

Prepared by Pam Smith

Initial Workplan:

Amended Workplan:

Period Covered:  1<sup>st</sup> Qtr (10/1/10 – 12/31/10)  2<sup>nd</sup> Qtr (01/01/11 – 03/31/11)  3<sup>rd</sup> Qtr (04/01/11 – 06/30/11)  4<sup>th</sup> Qtr (07/01/11 – 09/30/11)

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

### ***Southeast Regional Resource Center Child Care Quality Improvement Plan FY 2011 Great Start Regional Resource Center Progress Report***

**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 Regional Resource Center will be the essential community resource in all matters related to child care, including training, education, advocacy and referrals.

**ECIC PRIORITIES:** Infant/Toddler Training including Social Emotional; Professional Learning and Workforce Development; Collaboration

<b>Implementation of the Regional Child Care Quality Improvement Plan</b>					
<b>Goal 1: The Great Start Regional Resource Center assures the effective implementation of the Regional Child Care Quality Improvement Plan.</b>					
<b>Annual Objectives:</b>					
<ul style="list-style-type: none"> <li>• <i>Great Start Collaboratives and Great Start Parent Coalitions are engaged to identify potential community partners to coordinate supports and services and develop strategic partnerships.</i></li> <li>• <i>Community partners are engaged in providing supports and services included in the Improvement Plan.</i></li> <li>• <i>Regional Child Care Quality Improvement Plan is updated quarterly when necessary to more effectively and efficiently implement the Improvement Plan.</i></li> </ul>					
<i>Measures/ Activities</i>	<i>Tasks</i>	<i>Rationale</i>	<i>Indicators of Success</i>	<i>Person Responsible</i>	<i>Progress to Date</i>
<b>1. Coordinate community supports and services creating a continuum of opportunities to improve service delivery and implement the RRC improvement plan</b>	Meet quarterly with the Improvement Team for the purpose of evaluating and updating the quality improvement plan Team meets December 2010, February, May and August 2011.	Community level factors impact quality learning experiences; continuing to work with the community allows for regional flexibility and accountability. Regularly scheduled face to face meetings with the Improvement Team allows for opportunities to discuss perceptions, needs, trends, etc. and make changes to the plan as needed	The establishment of a comprehensive assessment based on community needs with quarterly input and feedback from Team and Collaborative members. Feedback from members of the Improvement Team in the form of survey responses are collected and reviewed at each quarterly meeting.	Quality Improvement Team (32 members), and Pam Smith Program Director	<i>Quality Improvement Team met Wednesday, December 1, 2010. Scope of work detailed and input and feedback gathered. Survey of team members completed. New DHS Director from Lenawee County joining group.</i>
	Collaborate by communicating with Community Colleges, Great Start Collaboratives ,	Community level factors impact quality learning experiences; continuing to work with the community allows	Support services and strategic partnerships developed that enhance professional learning and workforce	Community Partners, Kathleen Burchi, Professional Development Director , Jean	<i>Support services and strategic partners contacted. List is available at <a href="http://www.childcarenet">www.childcarenet</a></i>

	Intermediate School Districts, Head Start, Dept. of Human Services, Child Care Licensing, T.E.A.C.H., Washtenaw Success by 6 and other regional entities to provide and support professional development opportunities for providers to access community trainings through Great Start CONNECT by developing a list	for regional flexibility and accountability. The contract calls for collaboration with community partners. Regional Resource Center will provide necessary or gap based trainings as identified by the Quality Improvement Team	development listed on our website , our blog and Great Start CONNECT  List updated quarterly and as needed on Great Start CONNECT	Allison ,Baker College,Community Colleges, Great Start Collaboratives , Intermediate School Districts, Head Start, Dept. of Human Services, Bureau of Child and Adult Licensing, Erica Willard, T.E.A.C.H., Community Action Agency Washtenaw Success by 6, Great Start CONNECT@CMU	<u><a href="#">work.org</a></u>  <i>A total of 24 Great Start to Quality Orientation trainings were listed on Great Start CONNECT for the first quarter for SE RRC and Genesee for a total 144 training hours</i>
	RRC Improvement plan is updated and reviewed quarterly	Community input reflects the pulse of community's needs allowing for more effective service delivery and identification of changing needs	Four reviews and updates of plan will be completed in fiscal 2011	Quality Improvement team, Pam Smith, Program Director	<i>Quality Improvement team reviewed the scope of work on December 1, 2010 Community input noted and added</i>
	Set benchmarks and standards for subcontractors Developing standards all subcontractors adhere to.	Shared goals and expectations increase successful results and increases consistency	Best Practices Handbook for Subcontractors established. Power point created to provide info about the Early Childhood Investment Corporation and Great Start Connect, etc. to be used at professional development opportunities.	Kathleen Burchi, Professional Development Director, Candy Sorensen, Communication Specialist	<i>Best Practices Handbook reviewed with all subcontractors at meeting held on October 11, 2011</i>  <i>Intro Power Point developed for trainers</i>
<b>Status on Strategies and Performance Measures:</b>		<b>Challenges:</b>		<b>Successes:</b>	
Quality Improvement team has coalesced and focusing energy on community specific needs and how to best meet them. Meeting dates for year are set with good balance on team of partners. Subcontractors have clear understanding of expectations and deliverables.  Coordinated Professional Development Speakers guide, developed access to computers for parents,		Keeping community partners engaged and providing services included in Improvement plan		Plan was completed and implemented on time. Work began 10/1/10  Liv/Gen hub successfully opened Genesee office with new staff member , partnering with Great Start in GISD Health & Safety building	

coordinated subcontractors, held community meetings, Social media developed and utilized, consultants identified to carry out mentoring and trainings. Resources coordinated and posted		
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**Professional/Workforce Development for Licensed and Registered Providers**

**Goal 2: The Great Start Regional Resource Center coordinates professional learning opportunities, supports and services for the licensed and registered early learning and care workforce, increasing child development knowledge of providers and application of that knowledge in early learning and care settings.**

- Annual Objectives:**
- A continuum of professional development opportunities supportive of the professional development system framework is created and reflected in the Regional Child Care Quality Improvement Plan.
  - Licensed providers are aware of and take advantage of workforce development and professional learning opportunities.
  - Supports and services reflect a wide range of topics and content areas including specific infant and toddler professional learning opportunities targeted to improve social and emotional health and development.
  - Technology is utilized whenever possible to maximize the availability of professional learning opportunities and the accessibility of the expertise of consultative staff.
  - Consultation and peer to peer learning are incorporated into professional learning opportunities as appropriate.
  - 25% of providers in the region improve the quality of care they provide.

