

Prepared by Pam Smith

Initial Workplan:

Amended Workplan:

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

Implementation of the Regional Child Care Quality Improvement Plan					
Goal 1: The Great Start Regional Resource Center assures the effective implementation of the Regional Child Care Quality Improvement Plan.					
Annual Objectives:					
<ul style="list-style-type: none"> • <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> • <i>Community partners are engaged in providing supports and services included in the Improvement Plan.</i> • <i>Regional Child Care Quality Improvement Plan is updated quarterly when necessary to more effectively and efficiently implement the Improvement Plan.</i> 					
<i>Measures/ Activities</i>	<i>Tasks</i>	<i>Rationale</i>	<i>Indicators of Success</i>	<i>Person Responsible</i>	<i>Progress to Date</i>
1. Coordinate community supports and services creating a continuum of opportunities to improve service delivery and implement the RRC improvement plan	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	
	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	

	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 all 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	
	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	
	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	

Status on Strategies and Performance Measures:	Challenges:	Successes:

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.

Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
<p>1.Coordinate professional development supports and services creating a continuum of professional development opportunities</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>Kathleen Burchi, PD Director, Community Partners including all subcontractors, Great Start Collaboratives, community agencies</p>	
	<p>Review all RRC trainings for Core Knowledge and Competencies and Career Pathway.</p>	<p>Research shows that both formal education levels and recent 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</p>	<p>100% of PD opportunities under this contract will align with the Core Knowledge and Competencies and Career Pathways. Providers are aware of the Core Knowledge/Competencies and Career Pathway through educational handouts.</p> <p>Completed trainer applications and resumes kept on file</p>	<p>ECIC Curriculum Review Advisory Committee, Pam Smith, Program Director, Kathleen Burchi, Professional Development Director, Great Start Connect @CMU</p> <p>Currently we have 14 Trainers approved and on file</p>	

		outcomes			
<p>2. Coordinate infant and toddler specific professional development and develop increased coordination plan and service integration for infant/todd specific professional and workforce development</p>	<p>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 and gaps</p> <p>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.</p> <p>Update Great Start CONNECT with current training opportunities</p> <p>Apply and maintain Continuing Education Units With accredited university for providers’ licensing requirements</p>	<p>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.”</p> <p>Increase the capacity of infant/toddler trainings in the area and present a new curriculum for long term providers</p>	<p>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.</p> <p>Providers successfully attend, complete, indicate a gain in knowledge and behavioral intention, and provide feedback.</p> <p>Infant and Toddler Curriculum utilizing “Early Development and the Brain” modules to add a new offering to long term providers will be developed.</p> <p>Great Start CONNECT will be updated with current training opportunities</p> <p>Continuing Education Units with accredited university for providers’ licensing requirements will be available.</p>	<p>Pam Smith, Program Director, Kathleen Burchi, Professional Development Director, Subcontractors Judy Darling, Michelle Freund and Cheryl Chaves Torres</p> <p>Candy Sorenesen, Communications Specialist , Jean Allison ,Baker College</p>	
	<p>Establish a system for using the I-TERS and FDCRS for on-site visits to providers caring for infants and toddlers to</p>	<p>A comprehensive, reliable, and valid instrument that assesses process quality</p>	<p>System established for on-site visits to improve quality of care for infants and toddlers</p>	<p>Kathleen Burchi, PD Director, Sub-contractors Judy Darling, Michelle Freund and Cheryl</p>	

