hubs to reach the most vulnerable children and their caregivers. These hubs will provide opportunities for training, computer labs and additional resources in one centralized location.		Hubs established.	GS Collab., Project Leader, Subcontractor	County presence established in all 6 counties, physical presence in 5 of 6
<b>3. Coordinate infant and toddler specific professional development.</b>	Impact the quality of care Relative & Aide providers offer by connecting R&A with CCEP professional development opportunities.	Using the existing infrastructure to reach the most vulnerable children has proven successful in Illinois, Minnesota and Washington as provided by research from the BUILD conference.	CCEP partnership established.	CCEP, Subcontractors, Community Partners, PD Director	CCEP partnership had been established Met with Regina Hunter, CCEP rep in all 6 counties , Infant/todd training scheduled - classroom and online – see training schedule CCN has subcontracted with a former CCEP person to conduct our training locally
	Partner with local children health advocates to maximize outreach with the region's most vulnerable children		Sub-contractors are established.	Community Partners, Subcontractors, Project Leader	Contact with Kelly Stupple, Washtenaw Cty health advocate and pursuing other counties. Lenawee

					county contact also established for migrant population
<b>4. Coordinate supports and services to providers who want to become licensed or registered providers.</b>	Connect with First Children's Finance, MSUE, Michigan Small Business Association and Bureau of Children and Adult Licensing to provide information on becoming licensed and setting up small businesses.	Improving quality for the most vulnerable children including setting benchmarks for small businesses to stay in business.	List of agency information developed and distributed.	GS Collab., Community Partners, PD Trainers, Licensing, Communication Spec.	Met with First Children's Finance and are distributing info also posted on website. Info on how to become licensed distributed at all trainings for RA/GS orientation
	The RRC will coordinate peer-to-peer consultation opportunities.		Peer-to-peer consultation plan developed.	GS Collab., Community Partners, PD Trainers, Licensing, Communication Spec.	Subcontractors identified to begin peer-to-peer consultation
<b>Status on Strategies and Performance Measures:</b> Work plan adjusted to accommodate state mandated GSQO training. 8 AHA trainers and MSUE contracted to provide training thru 9/30/10 GS Orientation training has 3 page survey for R/A that meet #1 measure, all documented and sent to ECIC Subcontractors have been identified, including AHA, 59 trainings are scheduled for GSQO, solutions to barriers identified (onsite childcare) and challenges regarding transportation discussed. Relative/Aide GSQO training Schedule – 1260 providers to train in 6 counties, anticipate the need for 84 classes with 15 participants each. Union Representatives contacted to work through communication and recruitment plan		<b>Challenges:</b> The late signing of our budget and contract approval curtailed our scope of work Engaging this particular demographic and encouraging participation and completion of training. Encouraging partners not to cancel the GSQO Trainings due to low enrollment, getting them to turn in paperwork on time for ECIC		<b>Successes:</b> High density community locations identified to reach cliental, former CCEP employee hired as subcontractor to provide trainings, Onsite visit and mentoring system in place, Union reps contacted, DHS communication open to gather up to date lists of contact info for RA providers Monroe ISD exemplary partner in providing training space and equipment for RA training Jackson and Monroe have both begun RA provider group meetings. Hillsdale and Lenawee have met with RA and migrant RAs.reps GSQO scheduled at DuRussel Potato farm for migrant RAs, translators available	

**C. Resources for Child Care Providers**

**Goal C:** Grantee will coordinate supports and resources across child care settings that enhance the early learning environment and increase the child development knowledge of providers.

**Assets:** Lending Libraries, Newsletters, Websites, Prof. Dev. Groups, Committees, Publications, Early On, CCEP, Head Start, Coaching/Mentoring, Agencies, Online

**Needs:**

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Timeline
1. Coordinate resources for	Create access to lending library	To enhance the learning environment and	Resource list created and distribution plan	PD Director,	Lending library updated