<b>Measures/ Activities</b>	<b>Tasks</b>	<b>Rationale</b>	<b>Indicators of Success</b>	<b>Person Responsible</b>	<b>Progress to Date</b>
<b>1.Coordinate professional development supports and services creating a continuum of professional development opportunities</b>	Update the Professional Development Speaker's Guide for other agencies and community organizations to locate professional trainers and speakers to improve the quality of care. Head Start, Department of Human Service, etc. are able to identify all current trainers to train on identified needs.	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. Offering a book with all the names of trainers lets others hire them and promote community learning	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.	Kathleen Burchi, PD Director, Community Partners including all subcontractors, Great Start Collaboratives, community agencies	<i>Update is currently being conducted.</i>  <i>Eleven new speakers have been recruited and added to the guide</i>
	Review all RRC trainings for Core Knowledge and Competencies	Research shows that both formal education levels and recent	100% of PD opportunities under this contract will align with	ECIC Curriculum Review Advisory Committee,	<i>Completed trainers' applications and resumes on file for</i>

	and Career Pathway.	specialized training to be consistently associated with high quality interactions and children’s development. <u>“From Neurons to Neighborhoods”</u> Assures that the training offered meets requirements by Bureau of Child and Adult Licensing , so providers are assured of relevant outcomes	the Core Knowledge and Competencies and Career Pathways. Providers are aware of the Core Knowledge/Competencies and Career Pathway through educational handouts.  Completed trainer applications and resumes kept on file	Pam Smith, Program Director, Kathleen Burchi, Professional Development Director, Great Start Connect @CMU  Currently we have 14 Trainers approved and on file	<i>all 14 trainers. Liv/Gen have 6 trainers with completed files, 5 under review</i>  <i>Director of Professional Development reviews trainings for Core Knowledge and Competencies</i>  <i>100% of first quarter trainings aligned</i>
<b>2. Coordinate infant and toddler specific professional development and develop increased coordination plan and service integration for infant/todd specific professional and workforce development</b>	Collaborate with the Michigan Association for Infant Mental Health, Great Start Collaboratives, Community Colleges, Department of Human Services, Intermediate School Districts, Head Start, Bureau of Child and Adult Licensing and other regional entities to provide professional development opportunities for providers caring for infants and toddlers by identifying current professional development gaps  If need is determined; Develop new Infant and Toddler Curriculum utilizing “Early Development and the Brain” modules to add a new offering to long term providers.  Update Great Start	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.” Increase the capacity of infant/toddler trainings in the area and present a new curriculum for long term providers	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.  Infant and Toddler Curriculum utilizing “Early Development and the Brain” modules to add a new offering to long term providers will be developed.  Great Start CONNECT will be updated with current training opportunities  Continuing Education Units with accredited	Pam Smith, Program Director, Kathleen Burchi, Professional Development Director, Subcontractors Judy Darling, Michelle Freund and Cheryl Chaves Torres, Candy Sorenesen, Communications Specialist , Jean Allison ,Baker College	<i>Updated Great Start CONNECT with 6 infant/toddler training opportunities, totaling 47 hours of training in all seven counties</i>  <i>Applied and maintained Continuing Education Units with MSU for providers’ licensing requirements – 9 providers applied and received credits from an administration class and an infant/toddler class</i>  <i>372 providers earned .6 SB-CEUs at Howell Community Sharing for Healthy Caring Conference 11/13/10, 1600 participants</i>  <i>Evaluations completed after each class</i>  <i>Module One - Early Development and the</i>

	<p>CONNECT with current training opportunities</p> <p>Apply and maintain Continuing Education Units With accredited university for providers' licensing requirements</p>		<p>university for providers' licensing requirements will be available.</p>		<p>Brain – developed for implementation 2<sup>nd</sup> quarter</p> <p>CONNECT updated as needed for additions or cancellations</p>
	<p>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.</p> <p>Identify a pilot group of ten providers in two hubs will participate in this plan</p>	<p>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. (Harms, Cryer, Clifford) This is a measure to show improvement of the quality of care</p>	<p>System established for on-site visits to improve quality of care for infants and toddlers</p> <p>Pilot group is identified and has participated in the plan providing feedback through a written evaluation.</p>	<p>Kathleen Burchi, PD Director, Sub-contractors Judy Darling, and Cheryl Chaves Torres</p>	<p>System established for trainers</p> <p>Pilot group identified In Monroe and working with licensing rep, Maureen McNamara to identify candidates in Washtenaw County</p>
<p><b>3. Coordinate consultative opportunities that will affect the quality of licensed programs</b></p>	<p>Develop Mentoring/Coaching system and expand consultation and technical assistance for providers in all settings.</p> <p>Use a Childcare information line (411) to help providers get quick and easy information they can apply to their challenge</p> <p>Develop training pilot of the Michigan Association Infant Mental Health Endorsement for credentialing licensed providers</p>	<p>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> and helps providers increase the the quality of their care</p> <p>Social and emotional development is critical to the well being of children and the Quality Improvement team identified a gap in training</p>	<p>25% of providers improve quality of care they provide System developed. Quarterly feedback.</p> <p>Childcare information line (411) is tracked to evaluate percent of use by providers</p> <p>Pilot program to recruit providers in Washtenaw and Monroe Counties and have at least three providers complete training</p>	<p>Kathleen Burchi, PD Director, Subcontractors Judy Darling, and Cheryl Chaves Torres and Laura Nola, Amy Mason</p> <p>Judy Darling, trainer and owner, Transforming Teachers</p>	<p>Coaching and mentoring has begun in 3 counties with two more to be added in 2<sup>nd</sup> qtr</p> <p>3568 number of calls received</p> <p>Information released on Michigan Association Infant Mental Health Endorsement for credentialing licensed providers</p> <p>Helped Dr. Hashikawa with promoting his participation in the</p>

