

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: 4th Quarter period covering 7/1/2010 – 9/30-2010
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

Professional Development for Licensed and Registered Providers
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.
Assets: 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
Needs: 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
1. Coordinate professional development supports and services creating a continuum of professional development opportunities.	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 Participated in quarterly meeting on 9/30/10 to review progress. Surveys and evaluation completed from team members (25)
	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 <i>Although we are not developing a PD plan we have fostered partnerships with local ISDs, Community Action Agencies, Head Starts, Success by 6 and Jackson Assessment Program</i>
	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 previous qtr. 233 applications and questionnaires mailed, 70 people have responded and are qualified to be included in the guide. The Speaker's Guide is available to our communities and promoted on our website on the resources page.
	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	100% of PD opportunities under this contract will align with the Core Knowledge and Competencies and Career Pathways.	ECIC, Project Leader, PD Director,	Removed from scope of work as State Resource center will be conducting

		high quality interactions and children's development. <u>"From Neurons to Neighborhoods"</u>	Providers are aware of the Core Knowledge/Competencies and Career Pathway.	CMU	
2. Coordinate infant and toddler specific professional development.	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	Infant/Todd soc/emo trainings offered with SBCEUs. – from local ISDs and MSU 11 participants, 8 received CEU credit in Jackson Jackson hub operator and Monroe trainer attended the CSEFEL Infant Mental Health train-the-trainer workshop – we now have 3 certified trainers Early Head Start collaboration and training and held infant /todd classes in every county as well as online
	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 Infant/todd specialist worked with 7 sites and 5 RAs in Monroe with potential impact 290 children -10 out of 10 onsite assessments completed. Recruited 5 RAs to complete ten assessments, Jackson RA completed assessment – total 6, goal was 3 Infant/Todd specialist exceeded her contract requirements to provide consultation in three counties Staff attended Inf/todd MiAEYC conference in Dearborn
3. Utilize technology in order to maximize professional development opportunities and staff.	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, Great Start Connect live and more than 43 classes available 4 th

					qtr in SE region; 33 classroom setting, 10 online correspondence classes
	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	Portal established at every RRC hub New mailing to 24 churches to reach RA providers. All libraries in 6 county area contacted 3000 communication brochures printed in 3 rd qtr to assist patrons, distributed in 4 th qtr 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 274 visits a day, holding steady with 3rd qtr. Onsite portal open for all training participants. PSA airing on local radio, converted to Spanish for local Latino stations. Great Start Connect also advertised at local mall, community events and trainings, New GSC PowerPoint distributed to all other RRCs and designed to assist families and providers with access
	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	241 blog hits, and 84 blog subscribers in 4 th qtr, have not been able to track % of provider usage due to use of "screen names" on blog Monroe County Care Connections working with more than 20 providers establishing network and peer to peer opportunities Blog access promoted by trainers, Area experts

					provide content Jackson Cty has peer-to-peer group 2 nd and 4 th Tuesday of each month
	Continue to utilize Twitter, Facebook, blogs and website to promote GSCCELRRRC services		Usage increase.	Project Leader, Communication Spec.	Our website averages 274 visits a day, holding steady with 3rd qtr Twitter Followers 545, up 9% over 3rd qtr Blog 241 hits, 84 subscribers 4 qtr 8 blog posts promoting Great Start Facebook – 180 Friends Up 6% over 3rd qtr, 27 posts promoting Great Start
4. Coordinate consultative opportunities.	With the Professional Development Advisory Board, and other community entities develop Mentoring/Coaching system and expand consultation and technical assistance for providers in all settings.	Mentoring programs create a new step in the early childhood career progression...an incentive for adults to continue in the field. <i>Early Childhood Mentoring Curriculum</i>	System developed. Quarterly feedback.	PD Board, Comm. Partners, PD Director, PD Trainer	Mentoring continues at center level in all counties as requested. Monroe and Jackson have individual mentoring services Jackson School Readiness Assessment Data collection continues Mentoring/Coaching promoted at each training held in all 6 counties Livingston Cty holds monthly Director meetings to offer support
	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.		Professional Development Speakers Guide updated More than 70 speakers identified to address early childhood topics and quality issues
	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	Six county 211 update in 4th qtr, promoted thru website . Info available in English, Spanish and Arabic