<b>providers to borrow that enhance the child care setting learning environment.</b>	resources in each RRC hub.	child care setting and increase the child development knowledge of providers.	developed. Additional resources purchased.	Communication Spec., PD Trainer	3/10 Library Users surveyed – results positive and available for review 127 agencies checked out 101 resources and 9 resource kits in 2 <sup>nd</sup> qtr Jackson hub opened and library resources now in distribution Ann Arbor Hands-On Museum partnership resulted in acquisition of more than 200 science and math books for distribution Livingston County 4C library added to inventory
	Expand partnerships with local library systems to break subtle barriers that prohibit use.		Articulated agreements exist that promote use of local resources.	Project Leader	All libraries in 6 counties approached and promotional materials delivered
<b>2. Coordinate resources for providers to increase their child development knowledge.</b>	Expand the use of the Professional Development Resource Guide.		Resource Guide distributed to 20 agencies region-wide.	Everyone	Resources currently available only on website, guide may be printed if funds become available
	Increase the use of lending library materials and additional resources made available throughout the community.		Track usage numbers and promote additional resources through our website.	PD Director, PD Trainer, Communication Spec.	\$3,000 in new books purchased for library 127 agencies checked out 101 resources and 9 resource kits in first quarter Livingston County 4C added resource list in 2 <sup>nd</sup> qtr
<b>3. Implement a varied distribution plan (website, email, and print) for the consumer education publications to providers.</b>	Build a communication web that result in providing best practices in early care and education, social/emotional health, basic needs, child safety and family support.	The more information, knowledge and support available to providers the increase in the likelihood of quality care.	Communication web developed.	Communication Spec., Project Leader, GS Collab.	Great Start Connect promoted at all communication portals. Library inventory available on website to increase usage

					100's of different titles of brochures available for distribution New materials developed
<b>Status on Strategies and Performance Measures:</b> Work Planning team held 2 <sup>nd</sup> qtr meeting and updated specific community training needs and identified problem areas they would like additional focus on Good progress has been achieved in the dissemination of information regarding the resource available through our lending libraries – each county has a distribution plan and new resources are being purchased CCN participated in all Great Start meetings and maintained a presence in each county Attendance at MIAEYC, Howell and Jackson ECE conferences increased scope of communication with professional organizations and ECE individual professionals		<b>Challenges:</b> The late signing of our budget and contract approval curtailed our scope of work		<b>Successes:</b> Our trainers have participated in professional development to maintain current and knowledgeable including CCEP, DECCA , Creative Curriculum and to increase expertise.  Lending library has more than 1500 resources (books, videos, kits and dvds) including materials available in English, Spanish, Arabic. Available on the website so any patron can access from any county. Local offices have distribution plan in place as well.	

<b>D. Resources for Families</b>
<b>Goal D: Grantee will coordinate resources about choosing quality child care to families and assist families with non-traditional child care needs find and secure quality child care.</b>
<b>Needs: Non Traditional Care, tuition support, referrals, importance of quality in child care, parenting skills, behavior expectations, assistance with DHS billing and applying for DHS assistance, family friendly workplace, alternate care and family support.</b>

<b>Measures/Activities</b>	<b>Tasks</b>	<b>Rationale</b>	<b>Ind. Of Success</b>	<b>Person Responsible</b>	<b>Timeline</b>
<b>1. Implement a varied distribution plan (website, email, and print) for the consumer education publications to families</b>	Build a communication web that provides links from our website to consumer education materials.	Increased access about quality care information for parents increases the consumer's ability to make informed decisions.	Communication Web built.	Communication Spec., Project Leader, Community Partners, GS Collab., Licensing	Website utilized and links to all Great Start websites established GSC meetings attended In each county
	Utilize Great Start Parent Groups		Distribution plan created.	GS Collab., Project Leader	Great Start parent

	for additional distribution.				groups have been contacted in all counties regarding partnerships and info on RRC offerings and services
	Utilize 211 system.		System utilized.	Everyone	Contacted local 211 systems, updated information, info available in English, Spanish and Arabic
<b>2. Establish relationships with community entities that serve families with young children for the purpose of connections and referrals.</b>	Maintain and build on Child Care Network's 30 year relationships with community entities.	Increased collaboration increases community effectiveness and awareness thus increasing consumer knowledge.	List of community partners created.	Project Leader	Community partner list created and posted on website
<b>3. Include early childhood links and basic needs on the website.</b>	Enhance the Child Care Network website to meet the needs of the families and offer alternatives to access		Website utilization survey implemented to maximize web effectiveness.	Project Leader Communication Spec.,	Increased website hits average 269per day
<b>4. Offer community entity information for families on site.</b>	Sustain presence in the counties that we serve	Community level factors impact quality learning experiences; continuing to work with the community allows for regional flexibility and accountability.	Community hubs maintained.	Project Leader, Subcontractor GS collab	Hubs established and operating in 5 of 6 counties, Hillsdale is satellite office
<b>5. Assist families with non-traditional child care needs.</b>	Local hubs provide enhanced referrals to meet the demands of families' non-traditional needs; staff will provide information on child care programs, subsidies, scholarships, applications and i-billing.	Non-traditional care is often difficult to acquire.	CCN has representation at community hubs.	Project Leader, Subcontractor GS Collab.	710 calls handled in 2nd Quarter FY10
<b>Status on Strategies and Performance Measures:</b> Great Start Parent Liaisons and GS Directors received letter to promote how RRC could help them achieve their goals and detailed what services are available to them. Encouraged them to act as ambassadors for RRC services Families were provided the support requested and formal relationships established with community entities that serve families. Region wide distribution plan implemented utilizing		<b>Challenges:</b> The late signing of our budget and contract approval curtailed our scope of work		<b>Successes:</b> Press Release picked up in Jackson and Washtenaw counties. Regular PSA radio spots happening in Lenawee and Monroe counties to share with families the news of Great Start. 49 requests for special referrals handled. Social Media use up – Facebook page has handled	