	Partner with University of Michigan's Dr. Andrew Hashikawa, American Association of Pediatrics Michigan liaison to promote his training on health related topics in child care settings	for providers Regional Resource Center identified specific need as reported from Center Directors to increase knowledge of providing healthy environments for children group settings	Work with Dr. Hashikawa to develop appropriate pilot program for provider trainings on creating healthy environments for children in group settings, including his presentation the Building on Behalf of Children conference in April 2011	Pam Smith, Program Director, Dr. Andrew Hashikawa, Kathleen Burchi, Director of Professional Development	<i>Building on Behalf of Children Conference Also wrote letter of support to American Association of Pediatrics for a grant to help promote curriculum training</i>
	Promote 211 system to providers to access resources. Local 211 will report increase in calls related to childcare	Providers encouraged to access resources not available through the Regional Resource Center.	Local 211 will report increase in calls related to childcare	United Ways' 211 staff from our service areas, Candy Sorensen, Communication Specialist	<i>211 systems provided with updated information</i>
<b>4. Support providers desire to learn from each other and coordinate peer-to-peer learning opportunities.</b>	Participants given the opportunity after each training to personally communicate and exchange contact information with other classroom providers .	Providers will learn from each other and share quality improvement ideas, curricula and activities to increase provider opportunities for networking and peer to peer learning.	Participant email contact list offered after each workshop or training to every interested participant – 25% of each class will exchange contact information	Participants, PD Trainer, Candy Sorensen Communication Spec.	<i>Every class offered the opportunity to exchange email contacts – The SE RRC does not monitor these personal exchanges</i>
<b>5. Utilize technology in order to maximize professional development opportunities and staff.</b>	Coordinate RRC training resources online working with Great Start Connect @CMU to increase capacity and have more providers capitalize on the opportunities available .	The Center for Political Studies, found that 75 percent of residents in Southeast Michigan use a computer and 68 percent use the Internet. Technology usage will increase exposure of training opportunities for providers	Training resources accessible online, increased number of participants in our trainings offered	Great Start Connect@ CMU director Sarah Bendele or Cheryl Priest, Candy Sorensen Communications Specialist, Kim Dumond, Direct Service Specialist, Jean Allison ,Baker College	<i>Training resource available online</i>
	Partner with local organizations and libraries to promote and continue offering	Identified 32% of residents in the region that do not have access, or do not use the	Change will be tracked in the number of sites available for access	Pam Smith, Program Director, Candy Sorensen, Communications	<i>All libraries in the 7 counties received a letter of engagement along with</i>

	computer access for each county's providers and families.  Computer labs established at local libraries, ISD's and local CCN offices. Possibly community churches, Head Start and ISDs.	internet and we want to help eliminate possible barriers.		Specialist, sub-contractors will promote portals at each training  Jean Allison ,Baker College	<i>information about GSCONNECT (postcards and brochures) for distribution. Monroe County alone received 1,000 postcards for distribution in 16 branches</i>
	Promote online resource portal for clients through postcards, posters, information sharing at trainings, Postcards mailed to new providers.	Promoting awareness of training to newly enrolled providers helps to increase the quality of care by	Website hits tracked and show increase each quarter.  # of postcards mailed to new providers	Candy Sorensen Communication. Specialist	<i>252 average website sessions per day were recorded – sessions are a series of hits by one visitor in a period of time</i>
	Promote use of Facebook by sharing information after each training to promote peer-to-peer networking by informal communication after each training	Increased networking and peer knowledge sharing promotes trying new ideas learned in trainings .	10% of providers will utilize the peer to peer networking tracked by the number of posts on Facebook.	Pam Smith, Program Director, Candy Sorensen Com. Specialist, Community Partners, child care educators, trainers and subcontractors	<i>203 Facebook fans and 44 Facebook posts in first quarter</i>
	Maintain and increase utilization of Twitter, Facebook, blog and website to promote RRC services	Social Media is an inexpensive widely utilized information source that provides instant access to information.	Posts and comments will be counted to illustrate the viability of the information sharing	Pam Smith, Program Director, Candy Sorensen, Communication Specialist , trainers and subcontractors	<i>617 Twitter followers, 96 subscribers to our blog, 278 blog hits and 10 posts</i>

<b>Status on Strategies and Performance Measures:</b>	<b>Challenges:</b>	<b>Successes:</b>
<p><b>Concentration on infant and toddler development and increasing quality of care in region with new programs and focused partnerships (AAP, MIIMH) Speakers Guide updated and utilized resulting in new speakers increasing the opportunities for adult learning and new modalities. Quality of training offered is exceptional with benchmarks, expectations and Core Knowledge and Competencies clearly defined and understood by trainers.</b></p> <p><b>Mary McCrain (CCEP) donated more than 500 infant soc/emo wheels –all of which have been distributed</b></p>	<p><b>Social Media can be time consuming and requires vigilant attention to stay up to date and pertinent, increasing staff time.</b></p>	<p><b>Two new programs to be implemented include a infant mental health certification through MIIMH for child care providers and an affiliation with the American Association of Pediatrics with Dr. Hashakawa promoting increased health and safety in child care settings with new curriculum, grants and partnerships Social media continues to play an important part of promoting Great Start and Great Start CONNECT. Overall usage continues to increase with more community interaction and feedback (see above for usage numbers) Assisted 581 licensed providers' phone calls with</b></p>

		<p><b>technical support, training inquiries and information requests</b></p> <p><b>372 providers earned .6 SB-CEUs at Howell Community Sharing for Healthy Caring Conference 11/13/10, 1600 participants</b></p> <p><b>Building on Behalf of Children Conference being planned for April 2011 – professional development opportunity for more than 400 providers at Eastern Michigan University</b></p>
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**Professional/Workforce Development for Unlicensed Providers**

**Goal 3: The Great Start Regional Child Care Resource Center will implement the Regional Child Care Quality Improvement Plan and coordinate professional learning opportunities, supports and services for unlicensed early learning and care workforce, increasing child development knowledge and application of that knowledge in early learning child care settings.**

- Annual Objectives:**
- *A continuum of professional development opportunities designed to meet Michigan Department of Human Service requirements is created and reflected in the Regional Child Care Quality Improvement Plan.*
  - *Supports and services reflect a wide range of topics and content areas including specific infant and toddler professional learning opportunities targeted to improve social and emotional health and development.*
  - *Outreach, engagement, supports and services reflect the specific needs of unlicensed early learning and care providers.*
  - *Technology is utilized whenever possible to maximize the availability of professional learning opportunities and the accessibility of the expertise of consultative staff.*
  - *At least 25% of providers in the region improve the quality of care they provide.*

