

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

Initial Workplan: YES

Amended Workplan:

Period Covered: 1st Quarter (10-1-09 - 12-31-09) 2nd Quarter (01-01-10 - 03-31-10) 3rd Quarter (04-01-10 - 06-30-10) 4th Quarter (07-01-10 - 09-30-10)

ECIC Approved: _____

Child Care Quality Improvement Plan

FY 2010 Great Start Regional Resource Center Progress Report

Blue is work completed, Orange is work in process, Yellow is work that is started and green is yet to begin due to lack of available funds.

**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

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)	Scope of Work completed and submitted to ECIC 9/30/09
	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 1/8/09 to potential speakers for inclusion in guide
	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	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	ECIC, Project Leader, PD Director, CMU	Removed from scope of work as State Resource center will be conducting

		development. <u>"From Neurons to Neighborhoods"</u>	and Career Pathway.		
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	Network has been developed of available contractual trainers however Training has not been offered as we waited on budget approval.
	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	Potential subcontractors identified to establish onsite visits. Budget approval necessary to proceed
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, and a training schedule posted added to Licensing's list serv to promote among providers statewide
	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 approached, awaiting confirmation

	Promote online resource portal for clients.	Promoting awareness helps increase the quality of care.	Website hits increase.	PL, Com. Specialist	Our website averages 238 hits a day, PSA developed for local radio spots, Great Start Connect also advertised at local mall
	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	55 regular Blog readers Access promoted by trainers Area experts will provide content
	Continue to utilize Twitter, Facebook, blogs and website to promote GSCCELRRRC services		Usage increase.	Project Leader, Communication Spec.	Website – 238 daily average Twitter Followers 408 Blog 55 readers Facebook – 87 Friends
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	Subcontractors identified, budget approval needed Staff in place to develop mentoring program
	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 potential partners identified and contacted
	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
5. Support providers desire to learn from each other and coordinate peer-to-peer learning opportunities.	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 to
	Opportunities are provided that allow for peer-to-peer learning in		Peer-to-peer groups offered.	Participants, PD Trainer, Communication Spec.	Success by 6, Peer groups will be

	order to enhance training.				developed as training progresses
	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
Status on Strategies and Performance Measures: 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 MiAECY conferences. Secured 15 child care centers to provide local training classrooms after hours at no cost Pre and post surveys for each training ready		Challenges: Lack of budget and contract approval has curtailed our scope of work, were able to only offer correspondence and online training the first quarter .		Successes: Able to lay the infrastructure operationally so when funding becomes available we will be able to proceed rapidly New partnerships to train with Early Head Start, Lenawee ISD, Washtenaw Success by 6 and Red Cross Building on Behalf of Children Conference planning underway for March 2010	

B. Professional Development for Relative Care and Aide Providers
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.
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
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.

Measures/Activities	Tasks	Rationale	Ind. Of Success	Person Responsible	Timeline
1. Coordinate targeted efforts and outreach to improve child care quality in relative and aide settings.	Develop and share information on best practices for Relative/Aide providers including orientation, mentoring and parent led playgroups with Child Care	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</i>	Flow chart of best practices developed and implemented. Survey of relative and aides professional development and life needs surveyed.	Project Leader, PD Director, Communication Spec., Subcontractor, GS Collab.	Flow Chart developed 10/09 Union Reps contacted and communication

	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.	<i>Home, National Women's Law Center 2007</i> 82% of children are in relative and aide care. <i>BUILD conference</i>			lines established Survey under development and will be administered in 2 nd qtr
	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. CCN has developed network of church contacts and local hospital systems to reach this 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	Subcontractors identified and system is developed and ready to administer once budget allows
	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.	As budget allows
	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		Distribution plan created.	Project Leader, GS Collab.	Union Reps contacted, distribution points identified

	identified.				
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
	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 1/10
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	CCEP partnership had been established however due to their budget cuts we are awaiting their restructuring 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
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

	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 consultations funds allow
Status on Strategies and Performance Measures: Subcontractors have been identified, including AHA, trainings are being scheduled for first aid and CPR, solutions to barriers identified and challenges regarding transportation discussed. Relative/Aide First Aid/CPR training Schedule – 1109 providers to train in 6 counties, anticipate the need for 45-70 classes with 15 participants each. Union Representatives contacted to work through communication and recruitment plan		Challenges: Lack of budget and contract approval has curtailed our scope of work Engaging this particular demographic and encouraging participation and completion of training. Waiting on MSUE for train the trainer workshop dates and curriculum development or approval		Successes: High density community locations identified to reach cliental, former CCEP employee hired as subcontractor to provide trainings, Onsite visit and mentoring system in place and ready to use, Union reps contacted, DHS communication open to gather up to date lists of contact info for RA providers	

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 10/09 Library Users surveyed – results positive and available for review 34 agencies checked out 111 resources and 6 resource kits Ann Arbor Hands-On Museum partnership resulted in acquisition of more than 200 science and math books for distribution
	Expand partnerships with local		Articulated agreements exist that promote use of	Project Leader	All libraries in 6 counties

	library systems to break subtle barriers that prohibit use.		local resources.		approached and promotional materials being developed
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.	34 agencies checked out 111 resources and 6 resource kits in first quarter Livingston County 4C to add resource list in 2 nd qtr
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 100s of different titles of Brochures available for distribution
Status on Strategies and Performance Measures: 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		Challenges: Lack of budget and contract approval has curtailed our scope of work		Successes: 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.	

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
	Utilize Great Start Parent Groups for additional distribution.		Distribution plan created.	GS Collab., Project Leader	Great Start parent groups have been contacted in 3 of the 6 counties regarding partnerships and info on RRC offerings 10/10
	Utilize 211 system.		System utilized.	Everyone	Contacted local 211 systems, updated information
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 10/10
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 238 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, Subcontractor GS collab	Hubs reestablished
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	Non-traditional care is often difficult to acquire.	CCN has representation at community hubs.	Project Leader, Subcontractor GS Collab.	771 calls handled in 1 st Quarter FY10

	i-billing.				
Status on Strategies and Performance Measures: 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		Challenges: Lack of budget and contract approval has curtailed our scope of work		Successes: Survey being developed to gauge user interface on website to confirm success rate – 238 daily average, 771 calls handled in first quarter Press event resulted in local newspaper coverage regarding the changes and availability of resources for families	

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.
Status on Strategies and Performance Measures: All reports submitted in a timely manner		Challenges: Lack of budget and contract approval has curtailed our scope of work		Successes: Reports submitted early for first 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
1. Convene the Great Start Collaboratives (in the region), at least quarterly, and use formati	Coordinate a minimum of 4 meetings per year, one in each quarter, to evaluate current initiatives and	Efficiency and accountability result in more effective implementation.	Meetings completed. Report generated after each meeting addressing the topics discussed, timelines and responsibilities for continuous	Project Leader	First quarter meeting w done virtually thru email and survey

evaluation methods for continuous improvement.	programs and determine how to best improve service delivery, topic, accessibility, and outreach.		improvement.		
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.	On-going throughout the grant.
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.
Status on Strategies and Performance Measures: All reports submitted in a timely manner, survey done with Great Start Directors 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		Challenges: Lack of budget and contract approval has curtailed our scope of work		Successes: All reports submitted in a timely manner	