different modalities: electronic, website and print		many individual requests for into Great Start Connect website has been very successful and is meeting needs of families
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**E. Reporting Requirements**

**Goal E: Grantee will adhere to reporting requirements and timelines.**

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Timeline
<b>1. Develop a plan for assuring required reports are submitted in a timely manner. (Including SOE's, quarterly reports, and requested information).</b>	Submit all required reports on time. Reports may include, but are not limited to monthly, quarterly, and annual reports, SOEs and other requested statistics and demographics.	Efficiency and accountability result in more effective implementation.	Reports submitted on time.	Project Leader	On-going throughout the grant.
<b>Status on Strategies and Performance Measures:</b> All reports submitted in a timely manner		<b>Challenges:</b> The late signing of our budget and contract approval curtailed our scope of work		<b>Successes:</b> Reports submitted early for first and second quarter of FY10	

**F. Evaluation**

**Goal F: Grantee will provide data and evaluation reports to the ECIC Evaluation Team, ECIC, or the Michigan's Great Start Child Care and Early Learning Resource and Support Center as requested.**

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Timeline
<b>1. Convene the Great Start Collaboratives (in the region), at least quarterly, and use formative evaluation methods for continuous improvement.</b>	Coordinate a minimum of 4 meetings per year, one in each quarter, to evaluate current initiatives and programs and determine how to best improve service delivery, topic, accessibility, and outreach.	Efficiency and accountability result in more effective implementation.	Meetings completed. Report generated after each meeting addressing the topics discussed, timelines and responsibilities for continuous improvement.	Project Leader	2 <sup>nd</sup> quarter meeting was held 3/15/10. Survey and evaluation completed by Work Advisory team and sent to ECIC
<b>2. Share the formative evaluation results with the Michigan's Great Start Child</b>	Provide continuity and flow of information between regional and state resource centers.		Communication is consistent and evidence based data is received by the state.	Project Leader, Communication Spec.	On-going throughout the grant.

<b>Care and Early Learning Resource and Support Center for statewide alignment of quality improvement efforts.</b>	At the end of each quarter, the synopsis of the GSC meetings is to be shared with the state GSCCELRSC		Statewide office receives report by the 5 <sup>th</sup> of the month in January, April, July and by September 30	Project Leader	On-going throughout the grant.
<b>3. Evaluate and compile professional development opportunities for child care providers.</b>	Surveys and evaluations are completed after each training supported by ECIC funding.		Achieve 50% participation rate with 80% satisfaction rate.	PD Director, Communication Spec.	Evaluation and pre and post survey done by 100% of participants at each class
<b>4. Evaluate and compile resources for child care providers.</b>	Feedback forms are provided to each person who checks out resources.		Feedback is compiled.	Communication Spec.	On-going throughout the grant.
<b>5. Share professional development and resource evaluation results with ECIC as part of the quarterly reports.</b>	Surveys aggregated and submitted.		Timelines are met.	Project Leader, PD Director	On-going throughout the grant.
<b>6. Participate in the ECIC sponsored evaluation.</b>	Project Leader will participate in all ECIC sponsored evaluations		Timelines are met and data is aggregated in accordance with policies.	Project Leader	On-going throughout the grant.
<b>Status on Strategies and Performance Measures:</b> All reports submitted in a timely manner, survey done in 2 <sup>nd</sup> qtr with Great Start Directors and Work Advisory Team to assess current progress. Regular emails and correspondence updates sent to local offices and partners, presentations made around counties to update progress and introduce Great Start Connect		<b>Challenges:</b> The late signing of our budget and contract approval curtailed our scope of work		<b>Successes:</b> All reports submitted in a timely manner	