<i>Measures/ Activities</i>	<i>Tasks</i>	<i>Rationale</i>	<i>Indicators of Success</i>	<i>Person Responsible</i>	<i>Progress to Date</i>
<p><b>1. Coordinate targeted efforts and outreach to improve child care quality in unlicensed settings.</b></p>	<p>Collaborate with community entities to provide professional development opportunities based on the best practices for unlicensed providers, working to reach this population through existing community groups, parents, and locations and affiliations. Provide training in every county in every quarter where needs are identified by the Quality Improvement team including mixed age groups and school age children.</p>	<p>A number of unlicensed 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></p> <p>Maximize infrastructure already in place and help providers build relationships.</p>	<p>Professional development opportunities created and measured against current baseline Tier 2 training opportunities offered in each of our seven counties focuses on children in mixed age groups. Providers successfully attend, complete, indicate a gain in knowledge and behavioral intention, and provide feedback. Gain in knowledge will be illustrated in pre and post surveys done by participants.</p>	<p>Pam Smith, Program Director, Kathleen Burchi, Director of Professional Development, Candy Sorenesen, Communication Specialist and Kim Dumond, Direct Service Specialist , Carolyn Graves, Lynn Gluvna</p>	<p><i>Updated Great Start CONNECT with 30 infant/toddler training opportunities, including 24 Great Start to Quality Orientation trainings totaling 191 hours of training</i></p> <p><i>459 unlicensed providers attended GSOT and 100% completion and success rate on administered skill test.</i></p>

	Distribute information about Great Start to Quality Orientation Training and Work Force Development opportunities in high density population areas where unlicensed providers have been identified through direct mail postcards and posters in community gathering places	Providing information to unlicensed providers and getting them involved in training will impact the quality of care they provide	An increase of 10% of unlicensed providers receiving DHS payments will participate in trainings including Tier 2	Seven Great Start Collaboratives county directors and Great Start parent liaisons, Candy Sorenesen, Communication specialist, Kathleen Burchi, Director of Professional Development, Kim Dumond, Direct Service Specialist , Carolyn Graves, and local churches, markets and Laundromats.	<i>All trainings were opened up for unlicensed providers.</i>  <i>A new online class "Fundamentals of Care" was offered to unlicensed providers consisting of 2 parts, 5 hours each par; includes a Social emotional and development modules.</i>
	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. And do regular community outreach	Having a local presence in the communities we serve increases provider participation and meets the immediate needs of the clients.	Hubs operating to meet the needs of each specific county on a daily basis to maintain a presence in community will monitor number of contacts made in person and by phone	Linda Herbert, Director of Livingston and Genesee hub, Cheryl Chavez Torres director of Jackson hub, Brooke Rains, Director of Lenawee and Hillsdale, Lynn Gluvna , Director of Monroe, Kathleen Burchi, Washtenaw hub, Pam Smith, Program Manager	<i>Out county hubs have been instrumental in establishing community contacts and training opportunities</i>
	Impact the quality of care unlicensed providers offer by connecting them with social/ emotional professional development opportunities. Currently available training is identified with local entities and information made available to providers.. Coordination with qualified trainers/agencies for	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. The Regional Resource Center has identified the need for understanding the social emotional development in young children, especially	Coordination with qualified trainers/agencies for specific infant/todd social emotional training in 7 counties conducted by qualified trainers,  Training is identified and made available to providers through Great Start CONNECT, website, postcards, and training directory.	Kathleen Burchi, Director of Professional Developments, Subcontractors ands trainers including Judy Darling, Cheryl Chaves Torres, Laura Nola, Michelle Freund, Kim Schemensky, Amy Mason, Carolyn Graves and other qualified trainers as identified.	<i>Updated Great Start CONNECT with 30 infant/toddler training opportunities, including 24 Great Start to Quality Orientation trainings totaling 191 hours of training</i>  <i>A new online class "Fundamentals of Care" was offered to unlicensed providers</i>

	specific infant/todd social emotional training in 7 counties conducted by qualified trainers,	since the Child Care Enhancement Program was eliminated from the budget			<p><i>consisting of 2 parts, 5 hours each part includes a Social emotional and development modules.</i></p> <p><i>Training schedule mailed out and posted online</i></p>
<b>2. Coordinate infant and toddler specific professional development.</b>	Offer Great Start to Quality Orientation training once or more each month in seven counties depending upon demand in region	Provide basic support for new unlicensed providers to increase the quality of care they provide to children	Great Start to Quality Orientation is scheduled once or more each month in each county. Scheduling and updating Great Start CONNECT	Kathleen Burchi, Director of Professional Development, Lynn Gluvna, Kim Dumond, Direct Service Specialist, Russ Girbach, Tim O'Conner, Carolyn Graves and other trainers as needed	<p><i>24 Great Start to Quality orientations were held totaling 144 hours of training available in all seven counties - 449 providers completed training</i></p>
	Establish a system for using the Parents as Teachers Tool for on-site visits to unlicensed providers.	Parents are a child's first teacher, increased core knowledge increases the likelihood of helping a child develop appropriately and helps providers share knowledge with parents as identified by feedback from trainers	System for on-site visits will be established and utilized in at least three counties	Kathleen Burchi, Director of Professional Development and subcontractors/trainers in each county	<p><i>Under development – one in Jackson and two in Monroe</i></p>
<b>3. Engage well established community entities to develop best practices for unlicensed providers</b>	Develop and share information on best practices for unlicensed providers including orientation, mentoring and parent led playgroups with Department of Human Service, Community Colleges, Intermediate School Districts, Great Start Connect, Head Start, Child Care Licensing, Children's	<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>82% of children are in</p>	<p>Flow chart of best practices completed and implemented by trainers. Trainers surveyed to see how flow chart helped them become more effective in training unlicensed providers</p> <p>Share best practices for infant/toddler in all counties served</p>	Pam Smith Program Manager, Kathleen Burchi, PD Director, Kim Dumond, Direct Service Specialist., Seven Great Start Collaborative Directors, and community partners including Department of Human Services	<p><i>Flow chart completed and distributed to trainers</i></p> <p><i>Best practices continue to be discussed in workshops and trainings as well as increasing</i></p>