	<p>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>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></p> <p>This is a measure to show improvement of the quality of care</p>	<p>Pilot group is identified and has participated in the plan providing feedback through a written evaluation.</p>	<p>Chaves Torres</p>	
<p>3. Coordinate consultative opportunities that will affect the quality of licensed programs</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>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</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 for providers</p> <p>Regional Resource Center identified specific need as reported from Center Directors to increase knowledge of providing healthy environments for children group settings</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>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 2010</p>	<p>Kathleen Burchi,PD Director, Subcontractors Judy Darling, Michelle Freund and Cheryl Chaves Torres and Laura Nola, Amy Mason</p> <p>Judy Darling, trainer and owner, Transforming Teachers</p> <p>Pam Smith, Program Director, Dr. Andrew Hashikawa, Kathleen Burchi, Director of Professional Development</p>	
	<p>Promote 211 system to</p>	<p>Providers encouraged</p>	<p>Local 211 will report</p>	<p>United Ways' 211</p>	

	providers to access resources. Local 211 will report increase in calls related to childcare	to access resources not available through the Regional Resource Center.	increase in calls related to childcare	staff from our service areas, Candy Sorensen, Communication Specialist	
4. Support providers desire to learn from each other and coordinate peer-to-peer learning opportunities.	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.	
5. Utilize technology in order to maximize professional development opportunities and staff.	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	
	Partner with local organizations and libraries to promote and continue offering 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.	Identified 32% of residents in the region that do not have access, or do not use the internet and you want to help eliminate possible barriers.	Change will be tracked in the number of sites available for access	Pam Smith, Program Director, Candy Sorensen, Communications Specialist, sub-contractors will promote portals at each training Jean Allison ,Baker College	
	Promote online resource portal for clients through postcards, posters,	Promoting awareness of training to newly enrolled providers helps	Website hits tracked and show increase each quarter.	Candy Sorensen Communication. Specialist	

	information sharing at trainings, Postcards mailed to new providers.	to increase the quality of care by	# of postcards mailed to new providers		
	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	
	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	
Status on Strategies and Performance Measures:		Challenges:		Successes:	
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:					
<ul style="list-style-type: none"> • 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. 					
Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. Coordinate targeted efforts and outreach to improve child care quality in unlicensed settings.	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,	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. . .Buildin g relationships is a key component. <i>Close to Home, National</i>	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.	Pam Smith, Program Director, Kathleen Burchi, Director of Professional Development, Candy Sorenesen, Communication Specialist and Kim Dumond, Direct Service Specialist , Carolyn Graves,	

	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.	<i>Women's Law Center 2007</i> Maximize infrastructure already in place and help providers build relationships.	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.	Lynn Gluvna	
	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 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.	
	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	
	Impact the quality of care unlicensed providers offer by connecting them with social/ emotional professional	Using the existing infrastructure to reach the most vulnerable children has proven successful in Illinois,	Coordination with qualified trainers/agencies for specific infant/todd social emotional training in 7	Kathleen Burchi, Director of Professional Developments, Subcontractors and	

	<p>development opportunities. Currently available training is identified with local entities and information made available to providers..</p> <p>Coordination with qualified trainers/agencies for specific infant/todd social emotional training in 7 counties conducted by qualified trainers,</p>	<p>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 since the Child Care Enhancement Program was eliminated from the budget</p>	<p>counties conducted by qualified trainers,</p> <p>Training is identified and made available to providers through Great Start CONNECT, website, postcards, and training directory.</p>	<p>trainers including Judy Darling, Cheryl Chaves Torres, Laura Nola, Michelle Freund, Kim Schemensky, Amy Mason, Carolyn Graves and other qualified trainers as identified.</p>	
<p>2. Coordinate infant and toddler specific professional development.</p>	<p>Offer Great Start to Quality Orientation training once or more each month in seven counties depending upon demand in region</p>	<p>Provide basic support for new unlicensed providers to increase the quality of care they provide to children</p>	<p>Great Start to Quality Orientation is scheduled once or more each month in each county. Scheduling and updating Great Start CONNECT</p>	<p>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>	
	<p>Establish a system for using the Parents as Teachers Tool for on-site visits to unlicensed providers.</p>	<p>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</p>	<p>System for on-site visits will be established and utilized in at least three counties</p>	<p>Kathleen Burchi, Director of Professional Development and subcontractors/trainers in each county</p>	
<p>3. Engage well established community entities to develop best practices for unlicensed providers</p>	<p>Develop and share information on best practices for unlicensed providers including orientation, mentoring and parent led playgroups with Department of Human</p>	<p>Many low-income children-who are often most at risk for starting school behind their more advantaged peers and stand to benefit most from a good early learning environment-</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>Pam Smith Program Manager, Kathleen Burchi, PD Director, Kim Dumond, Direct Service Specialist., Seven Great Start Collaborative</p>	