<p>5. Support providers desire to learn from each other and coordinate peer-to-peer learning opportunities.</p>	<p>Participants given the opportunity to personally communicate upon completion of professional development training.</p>	<p>Providers will learn from each other and share quality improvement ideas, curricula and activities.</p>	<p>Participant contact list developed and exchanged.</p>	<p>Participants, PD Trainer, Communication Spec.</p>	<p>Participant list gathered and shared after each of the 33 trainings held in 4th qtr., 382 licensed providers trained in 4th qtr</p> <p>Blog use encouraged and promoted resulting in over Contact info requested from each participant</p> <p>Peer to peer groups operating in 5 of 6 counties</p>
	<p>Opportunities are provided that allow for peer-to-peer learning in order to enhance training.</p>		<p>Peer-to-peer groups offered.</p>	<p>Participants, PD Trainer, Communication Spec.</p>	<p>Success by 6, Peer groups developed in Jackson, Monroe, Lenawee Livingston and Washtenaw. Hillsdale group opportunity publicized at local trainings</p>
	<p>The RRC will identify other appropriate resource groups that support the work of child care providers.</p>		<p>List of resource groups developed.</p>	<p>GS Collab., Community Partners</p>	<p>Complied, updated and posted on our website. Last update on 9/23/10 and as needed.</p>
<p>Status on Strategies and Performance Measures:</p> <p>Assisted more than 663 inquiries from providers about training opportunities</p> <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 112 contacts at Jackson hub monthly, including family or group home, 17 early learning professionals, 13 parents/grandparents, 25 relative providers and six center staff – doesn't include any support given to people attending trainings. Mailed out support info to 152 programs. Professional Development plans written for 8 sites</p> <p>Great Start Connect website has made provider registration easier and has helped streamline operations</p> <p>Onsite assessments completed at seven test sites in Monroe County (ITERS/FCCERS) potential impact on more than 290 enrolled children in licensed settings. Consultations for centers/providers in 6 counties by RRC staff and subcontractors</p>		<p>Challenges:</p> <p>Licensed providers have responded in a positive manner to the free trainings – increasing demands on staff time</p> <p>Breaking down barriers to Great Start Connect for non-internet users</p>		<p>Successes:</p> <p>Attended Sandbox Party Convention in Lansing to provide support for all seven counties Great Start Collaboratives</p> <p>Attended legislative functions in 4 counties to meet with candidates, represented RRC on “expert” panel at legislative breakfast in Jackson attended by more than 80 people</p> <p>33 classroom training classes offered and scheduled for 7 counties with more than 360 licensed providers attending. Enrollment and participation in training has increased due to free/reduced ECIC sponsored fees</p> <p>1 subcontractor attended CSEFEL Train the Trainer on Social/Emo infant /todd resulting in 3 trainers now providing training, SBCEUs obtained through local ISDs for infant class</p> <p>Staff member participating in High Scope train-the trainer</p> <p>Staff attended Inf/todd MiAEYC conference in Dearborn</p> <p>Jackson peer group support systems has flourished with more than 12 providers enrolled in Care</p>	

<p>A staff member trained in Creative Suite and Social Media Networking Head Start Directors contacted and services offered Direct mail Postcards and social media have been successful at reaching audiences Marketing efforts increased visibility of Great Start Connect , mall advertising at Kids Court reaches more than 700,000 monthly</p>		<p>Connections Self guiding Powerpoint created to assist providers with Great Start Connect, distributed to other state RRCs Social media outlets have showed consistent gain of 6 to 9% among users. Great Start Connect website has been very successful and is meeting needs of providers – will have reached every provider with update information by end of 4th quarter through postcards, letters, phone calls and social media. Livingston hub has infant soc/emo consultant that helped 17 families.</p>
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<p>B. Professional Development for Relative Care and Aide Providers</p>
<p>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.</p>
<p>Assets: Child Care Network, ISD, County Conferences, Great Start, MSUE, Lending Libraries, Head Start, CAP, Love & Logic Training, CCEP, Newsletters, UAW, Lilly Missions, Red Cross</p>
<p>Needs: Multiple Training Times, Substitute Care & 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>1. Coordinate targeted efforts and outreach to improve child care quality in relative and aide settings.</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 Care Licensing, Children's First Finance and other regional entities.</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> 82% of children are in relative and aide care. <i>BUILD conference</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 and shared with 17 subcontractors to better understand individual adult learning style. Training guidelines and expectations shared at regular trainer meetings Union Reps contacted and communication lines updated due to union turnover. Regina Hunter, CCEP rep working with RA trainings Participant survey</p>