	First Finance and other regional entities by email communication and discussion groups.	unlicensed care. <i>BUILD conference</i> The Work Advisory Team identified a need to understand best practices for unlicensed providers.			<i>awareness among community groups</i>
	Partner with local child health advocates to maximize outreach with the region's most vulnerable children including Community Health Departments, doctors, dentists Michigan's Child .	Children need quality health care and a medical and dental "home" providing consistent care for immunizations and health care.	Partnerships maintained and enhanced with American Pediatric Association and local pediatrician, University of Michigan Autism chapter and Kelly Stupple (Health Dept.) Identify and work with at least three partners to promote health care for children	Program Director Community health departments, Kelly Stupple, Children's Health Advocate and other identified health professionals working in our counties	<i>Working with Dr. Andrew Hashakawa, University of Michigan and American Association of Pediatrics liaison, Kelly Stupple, Children's Health Advocate and identifying a third representative – possibly Anne Telfer, UM Autism Chapter</i>
	Communication lines established through electronic mail with Department of Human Services and the Michigan Home Based Child Care Council to access unlicensed providers contact information.	Research states that effective relationships are central to all aspects of relative/aide outreach and quality building. (Sparking Connections, Families and Work Institute, 2006) Accessing the names of providers as they enter or reenter the system allows for immediate contact and gets them into training quicker.	Communication plan established to relay to the Regional Resource Center the names of providers as they enter or reenter the system so we can contact them and engage them in training.	Pam Smith, Program Manager, Erin Emerson, Department of Human Services and Elizabeth Jordan, the Michigan Home Based Child Care Council, Kim Dumond, Direct Service Specialist	<i>Communication plan under development With all local DHS office having been contacted through email. Names relayed of providers entering system through list provided by DHS</i>
<b>4. Coordinate supports and services to providers who want to become licensed or registered providers.</b>	Implement support system plan to move unlicensed providers that are interested toward becoming licensed by	The supply of regulated care is particularly limited in low income communities, in many communities with large	Cost of becoming licensed worksheet developed and distributed.	14 Trainers, Camarrah Morgan, First Children's Finance, Kathleen Burchi, Professional	<i>Cost of becoming licensed worksheet finished, distribution will begin 2<sup>nd</sup> quarter</i>

	offering technical support/develop a written plan and support their interest through coaching, mentoring working with First Children's Finance and the provider	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 and makes clearly defines a path for interested providers to take to become established.	Count the number of Providers asking for support and information to become licensed	Development Director Keisha Vereen, Direct Service Speiclaist, Kim Dumond, Direct service Specialist, Carolyn Graves, hub offices	<i>Postcard developed inviting Unlicensed providers to join support group to become licensed – initially all Tier Two participants have been invited</i>
	Coordinate partners list to offer in kind support and resources for unlicensed providers	Data that is available indicate that many unlicensed providers have relatively low or moderate incomes and could benefit by accessing assistance from local human service agencies	Partner list created and distributed at unlicensed providers trainings.	Communications Specialist and all trainers	<i>Support services discussed and promoted at trainings by trainer who can help with access to services</i>
	Partner with First Children's Finance, Michigan Small Business Association and Bureau of Child and Adult Licensing to provide information on becoming licensed and setting up small businesses to unlicensed providers.	Improving quality for the most vulnerable children including setting benchmarks for small businesses to stay in business improves the quality of care provided to children and to meet the Department of Human Services goal of having more licensed providers.	Distribute information to at least 50% of unlicensed providers coming to our trainings about how to become licensed.	All trainers, Camarrah Morgan, First Children's Finance, Michigan Small Business Association and Bureau of Child and Adult Licensing representatives.	<i>Every Great Start to Orientation training has information available on how to become licensed</i>
	The Regional Resource Center will coordinate peer-to-peer consultation opportunities for unlicensed providers after each training to help them learn from each other and hear how others became licensed.	Learning from peers and their experiences highlights opportunities and provides real world experiences to model their own plan after. Also gives mentoring opportunity to licensed provider	Peer-to-peer consultation plan developed and assistance offered to all unlicensed providers expressing a desire to be paired up with a licensed mentor	Kathleen Burchi, Director of Professional Development, Subcontractors/Train ers including Judy Darling, Cheryl Chaves Torres, Lynn Gluvna, and Brooke Rains and other trainers as	<i>Peer consultants being identified.</i>

				opportunities arise.	
<b>Status on Strategies and Performance Measures:</b>		<b>Challenges:</b>		<b>Successes:</b>	
Parents as Teachers is being used by coaches with unlicensed providers as it is more amenable to providers and easier for coaches to use with them rather than ITERS/FIDCERS		Providers are reticent to allow coaches into their homes to assess care – bridges of trust and communication have to be built before actual assessment can begin Recognizing the high no show rate (21%) is indicative of population and developing strategies to ensure full classes and active participation		Demand is still high for Great Start to Quality Orientation (459 unlicensed providers have completed first quarter) Interest in lifelong learning recognizable as providers begin to feel successful and comfortable in classroom setting Assisted 1715 unlicensed providers' phone calls with GSOT registrations and assistance Building on Behalf of Children Conference being planned for April 2011 – professional development opportunity for more than 400 providers at Eastern Michigan University	
<b>Resources for Early Learning and Care Providers Across All Settings</b>					
<b>Goal 4: The Great Start Regional Child Care Resource Center will coordinate supports for early learning and care providers across all settings with resources to enhance the learning environment and increase the child development knowledge of providers.</b>					
<b>Annual Objectives:</b>					
<ul style="list-style-type: none"> <li>Strategies to support the development, coordination, organization, distribution, assessment, and modification of resources for early learning and care providers are designed and incorporated into the Regional Child Care Quality Improvement Plan.</li> </ul>					
<b>Measures/ Activities</b>	<b>Tasks</b>	<b>Rationale</b>	<b>Indicators of Success</b>	<b>Person Responsible</b>	<b>Progress to Date</b>
<b>1. Coordinate resources for providers to borrow that enhance the child care setting learning environment</b>	Create access to lending library resources in each RRC hub with increased emphasis on infant and toddler resources by purchasing new resources and promoting online	Expanded selections will enhance the learning potential and increase the child development knowledge of providers.	Resource list created and distribution plan developed. Identify gaps and additional resources purchased. Circulation tracked and increased by 10%	Kim Dumond, Direct Service Specialist will track and Kathleen Burchi will purchase new resources	<i>Met with Eva Davis, Director of Library Services, Canton, MI to develop increasing circulation strategies. New resources ordered. MSUE offered to donate Better Kids Care resources to our library</i>
	Expand partnerships with local library systems to break subtle barriers that prohibit use by providing information to libraries on how they can best help our clients	Some providers need help with reading or computer use and are reluctant to ask for help	Articulated agreements exist that promote use of local resources. Response rates tracked from libraries	Pam Smith, Program Manager, Local library contacts in the seven counties we serve.	<i>Library systems contacted in all seven counties</i>
	Increase the use of lending library materials and additional resources made available throughout the	Increasing the use of library resources promotes more knowledge of what quality care is by the	Track usage numbers and promote additional resources through our website.	Kim Dumond, Direct Service Specialist	<i>83 library resources checked out first quarter.</i>