	Service, Community Colleges, Intermediate School Districts, Great Start Connect, Head Start, Child Care Licensing, Children's First Finance and other regional entities by email communication and discussion groups.	are in FFN care. <i>Close to Home, National Women's Law Center 2007</i> 82% of children are in unlicensed care. <i>BUILD conference</i> The Work Advisory Team identified a need to understand best practices for unlicensed providers.	Share best practices for infant/toddler in all counties served .	Directors, and community partners including Department of Human Services	
	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	
	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	
4. Coordinate supports and services to providers who	Implement support system plan to move	The supply of regulated care is particularly	Cost of becoming licensed worksheet	13 Trainers, Camarrah Morgan,	

<p>want to become licensed or registered providers.</p>	<p>unlicensed providers that are interested toward becoming licensed by offering technical support/develop a written plan and support their interest through coaching, mentoring working with First Children's Finance and the provider</p>	<p>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 and makes clearly defines a path for interested providers to take to become established.</p>	<p>developed and distributed. Count the number of Providers asking for support And information to become licensed</p>	<p>First Children's Finance, Kathleen Burchi, Professional Development Director Keisha Vereen, Direct Service Speiclaist, Kim Dumond, Direct service Specialist, Carolyn Graves, hub offices</p>	
	<p>Coordinate partners list to offer in kind support and resources for unlicensed providers</p>	<p>Data that is available indicate that many unlicensed providers have relatively low or moderate incomes an d could benefit by accessing assistance from local human service agencies</p>	<p>Partner list created and distributed at unlicensed providers trainings.</p>	<p>Communications Specialist and all trainers</p>	
	<p>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.</p>	<p>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.</p>	<p>Distribute information to at least 50% of unlicensed providers coming to our trainings about how to become licensed.</p>	<p>All trainers, Camarrah Morgan, First Children's Finance, Michigan Small Business Association and Bureau of Child and Adult Licensing representatives.</p>	
	<p>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</p>	<p>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</p>	<p>Peer-to-peer consultation plan developed and assistance offered to all unlicensed providers expressing a desire to be paired up with a licensed mentor</p>	<p>Kathleen Burchi, Director of Professional Development, Subcontractors/Trainers including Judy Darling, Cheryl Chaves Torres, Lynn</p>	

	others became licensed.	provider		Gluvna, and Brooke Rains and other trainers as opportunities arise.	
Status on Strategies and Performance Measures:		Challenges:		Successes:	
Resources for Early Learning and Care Providers Across All Settings					
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.					
Annual Objectives:					
<ul style="list-style-type: none"> 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. 					
Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
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 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	
	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.	
	Increase the use of lending library materials and additional resources made available throughout the community.	Increasing the use of library resources promotes more knowledge of what quality care is by the providers	Track usage numbers and promote additional resources through our website.	Kim Dumond, Direct Service Specialist	
2. Coordinate resources for providers to increase their child development knowledge	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	
	Promote awareness of	Providers can increase	Giveaway	Cheryl Priest, Great	

	the Regional Resource Center and Great Start Connect among licensed and unlicensed providers	the quality of care by accessing the trainings and resources found at the Regional Resource Center and Great Start Connect	500 copies of Great Start Connect each quarter	Start Connect Director, Candy Sorenesen, Communication Specialist	
3. Coordinate resources for providers to increase their business knowledge	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	
3. Implement a varied distribution plan (website, email, and print) for the consumer education publications to providers.	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 support through our website and the local Great Start Collaboratives' websites, Newsletters and brochures	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	

Status on Strategies and Performance Measures:	Challenges:	Successes:
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Resources for Families

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.