					completed at each training and 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	984 RA providers in SE region registered thru 9/17/10 for GSOT. 1015 RA providers in Genesee registered thru 9/17/10 for GSOT. More than 119 GSOT trainings scheduled in 7 counties 24 Tier Two trainings were offered 4 th quarter in 6 Counties with more than 146 attendees
	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	Subcontractors have been successful with home visits in Monroe, Livingston and Jackson counties. All counties have a peer to peer group for RAs.
	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.	More than 1500 notebooks were made for GSOT training that includes info on becoming licensed. Monroe and Jackson have both begun RA provider group meetings. Hillsdale and Lenawee have met with RA and migrant RAs reps
	Coordinate partners to offer in kind support and resources for	Data that is available indicate that many FFN providers have relatively low or	Partner list created.	Project Leader	Potential partners continue to be identified and invited

	providers	moderate incomes.			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.	New mailing sent to 24 churches with new flyers about the urgency and importance of attending a GSOT before the 9/17 deadline. 3000 postcard reprint has been distributed over 6 counties Flyers posted at high density community locations including Laundromats, gas stations and corner stores (map available upon request)
2. Engage proven community entities for targeted efforts and outreach.	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. All local DHS offices contacted to share updates. DHS "partner email" very successful, resolved 14 provider concerns regarding DHS regs or authorizations
	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
3. Coordinate infant and toddler specific professional development.	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	More than 2000 RA providers have received Infant basic as part of the GSOT training. Over 119 GSOT trainings were held in 7 county area

	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	Worked to increase visibility of MI Child, brochures available at trainings. Center for Disease Control initiative in Jackson Contact with Kelly Stupple, Washtenaw Cty health advocate and pursuing other counties. Lenawee county contact also established for migrant population
4. Coordinate supports and services to providers who want to become licensed or registered providers.	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 GSOT 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.	Relative groups meet regularly, held graduation ceremonies in 3 counties to recognize their achievements
Status on Strategies and Performance Measures: More than 3300 phone calls from Relative/Aides were handled in the 4 th qtr, more than 5500 since January 2010. Work plan adjusted to accommodate state mandated GSQO training in Genesee County – more than 1000 providers trained in that county alone in 4 th qtr. Close to 1000 providers trained in SE region 72 GSOT trainings held and more than 1500 providers reached 4 th qtr, solutions to barriers identified (onsite childcare) and challenges regarding transportation discussed. Trainings located on bus lines Stadium GSOT held September, 2010 to accommodate late rush of RA providers meeting 9/17 deadline – more than 200 Genesee participants Systems developed for increased infrastructure and service delivery Temporary help engaged to handle influx of provider calls 17 RA providers attended BBC conference for first time		Challenges: 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 Recognizing the high no show rate (21%) is indicative of population and developing strategies to ensure full classes and active participation Working to cover the costs of picking up an additional county the size of Genesee with existing staff and resources		Successes: More than 2220 relative/aide providers registered for GSOT thru the SERRC, we had a 98% completion rate. RA Provider response to training has been very positive and illustrates the need for this outreach. More than 72 GSOT trainings scheduled in 7 counties 138 RA providers took additional Tier Two training In 4 th qtr Monroe peer group support systems has flourished with more than 20 providers enrolled in Care Connections. Graduation ceremony held to recognize achievement of ten additional hours of training in 3 counties; Washtenaw, Monroe and Jackson Self guiding Powerpoint created to assist providers with Great Start Connect, distributed to all Regional resource centers RA providers appreciate the chance to network with other adults caring for children, they come for the incentives but once engaged learn a lot as reported	

		<p>by the feedback and surveys sent to ECIC 24Tier Two classes offered in 4th qtr. RA support available in all six counties and at migrant camps. Press release on Ann Arbor.com about trainings Genesee Great Start met with 30 DHS staff to share Great Start Connect info</p>
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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 providers to borrow that enhance the child care setting learning environment.	Create access to lending library resources in each RRC hub.	To enhance the learning environment and child care setting and increase the child development knowledge of providers.	Resource list created and distribution plan developed. Additional resources purchased.	PD Director, Communication Spec., PD Trainer	Lending library updated 4 th qtr, purchased over 100 resources and books for checkout, including replacing videos with dvds Library Users surveyed – results positive and available for review 100 resources and 2 resource kits checked out in 4th qtr Jackson hub library resources utilized by 33 – resources and brochures, also approached JAX Disabilities Connection about partnering with their toy library Livingston County 4C library inventory on CCN website
	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

2. Coordinate resources for providers to increase their child development knowledge.	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.	Incentives being used at every training that give away free resources, materials and equipment to providers attending training.
3. Implement a varied distribution plan (website, email, and print) for the consumer education publications to providers.	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
Status on Strategies and Performance Measures: Assisted more than 650 providers with technical support, training inquiries and general information 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 Great Start meetings and maintained a presence in each county Our staff have participated in more than 40 meetings across 6 counties over the last quarter to maintain and establish partnerships and collaborations; including		Challenges: Helping providers understand theory and putting it into practice on a consistent basis to improve the overall quality of care they provide		Successes: Incentives being used at every training that provide free resources, materials and equipment to providers attending training. As the numbers grow of people training it exponentially increases the resources being utilized to provide quality care Our trainers have participated in professional development to maintain and increase their core knowledge base including CSEFEL infant/todd, Great Start “Parenting Counts” and “I am Moving, I am Learning” train-the-trainer. 109 new resources purchased for providers to check out. Lending library has more than 1600 resources (books, videos, kits and dvds) including materials available in English, Spanish, Arabic. Inventory available on the website so any patron can access from any county. Local offices have distribution plan in place as well.	