	community.	providers			
<b>2. Coordinate resources for providers to increase their child development knowledge</b>	Promote access and increase membership in professional organizations and affiliations for providers	Providers that belong to professional organizations and are lifelong learners increase their ability to provide quality care	Professional Organization list created and updated for distribution on the web. Providers surveyed to see how many joined an organization like the Michigan Education of Young Children organization.	Kathleen Burchi, Director of Professional Development, all trainers during their classes	<i>Professional organization information available on web but because we cannot pay for their membership we have not been able to collect how many providers joined – survey being developed to send out to providers</i>
	Promote awareness of the Regional Resource Center and Great Start Connect among licensed and unlicensed providers	Providers can increase the quality of care by accessing the trainings and resources found at the Regional Resource Center and Great Start Connect	Giveaway 500 copies of Great Start Connect each quarter	Cheryl Priest, Great Start Connect Director, Candy Sorenesen, Communication Specialist	<i>First quarters' distribution of GREAT START CONNECT magazine complete</i>
<b>3. Coordinate resources for providers to increase their business knowledge</b>	Partner with First Children's Finance (FCF) to promote good business practices among providers in an effort to increase stability in the childcare business	Educated business knowledge will increase rate of success, providing stability and more quality care that impacts the lives of the children in their care.	Training to be offered and included in the Building on Behalf of Children Conference in April 2011 By First Children's Finance, surveys done with providers to evaluate how class benefitted them	Camarrah Morgan, First Children's Finance, Pam S Smith, Program Director, Building on Behalf of Children Conference committee	<i>Camarrah Morgan will be providing training at the Building on Behalf of Children conference in April, 2011</i>
<b>3. Implement a varied distribution plan (website, email, and print) for the consumer education publications to providers.</b>	Build a communication web with the Great Start Collaborative and Great Start Parent Coalition that result in providing best practices in early care and education, infant/toddler social/emotional health, basic needs, child safety and family	The more information, knowledge and support available to providers the increase in the likelihood of quality care they provide.	Web hits increase by 10%, providers report increase usage of materials	Candy Sorensen, Communication Specialist Great Start Collaborative Directors form seven counties	<i>Participated in Alicia Williams Great start Collaborative meeting and was on panel discussion for Directors that addressed communication and working together. Invited to present at Jackson Parent Liaison group – Hub coordinator, Cheryl Chaves Torres did</i>

	support through our website and the local Great Start Collaboratives' websites, Newsletters and brochures				<i>the presentation</i>
<b>Status on Strategies and Performance Measures:</b>		<b>Challenges:</b>		<b>Successes:</b>	
Successful in communicating with all seven Great Start Directors and their Parent Liaisons resulting in effective give and take of information between network utilizing communication systems in place. 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		Reduce duplicative messaging and unwanted emails and newsletters		Participated in a panel discussion (Mary Luchies and Pam Smith) for the first time in region wide Great Start Director and Parent Liaison meeting giving us opportunity to present ways to work together and build off of their network. Used Parent email groups to promote job opportunities and class offerings.	
<b>Resources for Families</b>					
<b>Goal 5: The Great Start Regional Child Care Resource Center will coordinate resources for families to enhance the early learning home environment, about choosing quality early learning and care, and assist families without access to Great Start CONNECT find and secure quality early learning and care options.</b>					
<b>Annual Objectives:</b>					
<ul style="list-style-type: none"> <li>Strategies to support the development, coordination, organization, distribution, assessment, and modification of resources for families are designed and incorporated into the Regional Child Care Quality Improvement Plan.</li> </ul>					
<b>Measures/ Activities</b>	<b>Tasks</b>	<b>Rationale</b>	<b>Indicators of Success</b>	<b>Person Responsible</b>	<b>Progress to Date</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 to help parents understand what quality care is and to access other parent links to help them with their children	Increased access about quality care information for parents increases the consumer's ability to make informed decisions and place their children in quality environments.	Communication Web built and promoted to parents through Great Start Parent Coalitions and local community advertising	Candy Sorensen, Communication Spec., Pam Smith, Program Manager, Great Start Parent Liaisons in each county and local newspapers and malls	<i>Letters mailed to all Great Start Parent Coalition Liaisons To promote SE RRC and resources available.</i>
	Utilize Great Start Parent Groups for additional advocacy and education about the importance of quality care and reaching out to their providers	Partnering with the Great Start Parent Coalitions increases the reach we have into the communities and disseminating information effectively.	All seven Great Start Parent Coalitions in our counties will be contacted and quality improvement plan shared with them	Pam Smith, program Manager, 7 Great Start parent Coalitions Representatives	<i>Participated in Alicia Williams Great start Collaborative meeting and was on panel discussion for Directors and Parent Liaisons that addressed communication and working together.</i>