- Annual Objectives:**
- 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.

<i>Measures/ Activities</i>	<i>Tasks</i>	<i>Rationale</i>	<i>Indicators of Success</i>	<i>Person Responsible</i>	<i>Progress to Date</i>
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 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 Sorenesen, Communication Spec., Pam Smith, Program Manager, Great Start Parent Liaisons in each county and local newspapers and malls	
	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	
	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	
2. Offer infant/toddler specific resources to new parents	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	
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 32 year relationships with community entities to build on existing relationships to facilitate the referral	Increased collaboration increases community effectiveness and awareness thus increasing consumer knowledge to help them make informed	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	

	process	decisions regarding quality care		Dumond, Direct Service Specialist	
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 by linking with other community websites including but not limited to Great Start Collaboratives, Early Childhood Investment website and others as identified	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	
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.	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 (once it is available).	Candy Sorensen, Brooke Rains, Lynn Gluvna, Cheryl Chaves Torres, Linda Herbert (Livingston and Genesee) Kim Dumond, Direct Service Specialist, Keisha Vereen, Direct Service Specialist	
5. Assist families with non-traditional child care needs.	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	

Status on Strategies and Performance Measures:	Challenges:	Successes:

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.

Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
1. Establish and maintain a communication system that reaches all partners in community	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	
	Develop and maintains a structure to ensure effective and efficient communication with families, providers, lawmakers and partners	Technology is utilized and easy to use	Information portals for information are prevalent and connections updated quarterly	Candy Sorensen, Communications Specialist	
	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	
	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	
2.Utilize Great Start Connect	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	Collaboration with the Great Start Collaboratives and Parent Coalitions provides more avenues for reaching providers. Front end user experiences relayed to	More providers utilize CONNECT for the purpose of registering for trainings, updating profiles and marketing their early learning and care business. Users report better	Pam Smith, Program Director Seven Great Start Collaboratives and Parent coalitions, Sara Bendele, CMU, Kim Dumond, Direct Service Specialist, Candy	

	provide feedback about CONNECT to increase effectiveness	CMU make it more user friendly	experience	Sorensen, Communication Specialist	
Status on Strategies and Performance Measures:		Challenges:		Successes:	
Evaluation and Data Collection					
Goals 7 & 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.					
Annual Objectives:					
<ul style="list-style-type: none"> • Develop data collection plan in conjunction with ECIC. • Collect pertinent data that can be used in the Great Start Child Care Quality Program evaluation. • Provide evidence of successful Regional Child Care Quality Improvement Plan Implementation. 					
Measures/ Activities	Tasks	Rationale	Indicators of Success	Person Responsible	Progress to Date
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.	Pam Smith, Program Director	
2. Convene the Great Start Collaboratives (in the region) as part of the Improvement team, at least quarterly, and use formative evaluation methods for continuous improvement.	Coordinate a minimum of 4 meetings per year, one in each quarter, to evaluate current initiatives and programs and determine how to best improve service delivery, topic, accessibility, and outreach.	Quarterly meeting and reporting keeps the work of this program on track with updated information	Meetings completed. Report generated after each meeting addressing the topics discussed, timelines and responsibilities for continuous improvement.	Pam Smith, Program Director And the seven Great Start Collaborative Directors from Hillsdale, Lenawee, Livingston, Genesee, Monroe, Washtenaw, Jackson)	
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.	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.	
	At the end of each quarter, the synopsis of the GSC meetings is to be shared with the	Shared communication enables the Great Start Network to become stronger	Statewide office receives report by the 5 th of the month in January, April, July	Pam Smith, Program Director	

	state RRC		and by September 30 th .		
4. Evaluate and compile professional development opportunities for child care providers.	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	
7. Participate in the ECIC sponsored evaluation.	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	
Status on Strategies and Performance Measures:		Challenges:		Successes:	