D. Resources for Families
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.
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.

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Timeline
1. Implement a varied distribution plan (website, email, and print) for the consumer education publications to families	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 for additional distribution.		Distribution plan created.	GS Collab., Project Leader	Great Start parent groups have been contacted in all counties regarding partnerships and info on RRC offerings and services RRC mentioned monthly in Success by 6 newsletter
	Utilize 211 system.		System utilized.	Everyone	Contacted local 211 systems, updated information, info available in English, Spanish and Arabic
2. Establish relationships with community entities that serve families with young children for the purpose of connections and referrals.	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
3. Include early childhood links and basic needs on the website.	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 274 per day
4. Offer community entity information for families on site.	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, Subcontract GS collab	Hubs established and operating in 5 of 6 counties, Hillsdale is satellite office

5. Assist families with non-traditional child care needs.	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.	650 parent calls handled in 4 th qtr FY10
<p>Status on Strategies and Performance Measures: Great Start Parent Liaisons and GS Directors have been very helpful to RRC acting as ambassadors for RRC services in their communities Families were provided the support requested and formal relationships established with community entities that serve families. Region wide distribution plan implemented utilizing different modalities: electronic, website and print Social Media continues to play a larger role in reaching young families; Facebook, Twitter, Blog have all had increased use. (see section 1 for data) More than 850 families were assisted with our Family Support Program, 275 families were assisted with child care referrals</p>		<p>Challenges: Parents seems to appreciate a person walking them through Great Start Connect for the first time, system is designed to be self explanatory and staff has spent more time than we budgeted for helping people by phone. Addressing the lack of internet access for some families and breaking down the barrier Parents need English as a Second Language choice on Great Start Connect to find providers that have specific language skills</p>		<p>Successes: 8 blog posts about community events for parents and families in 4th qtr, including Sandbox Party Convention Contacted local DHS offices to inform caseworkers about parent access issues, utilization of partner email to expedite case resolution issues Hillsdale Human Services Network- gave parent demonstration of Great Start Connect Project Connect - an agency fair for homeless and low-income populations - information to parents about finding child care through Great Start Connect. Partnered with SCMW! to offer on-site searches through their MOC-1 mobile training unit. Great Start Connect website has been successful and is meeting needs of families</p>	

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

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Timeline
1. Develop a plan for assuring required reports are submitted in a timely manner. (Including SOE's, quarterly reports, and requested information).	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.
<p>Status on Strategies and Performance Measures: All reports submitted in a timely manner</p>		<p>Challenges: The addition of Genesee County in the fourth quarter taxed existing staff</p>		<p>Successes: Reports submitted early for 1st, 2nd and 3rd and 4th quarter of FY10</p>	

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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
1. Convene the Great Start Collaboratives (in the region), at least quarterly, and use formative evaluation methods for continuous improvement.	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	4thquarter meeting was held 9/3010. Survey and evaluation completed by Work Advisory team and sent to ECIC
2. Share the formative evaluation results with the Michigan's Great Start Child Care and Early Learning Resource and Support Center for statewide alignment of quality improvement efforts.	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.
	At the end of each quarter, the synopsis of the GSC meetings is to be shared with the state GSCCELRS		Statewide office receives report by the 5 th of the month in January, April, July and by September 30	Project Leader	On-going throughout the grant.
3. Evaluate and compile professional development opportunities for child care providers.	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
4. Evaluate and compile resources for child care providers.	Feedback forms are provided to each person who checks out resources.		Feedback is compiled.	Communication Spec.	On-going throughout the grant.
5. Share professional development and resource evaluation results with ECIC as part of the quarterly reports.	Surveys aggregated and submitted.		Timelines are met.	Project Leader, PD Director	On-going throughout the grant.
6. Participate in the ECIC sponsored evaluation.	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.

<p>Status on Strategies and Performance Measures: All reports submitted in a timely manner, survey done in 4th 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 Great Start Connect progress.</p>		<p>Successes: All reports submitted in a timely manner</p>
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