					<i>Invited to present at Jackson Parent Liaison group – Hub coordinator, Cheryl Chaves Torres did the presentation</i>
	Utilize 211 system and make sure our information is current	Parents in areas with 211 regularly use it for childcare referrals and we want to promote use of Great Start Connect	211 will be contacted quarterly to track number of referrals made to Regional Resource Center or Great Start Connect	211 United Way staff and Pam Smith, Program Director	<i>211 not available to Report referrals made specifically to Se RRC. Am reworking goal to obtain verifiable information</i>
<b>2.Offer infant/toddler specific resources to new parents</b>	Utilize Great Start Collaboratives and Parent Coalitions to develop and connect families to resources they can use to increase the quality of care in their home. Resources include learning materials for infant/ toddler, social/emotional development and children with special needs	Increased support and knowledge from birth provides more opportunities for successful development and future education as documented by numerous studies. <i>(The Early Learning Partnership Project)</i>	Identify and promote existing parent education efforts with GS collaborative and parent coalitions , information distributed in each county about the learning resources available.	7 Great Start Parent Coalitions Representatives, 7 Great Start Directors, Pam Smith, Program Manager	<i>Participated in Alicia Williams Great Start Collaborative meeting and was on panel discussion for Directors that addressed communication and working together. Invited to present at Jackson Parent Liaison group – Hub coordinator, Cheryl Chaves Torres did the presentation</i>
<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 32 year relationships with community entities to build on existing relationships to facilitate the referral process	Increased collaboration increases community effectiveness and awareness thus increasing consumer knowledge to help them make informed decisions regarding quality care	List of community partners identified and estimated number of referrals tracked	Candy Sorensen, Brooke Rains, Lynn Gluvna, Cheryl Chaves Torres, Linda Herbert (Livingston and Genesee) Kim Dumond, Direct Service Specialist	<i>More than 900 people were assisted with our Family Support Programs either through direct contacts, applications sent or technical assistance provided.</i>
<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 by linking with other community websites including but not limited to Great Start	Increased access about quality care information for parents increases the consumer’s ability to make informed decisions.	Website utilization survey implemented to maximize web effectiveness. Multiple access points for providers to get information.	Pam Smith, Program Manager, Candy Sorensen, Communications Specialist, Design Micro,web support	<i>Survey currently being developed.  Community portals being promoted to increase family access (library, MI Works, Hub Offices)</i>

	Collaboratives, Early Childhood Investment website and others as identified				<i>Baker College offered technology access through their computer lab</i>
<b>4. Assist families without access or after using Great Start CONNECT who were unable to locate high quality licensed early learning and care that meet their needs.</b>	Early childhood consultants at local hubs and satellites are available to conduct personal consultations to assist families with non-traditional child care needs (e.g., information to identify and choose quality programs, etc.).	Licensed infant and toddler care and care during non-traditional hours is more difficult to secure than care for older children, because it is more expensive for child care providers to offer.	Satisfaction of the families receiving assistance locating high quality licensed early learning and care needs. Utilize the Great Start CONNECT for families to share their early learning and care experiences about using CONNECT	Candy Sorensen, Brooke Rains, Lynn Gluvna, Cheryl Chaves Torres, Linda Herbert (Livingston and Genesee) Kim Dumond, Direct Service Specialist, Keisha Vereen, Direct Service Specialist	<i>Assisted 216 families with child care referrals; either by giving Great Start Connect assistance or emailing/mailling the referrals</i>
<b>5. Assist families with non-traditional child care needs.</b>	Local hubs will ensure that families with non-traditional child care needs will have access to child care referrals as needed by providing written information on child care programs, subsidies, scholarships, applications and i-billing as well as personal consultation if needed.	Eliminating barriers for families needing non-traditional child care will increase access to care for families.	Written materials will be available in all hubs and contact records will be kept for all personal consultations. Number of contacts made with the hubs by families to receive assistance with their non-traditional child care needs	Candy Sorensen, Brooke Rains, Lynn Gluvna, Cheryl Chaves Torres, Linda Herbert (Livingston and Genesee) Kim Dumond, Direct Service Specialist, Keisha Vereen, Direct Service Specialist	<i>Assisted 216 families with child care referrals; either by giving Great Start Connect assistance or emailing/mailling the referrals</i>  <i>We assisted 29 people with licensing information and 127 people with DHS billing questions</i>
<b>Status on Strategies and Performance Measures:</b>		<b>Challenges:</b>		<b>Successes:</b>	
<p>Parent education need identified and being addressed in all seven counties utilizing Great start Parent groups and collaborative.</p> <p>Great Start Parent Liaisons and GS Directors have been very helpful to RRC acting as ambassadors for RRC services in their communities</p> <p>Partnership with Livingston County DHS to provide free space and computer time with their "Parenting Time" coaching program</p>		<p>Knowledge and use of Great Start system still is below user levels we would like to see</p> <p>Addressing the lack of internet access for some families and breaking down the barrier</p> <p>Parents need English as a Second Language choice on Great Start Connect to find providers that have specific language skills</p>		<p>Assistance to provided to more than 3568 inquires and phone calls</p> <p>Assisted 216 families with child care referrals; either by giving Great Start Connect assistance or emailing/mailling the referrals</p> <p>Assisted 29 people with licensing information and 127 people with DHS billing questions</p> <p>More than 900 people were assisted with our Family Support Programs either through direct contacts, applications sent or technical assistance provided.</p>	

**Advocacy Communication and Outreach**

**Goal 6: The Great Start Regional Child Care Resource Center engages in advocacy communication and outreach strategies that support child care quality improvement, educate providers and families, and increase coordination and collaboration amongst regional community partners.**

**Annual Objectives:**

- Strengthen partnerships and communication between the Great Start Regional Child Care Resource Center and Great Start Collaboratives and Great Start Parent Coalitions.
- Strengthen partnerships and communication between the Great Start Regional Child Care Resource Center and community partners.
- Integrate communication and engagement strategies related to advocacy with the Great Start Collaborative and Great Start Parent Coalitions.
- Integrate communication related to early learning and care with the Great Start Collaboratives and Great Start Parent Coalitions.
- Organize and coordinate an effort to emphasize the importance of quality early learning and care settings statewide.

<b>Measures/ Activities</b>	<b>Tasks</b>	<b>Rationale</b>	<b>Indicators of Success</b>	<b>Person Responsible</b>	<b>Progress to Date</b>
<b>1. Establish and maintain a communication system that reaches all partners in community</b>	Create and implement a communications plan to increase public awareness and will building for early childhood including Great Start and Parent Coalitions	Communication plan and information sharing will reduce duplication of services and misinformation	Communication plan developed progress tracked quarterly. Evidence of emails, website updates, etc...	Candy Sorensen, Communications Specialist, subcontractors/trainers and community agencies	<i>Emails and updates are done regularly to community partners as well as presentations at meetings by our hub coordinators</i>
	Develop and maintains a structure to ensure effective and efficient communication with families, providers, lawmakers and partners	Technology is utilized and easy to use	Portals for information are prevalent and connections updated quarterly	Candy Sorensen, Communications Specialist	<i>252 average website sessions per day were recorded – sessions are a series of hits by one visitor in a period of time</i>
	Engage in regular and ongoing monthly communications with Great Start Collaboratives, Great Start Parent Coalitions, and the Regional Quality Improvement Team.	Ongoing monthly communications provides current updates to keep everyone informed of the progress of the work.	Monthly emails and communications are completed.	Pam Smith, Program Director	<i>203 Facebook fans and 44 Facebook posts in first quarter 617 Twitter followers, 96 subscribers to our blog, 278 blog hits and 10 posts</i>
	Work with the Early Childhood Investment Corporation communication specialist to identify stories and connect the writer to the providers/families.	Newsworthy information is a tool to market the work of the Regional Resource Center and encourage the interest of providers and families.	At least three stories in 2011 will be provided by the Southeast Regional Resource Center focusing on the affects of the regional work	Pam Smith Teri Banas Andy Heller	<i>Teri Banas working on two story ideas promoted by Pam Smith: topics of interest include Dr. Andrew Hashakawa and improving quality /safety/health care in centers and Judy Darling; infant</i>

					<i>and toddler specialist.</i>
<b>2.Utilize Great Start Connect</b>	Great Start Collaborative and Parent Coalitions partnerships engage in outreach and recruitment of providers to utilize CONNECT. Southeast Regional resource center works with CMU to provide feedback about CONNECT to increase effectiveness	Collaboration with the Great Start Collaboratives and Parent Coalitions provides more avenues for reaching providers. Front end user experiences relayed to CMU make it more user friendly	More providers utilize CONNECT for the purpose of registering for trainings, updating profiles and marketing their early learning and care business. Users report better experience	Pam Smith, Program Director Seven Great Start Collaboratives and Parent coalitions, Sara Bendele, CMU, Kim Dumond, Direct Service Specialist, Candy Sorensen, Communication Specialist	<i>Candy Sorenesen is on Sarah Bendele's committee to improve and provide feedback of CONNECT effectiveness. Assisted 581 providers with technical support, training inquires and general info.</i>
<b>Status on Strategies and Performance Measures:</b>		<b>Challenges:</b>		<b>Successes:</b>	
Great Start CONNECT being utilized more often with greater success.  Communication effort resulting in increased awareness of Great Start CONNECT, Great Start Collaboratives and Parent Liaison groups.		Communication requires constant attention and reliable delivery		Stories written by Teri Banas have resulted in increased attention on success stories within our communities elevating recognition of importance of quality care.  New Public Service Announcements for Great Start CONNECT and Se RRC taped for Lenawee/Hillsdale counties  Announcement about services in local Chamber of Commerce newsletters	
<b>Evaluation and Data Collection</b>					
<b>Goals 7 &amp; 8: The Great Start Regional Child Care Resource Center maintains a highly skilled program director directly responsible for the implementation of the Great Start Child Care Quality Improvement Plan and provides data and evaluation reports to ECIC, DHS, or the Great Start CONNECT Resource Center as requested for continuous improvement.</b>					
<b>Annual Objectives:</b>					
<ul style="list-style-type: none"> <li>• Develop data collection plan in conjunction with ECIC.</li> <li>• Collect pertinent data that can be used in the Great Start Child Care Quality Program evaluation.</li> <li>• Provide evidence of successful Regional Child Care Quality Improvement Plan Implementation.</li> </ul>					
<b>Measures/ Activities</b>	<b>Tasks</b>	<b>Rationale</b>	<b>Indicators of Success</b>	<b>Person Responsible</b>	<b>Progress to Date</b>
<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.	Pam Smith, Program Director	<i>Progress reports and SOE submitted 1/12/11, two weeks ahead of deadline</i>
<b>2. Convene the Great Start Collaboratives (in the region) as part of the Improvement</b>	Coordinate a minimum of 4 meetings per year, one in	Quarterly meeting and reporting keeps the work of this program on	Meetings completed. Report generated after each meeting addressing	Pam Smith, Program Director And the seven Great Start	<i>Meetings scheduled and promoted.</i>

<b>team, at least quarterly, and use formative evaluation methods for continuous improvement.</b>	each quarter, to evaluate current initiatives and programs and determine how to best improve service delivery, topic, accessibility, and outreach.	track with updated information	the topics discussed, timelines and responsibilities for continuous improvement.	Collaborative Directors from Hillsdale, Lenawee, Livingston, Genesee, Monroe, Washtenaw, Jackson)	
<b>3. 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.</b>	Provide continuity and flow of information between regional and state resource centers.	Efficiency and accountability result in more effective implementation.	Communication is consistent and evidence based data is received by the state.	Pam Smith, Program Director, Communication Spec.	<i>Regular contact with CMU/Great Start State Center.  Invited Sarah Bendele down for visit to review CONNECT opportunities and challenges</i>
	At the end of each quarter, the synopsis of the GSC meetings is to be shared with the state RRC	Shared communication enables the Great Start Network to become stronger	Statewide office receives report by the 5 <sup>th</sup> of the month in January, April, July and by September 30 <sup>th</sup> .	Pam Smith, Program Director	<i>State received survey results from first quarter Quality Improvement team meeting (12/1/10)</i>
<b>4. Evaluate and compile professional development opportunities for child care providers.</b>	Surveys and evaluations are completed after each training supported by ECIC funding.	Consistent evaluation updates data that is used for continuous improvement	Achieve 50% participation rate for completing the survey with 80% satisfaction rate.	Pam Smith, Program Director Communication Spec., 14 Subcontractors	
<b>7. Participate in the ECIC sponsored evaluation.</b>	Project Leader will participate in all ECIC sponsored evaluations	Consistent evaluation updates data that is used for continuous improvement	Timelines are met and data is aggregated in accordance with policies.	Pam Smith, Program Director	<i>Timelines are met survey data aggregated</i>
<b>Status on Strategies and Performance Measures:</b>		<b>Challenges:</b>		<b>Successes:</b>	
Deadlines and performance measures achieved				Progress report and SOE turned in on time.	

